

Assets Inventory: Restorative Practices at School 8: Roberto Clemente

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This Assets Inventory lists examples of practices and experiences at Roberto Clemente that are aligned with Restorative Practices. By focusing on where Roberto Clemente already has success and assets, this report can serve as a foundation to build upon what is already working. Building upon these bright spots is the most effective way to continually improve implementation of Restorative Practices.

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Summary Table

Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
230	Children in circle teacher gave each child an opportunity to come up with a word		"Finger on lips and hands on hips" as way to have children ready for the next transition.		Children returning to room were acknowledged incorporated without disruption		Child interrupted teacher asked permission to keep going with lesson and she would get back to him later.
			They have an actual liaison person who maintains the communication between GCS and #8 Jean Hurst.		K-2 They have build a stronger community since than 5 years ago; formed a partnership with Genesee Charter School. This partnership has helped administration understand a "primary" way of learning		
			Teachers were give a choice to adopt a new curriculum and this has brought them closer together as a community				
			Partnership with St. Thomas				

			Church on south Winton Rd. Teaching Yoga. Now all they have to say is "take a Yoga breath."To help child learn they have control over themselves.				
			They lower grades will be looping as class; maintaining relationships with peers and increasing their sense of belonging.				
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Mrs D'Alessandr	Asked question ;What's wrong , how can I help? Teacher was responding to visibly looking up set.	Michelle McCortney use restorative Practice to resolve conflict.	Has been in the building 17 years. "I love working with children who come to this building.		Teacher participating with students video interactive activity		
		In the beginning of the year the principal					

		<p>emphasis Build your routine build relationships to this in the first month of school. Support relationships then second month of school the academics will come.</p>					
Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
Rm 132 Counselors Suite			<p>Student artwork: Preventing Challenging Behaviors Circle: words challenge, calm, clear expectations repeating as mandala</p>				
Rm 308, Mr. Tran	<p>S1: "teachers help you if you have any questions, if students have a problem with each other, they try to even it out by talking to all of the students, I've seen this</p>		<p>7th grade team norms sign on wall: "Solve problems peacefully, independently or with the help of an adult", "hold yourself and team accountable for TEAM norms</p>		<p>S3> T "can I have an apple?" T>S3 Yes, T3 works on classwork while eating apple</p>		

	happen with others.						
Rm 307, Ms. Kowba			Histogram / Instagram: Rosa Parks and other black leaders represented	S1 eating in class, participating, gets up and throws trash out	T>S "I can't hear you when you mumble, baby"		S2> S3 "where is Curtis?" T>S2 " I know, he's so quiet, but I see him smiling, he's here"
Rm 322, Ms. Repp		T>S's (hitting each other, exiting classroom) "are you taking a break? Go right to the cool down zone, you can go talk to her, (escorts students) S1>S2 profanity re: conflict, S3>S2 "chill out"	Sign: "Fair Play: take turns, follow rules, don't tease or boast"				
Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
1st Floor Hallway	Student falls, starts to cry, SSO calls him over, other staff	Colorful student artwork displayed	"Why I Teach posters": "the a-da moment", "for the kids", "to give kids a place to go		SSO Johnson: "students are in class, focused, students will pull others to		

	member ties his shoe	T>S1: "ok, let's go, you know we solve problems	when they have to stay where they are"		the side to get on track" SSO Hilliard> S1: "are you in the cafeteria right now? Have a good day with your beautiful hair"		
2nd Floor Hallway, 9:30 am				Brightly Decorated with student work on flowers and spiders			
3rd Floor Hallway				Sign "I can write poetry about women from history" "This rad woman wanted to fly like men, but she didn't have rights..."			
Ms. Herman, Room 241, 9:35 am		T: "Let's problem solve this [student conflict]"	Students and teacher wearing Peter Pan caps while reading the story	Students have various seating options- stools, chairs, balance balls, etc	Marcus Garvey quote on the front door. "The black skin is not a badge of shame, but rather a glorious symbol of national greatness."		

<p>Mr. Gerhold/ Ms Bianco, Room 240, 9:55 am</p>	<p>T helped an upset student and walked out with her for privacy</p> <p>T invited a student to sit next to him in a caring and humorous way</p>				<p>T uses humor and voice to engage students</p>		<p>T showed a video he created and set to music showing each student individually as well as various activities the class has done throughout the year</p>
<p>Site (Teacher Name, Room Number)</p>	<p>Individualized Support</p>	<p>Reflect/Problem Solve about Conflict</p>	<p>Community Building Structures/Rituals</p>	<p>Student Voice and Choice</p>	<p>Respectful Relationships</p>	<p>Formal Wrongdoing Conference or Circle</p>	<p>Students are Known as Individuals</p>
<p>Room 325 10:26 Mr. Davis</p>			<p>“The school as a whole is very “hands on”.</p>		<p>“We work together as a team”.</p> <p>“Social workers and counselors are very supportive to us.”</p> <p>“Teachers are very dedicated.”</p>		<p>Kids are given haircuts if they want them every two weeks.</p>
<p>Ms. Glaspy, Room 239, 10:22 am</p>	<p>T: “If you don’t give her think time, she can’t process it.”</p>		<p>Students sitting in reading circle</p>		<p>T connecting Peter Pan to students’ lives and lived experiences. “Wendy is getting tired of</p>		<p>T shared personal stories connected to the text and allowed students to share as well. Connected to</p>

					cooking and cleaning all the time. Grown-ups love you guys, but sometimes they need a break."		culture and family tradition.
Substitute teacher, Room 216, 10:40 am					T: "I want to know your future plans."		The substitute teacher knows the students' names
Site (Teacher Name, Room Number)	Individualized Support	Reflect/Problem Solve about conflict	Community Building Structures/Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
RM#236/ Mrs. Codiposti						Two students were being disruptive during class lesson teacher inform them she was going to have a conversation with them. "She asked what they could do to help listen better the next time.	
Music, substitute teacher, 10:30		Substitute teacher was asking for a student to move and they were refusing. Other					

		students encouraged them to move and listen to the substitute and they did.					
<u>Art teacher</u>			<p>The positives of this school is that we do a lot of restorative circles with parents and circles with students on a weekly basis.</p> <p>After every break we do a whole day of TEAM.</p> <p>We use the "2nd step" social/emotional curriculum.</p>	The various grades are excited to go and learn what other classrooms are learning.			
Room 214 10:15 Mrs. Brower		There is a definite list of people students can go to when there is a problem.	We are working on a beautification project for the school in which 5 th graders are studying about bioms and are working with 2 nd graders to build pollinators and with 1 st graders to build bird houses.			There is a "student action team" that helps teachers and families come together and come up with an action plan on how to help students.	Students get a certain color bead (depending on genre) that they make a necklace out of for every book they read. When they meet assessment goals they get a charm.

Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
307/ Kowba	Teachers Assistant worked 1 on 1 with student to make sure that the task given was understood		The atmosphere in the room seemed to be very calming and it helped to set the tone of the classroom				
308/Tran				Every student in the classroom worked individually only asking for help when needed			
Students	b	Students say that more SSO's have been added to the school community which has made school a safer place to be			Students said that they are grateful to have teachers that listen to them and places that they can go inside of the building to get a piece of mind		
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11:15 Primary Project/ Lavern Williams	She had restorative conversation with child. And returned her to her classroom.		Saw mother in the hall who needed to return to work asked if she wanted help to take child		We work as a team ; the social worker and the principal and I work together		

			until she calm down				
Ms. Cassata, Library, 10:47 am	T and S reviewed the student's report card and discussed self-evaluation			T to S: "Do you want to use your script, or just talk?"	S teaching the adult about what she has learned. The adult asked questions that the student answered.		
Ms. White, Room 209, 11:04 am	T comforting a student who was not feeling well	Another teacher showed up with a buddy student. The student was greeted and given encouragement. Another student greeted him when he came in.		Students working together to organize and distribute snacks	T "I want to give a big shout out to ____, ____, and _____. They surpassed their previous score by 12 or 11 points."		
Room 211 9:38 Mrs. Roselli	<p>"When we get frustrated you can go to almost any teacher and they will help you find out what's wrong."</p> <p>"Teachers help us a lot."</p> <p>"Teachers don't make it difficult for us. They give us breaks where</p>	"The social/emotional team tell the teachers what triggers students which is really helpful to us so we know how to handle things."	<p>Chill time before transitioning where students could lay down on pillows as they listened quietly to uplifting music.</p> <p>Displayed "Change Your Words, Change</p>		Saw a girl get a computer from another student and put it away for him. The student said "thank you" and she responded with "Your welcome."		<p>"I swear you have some magical power, look at you go!"</p> <p>"You got this. If the music teacher tells you to let it go then just leave it."</p> <p>"Kids really respect the environment. You don't see students ripping stuff</p>

	<p>you stretch and stuff.”</p> <p>“They try the best for the students no matter what.”</p>		<p>Your Mindset” with examples.</p> <p>Instagram Board where spontaneous pictures were housed that displayed positive moments between students and students, and students and adults.</p> <p>Series of 9 posters were displayed that told students to try their best, show appreciation, take pride in work, stand up for what is right, take risks with your learning, be enthusiastic, encourage each other, try something before you give up, and uplift each</p>		<p>“We have really good parent support.”</p> <p>“Principal has really turned this building around. She is available all the time, visible and around. She always deals with things or helps us when we need it.”</p> <p>“The three 5th grade teachers really team well together and we all looped up with our students which has really been helpful.”</p>		<p>up in the hallways anymore.”</p>
Site (Teacher Name,	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals

Room Number)							
3rd floor hallway		Posters that say things like "Do it 4 the kids which is a representation that the children are always first		Black Women Poetry board that was inspired by the story Tikki Tikki Tembo			
Room 210 9:25 Ms. Clarcq			<p>"I like the way our grades come together at assembly where we talk about how to make our school better!"</p> <p>"We have fun expeditions. Like for rain forest day we decorated the hallway like a rain forest. Then we all come together and learn about it."</p> <p>"We show other people and our families what we did for expedition."</p>	<p>"Do you think we could get some head phones? Would that be one of the ways you could work outside?"</p>	<p>"Oh yeah, good catch, sorry about that!"</p> <p>"Then we can report that at our "celebration for learning" time!"</p>		<p>"There are teachers that are willing to help us. It's a very positive school."</p> <p>"Certain teachers care for you. If they feel something is wrong they have a discussion with you."</p>

			<p>Restorative work is really starting to have a foothold.</p> <p>I would let my own child come to this school to learn.</p>				
Hallway 2nd floor	Student who was having a meltdown were spoken to very calmly by the AP and behavioral support which helped him to vocalize what was bothering him.		<p>"High 5" work and shout outs displayed in hallway.</p> <p>TEAM (PBIS) rules posted</p> <p>Samples of student work is displayed with "Congratulations" tickets attached</p> <p>"Bucket filler" activities are posted</p>				Chill out area in hallway with cubbies and two very comfortable chairs.
Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
Room 219, Ms. Sullivan, 9:30	Teacher worked with a student who was crying and upset. Told her to go get a drink of water	Teacher to the class: "Remember all the ways we've worked on this	Room was a calming environment. Low lights, holiday lights, fabric on	Student was able to identify staying away and ignoring them and chose to stay away by	Student 1 upset and crying. Student 2 asked her "Why are you		Student arrived to school late and came into the room. Teacher welcome him by name: "Hi, How are

	and find a way to calm down. Student returned and immediately went to a calming space under a table and did her work.	problem together?"	surfaces, tree in the corner. 3 different calming spaces under large desks with beanbags and prompts for breathing and doing yoga.	working with the teacher to find another arrangement.	crying?" S1 "Because I can't do this work. It's too hard." S1 "You can do this!"		you? How was your weekend?" Gave student directions to get his headphones and listen to music while you finish your writing.
Room 219, Sullivan, interview with student	Student shared "Ms. Sullivan helps her when she asks for it. When I had a problem with another student, they found that student and helped me talk it out with them."		Student explained about the classroom calming space: "When people get angry, they can lay down and get focused. We lay down, take a couple deep breathes and do some yoga animal poses. I like the elephant pose and six sided breathing."	Student stated "My brother Nathaniel helps me calm down when I'm bad. He is at this school and I can see him if I ask. I use the calming space in my room to calm down or when my stomach hurts."			
Room 220, Ms. Walters	Student stated with the teacher they usually run away when I'm mad and people find me. Last week, I didn't run away when		Teacher stated: "I love the class size I have because I get to know my kids so much better and develop relationships.				Students were asked what they love about their school and responded: "They tell me I'm beautiful. My teacher helps me

	I was mad in the cafeteria.” Teacher provided praise for this.		It helps me to know what they need.”				calm down by counting to 10 and taking deep breaths”
Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
Ms. McDowell, room 319	Student asked a clarifying question and teacher engaged with her	Teacher asked for more attention to class material because class time was closing out. Students immediately re-focused	Teacher calls on students who have their hands raised - and also has the entire classroom participate on some questions		Students ask others to be quiet when new instructions are being given		Called on students by name; Calls out names of students on task as encouragement for others to follow their lead
Ms. Clark, Room 320	Teacher walked around classroom to make sure students could ask questions about the assignment	Students worked together to divide paired reading work assignment evenly	Colorful artwork and instruction guidelines hung around the classroom	Student was able to use bathroom after instruction time		Two students arrived late so teacher requested other students support her in giving the overview of the day’s lesson plan and target goals	Teacher uses student name;
Ms. Brown & Mr. Ruiz, Room 324	S4: “The cool down staff will give you advice like how to walk away and deal with your anger.”	Kickboxing section available for stress reduction	Colorful artwork and instruction guidelines hung around the cool zone S1: “My favorite part is	Adult desks are separate from one another, allows students to engage with available staff member	S1: “ I like this school cause it’s easy to make friends and we don’t have to be on lockdown all the time, like first thing in the	S1: “We sometimes do a mediation and Miss Brown will come talk to you one on one and then go get the other person to understand them.	

			<p>the step team, we have a performance at 12:15 do you want to come?"</p> <p>S2: " We come to the cool out zone if we need to cool out, like if we're angry or need to walk away."</p>		<p>morning like my last school.</p>	<p>Sometimes it works, like with this girl earlier this year, we still don't like each other, but we don't have problems."</p>	
Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals
PE 10:00		<p>Student 1 hit another student by accident. Automatically showed remorse and said: "My bad. You good? I didn't mean it." Other student was upset but shook hands and said "Yes, we're good."</p>	<p>Large banner hanging outside of the gym reads "We are stronger together then we are apart. We are eight."</p>		<p>2 students were calling each other names. Aide interrupted and asked them to make it right with each other. Student apologized by saying: "I'm sorry for what I said."</p>		<p>PE teacher interacted respectfully with students as he took their height and weight. When interrupted, he stated: "Since you've interrupted me, please share with me your thoughts about what I'm talking about."</p>
PE 10:05 interview	<p>Aide stated: "We work with students</p>		<p>Ms. Scott feels something great about</p>		<p>Teacher stated "I like when students feel</p>		

with teacher and aide	<p>everyday. We ask them how they feel and notice when they are upset. We work to build a trust with them. When they tell you what's going on at home, then you know they really trust you."</p>		<p>school 8 is the way the adults support each other. Adults are always looking for ways to support students. They take time to make new plans for students and support each other through that.</p>		<p>comfortable telling me things so I can help them. It makes me happy when they try to do the right thing. I like when the students get along and help each other."</p>		
Playground 10:10	<p>Ms. Scott explained she frequently supports other students by taking them for different recess times and break times than their peers. Typically students who struggle to keep their hands to themselves during unstructured times, will have a separate time with her for recess or lunch.</p>				<p>Ms. Scott builds strong relationships with students by playing sports with them. She states: "The little kids think I'm a star. The big kids like to talk junk with me about how they can hang with me."</p>		

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PE class 10:18	The students were given permission by the PE teacher to sit and talk with each other instead of playing kickball. Student stated: "I was helping her feel comfortable about a family related wild situation. I want to help her so she can talk about it instead of breaking down."			Student was frustrated with another student for dropping the ball. Instead of yelling at the student, he stated "Sweet Jesus Corndogs."	Team needed another player so the teacher jumped in and joined the team.		
PE class, 10:25 student interview	Students shared their thoughts on the school and how the teachers build community. "I like the teachers being willing to help us out when we have a situation happening in our life. They		"The teachers care for us. We are with our teachers more than we are with our parents. They make us feel comfortable and welcome. She was a new student this year and wouldn't talk to				"We can trust the teachers and adults with our secrets. We can talk with them about things that are happening to us in and out of school."

	take time to settle a problem and talk to us.”		anyone. Eventually the teachers found a way to make her feel comfortable and now she talks.”				
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Nurse’s office, observation, 10:35			“This school helps everybody. People jump in and help, even if it’s not their assigned kids.”		Student entered the office and nurse asked: “What can I do for you sir?” Student asked for vaseline for his legs and nurse willingly helped.		“Most of the kids take to an adult around here. The kids respect every adult. The students know a lot of the adults and all of the SSO’s by name.”
11:25 Stairwell A	Student was escalated and adult was following her. Student stated “I’m done with y’all and I’m leaving.” Adult responded calmly and asked “What happened?”						

	Why do you want to leave?"						
11:20 Room 208	"We use the calming space when we want kids to take a break instead of walking out of the room. The students love having the calming space and using it."	"We're all in this together. Our staff allows us to tap in and tap out when we are frustrated or need breaks. At the beginning of the year, there was alot of transition, but now that I have consistent people in the room, it's gotten alot better."	Teacher and all adults ate in the classroom with the students and watched a show together. Frequently discussed what was happening in the show.		"The adults are on the same page. We know who works best with particular students and allow them space and time to do that. We know each other's strengths."		
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11:05 Room 220		Students talked about an incident that occurred last week and reflected on what they					

		learned from it.					
11:05 Stairwell A	Student was escalated and running through the building cursing. SSO and another adult followed from a distance and encouraged him in a calm voice to make a good choice. "We don't want to see you get a long term. We want you to stay with us."						
10:51 Room 242			Affirmations for students were written on the board. Room Grandma has a desk in the back of the room. She was helping all students to sharpen their pencils for their work.	Student was becoming frustrated with the work and stated: "I don't see nothing about this in this reading." Another student responded with: "That's because you're not taking your time and reading. Let me help you."			

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10:40 Psychologis t interview Colleen Capezzuto	“Carly Jelsma does an amazing job making connections with parents and that has helped us with our special education population. She does alot of home visits and reaching out. She works as a strong bridge between the school and home. She makes connections that are very helpful and builds trusting relationships that are so important.”				“There are many people in this building who go above and beyond. We are very good supporting each other.”		“People in our school are very focused on social/emotional work and are trying to work to understand kids.”
Site (Teacher Name, Room Number)	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful Relationships	Formal Wrongdoing Conference or Circle	Students are Known as Individuals

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Summary of Bright Spots from Group Interviews

Interview Group	Individualized Support	Reflect/ Problem Solve about conflict	Community Building Structures/ Rituals	Student Voice and Choice	Respectful relationships	Formal Wrongdoing Conference or Circle	Students Known as Individuals

Low-Inference Observations and Informal Interviews:

Location, Time -- Observer

Ms. Clark, room 320, 10:50am-11:10am -- Maria Engels

- Clear directions given right at beginning of class
- Instructions presented on a chart that outlines ELA journal entries
- Another teacher apologized for his interruption when needing to return the chromebook cart to the classroom
- Teacher gives autonomy/choice with deciding partner; gives clear guidance to make sure its a partner who will encourage their learning
- Students decide how to divide work evenly.
- Plants in the classroom by the big windows
- Teacher floats around classroom giving directions and checking to see if students needed support with the class assignment
- Student 1 says to student 2 “excuse me” prior to interrupting student 2 who was reading aloud, because student 1 had a question
- Teacher has a diffuser on her desk and many oil options for the classroom. Diffuser switches colors, too.

Location, Time -- Observer

Ms. McDowell, room 319, 9:50am-10:15am -- Maria Engels

- Bathroom available in the classroom itself
- Very colorful decorations around the room - overhead lights not used so more natural light coming through the three large windows in the classroom in addition to the small twinkly colorful lights being used. The teacher also had string pi lights
- Students engage with questions from teacher
- Students immediately silence themselves and ask other students to quiet down to listen to directions
- Awards in room (student name + recognition)
- Teacher made request of student who was leaving to ‘please close the door’ behind her, since there was some outside noise in the hallway and her door was still slightly cracked
- Colorful cubbies for the students to use
- Students raised hands to participate - a minimum of two hands in the air for each question posed by the teacher
- Most of the desks were aligned a in horseshoe set up; all students could see directly to the smartboard
- Teacher engaged with individual (calling on students) and group (all participant response one at a time) input
- Clear instructions/guidelines around the room; topics on math, on giving and sharing respect, etc.
- Teacher made jokes with students
- 6 hanging colorful flower bouquets hanging from the ceiling throughout the classroom
- Teacher has a diffuser on her desk; diffuser was being used and had the ability to rotate through various colors

Location, Time -- Observer

3rd floor hallway + lunch room, 10:20am-10:30am -- Maria Engels

- Teacher holds student hand while walking down the hall
- SSOs on 3rd floor hallway immediately introduced themselves to me and asked me about my day
- 3rd floor had very colorful walls and art work displayed on walls
- Several classroom doors have large window panes - easy visibility when someone is at the door

- All-star performance sheets for perfect attendance by grade and honor roll for students grades 6-8 displayed on walls
- Lunch room was very colorful
- Lunch room had signs on food safety and signs on various fruits and vegetables

Location, Time -- Observer

Ms. Brown, Mr. Ruiz, room 324, 9:30-9:40am -- Maria Engels

- Plenty of natural light coming into the help zone/cool zone
- There is an area for students to cool down with kickboxing equipment to help reduce stress
- Clear outline of restorative questions listed on the walls
- Learned about Monday Musings and how they are voluntary for staff/teachers to attend - helps create a different culture due to it being voluntary

Rm 132 Counselors Suite, 9:00am, --David Sanchez

Preventing Challenging Behaviors Circle: words challenge, calm, clear expectations repeating as mandala

1st floor Front Hall, 9:20am, --David Sanchez

"Why I Teach posters": "the a-da moment", "for the kids", "to give kids a place to go when they have to stay where they are"

colorfull student artwork displayed

SSO Johnson: "students are in class, focused, students will pull others to the side to get on track"

3rd floor Hall, 10:09am, --David Sanchez

Sign "I can write poetry about women from history"

"This rad woman wanted to fly like men, but she didn't have rights..."

Rm 308, Mr. Tran 9:45am, --David Sanchez

S1: "teachers help you if you have any questions, if students have a problem with each other, they try to even it out by talking to all of the students, I've seen this happen with others.

S2> T whispering for help, going back to classwork after teacher helps him

S3> T "can I have an apple?" T>S3 Yes, T3 works on classwork while eating apple

Student artwork and signatures on markerboards

Student burps out loud, says sexcuse me

7th grade team norms sign on wall: "Solve problems peacefully, independently or with the help of an adult", "hold yourself and team accountable for TEAM norms"

Rm 307, Ms. Kowba 9:58am, --David Sanchez

T>S "I can't hear you when you mumble, baby"

S1 eating in class, participating, gets up and throws trash out

S1> me "good morning"

S2> S3 "where is Curtis?" T>S2 "I know, he's so quiet, but I see him smiling, he's here"

T2> S's: 'Remember we were talking about Django (movie), Django is a representation of American history"

Signs: "Be responsbile, you are in charge of you"

Histogram / Instagram: Rosa Parks and other black leaders represented

Rochester's Year of Douglass Poster

Rm 322, Ms. Repp 10:20am, --David Sanchez

T>S's (hitting each other, exiting classroom) "are you taking a break? Go right to the cool down zone, you can go talk to her, (escorts students)

S1>S2 profanity, S3>S2 "chill out"

Sign: "Fair Play: take turns, follow rules, don't tease or boast"

Rm 324 Cool Out Zone, Ms Brown

6 students sitting at table, participating in game/activity

S1: " I like this school cause it's easy to make friends and we don't have to be on lockdown all the time, like first thin in the morning like my last school. My favorite part is the step team, we have a performance at 12:15 do you want to come? We sometimes do a mediation and Miss Brown will come talk to you one on one and then go get the other person to understand them. Sometimes it works, like with this girl earlier this year, we still don't like each other, but we don't have problems."

S2: " We come to the cool out zone if we need to cool out, like if we're angry or need to walk away."

S3: " I like some of the teachers because they will joke around with you and because it's fun"

S4: "The cool down staff will give you advice like how to walk away and deal with your anger."

1st floor Front Hall, 9:20am, --David Sanchez

elementary S1 comes to hug SSO

SSO> S1: "are you in the cafeteria right now? Have a good day with your beautiful hair"

Student falls, starts to cry, SSO calls him over, other staff member ties his shoe

T>S1: "ok, let's go, you know we solve problems

Location, Time -- Observer

2nd Floor Hallway, 9:30 am -- Kevin Baldwin

Brightly Decorated with student work on flowers and spiders

Location, Time -- Observer

Ms. Herman, Room 241, 9:35 am -- Kevin Baldwin

Marcus Garvey quote on the front door. "The black skin is not a badge of shame, but rather a glorious symbol of national greatness."

Students have various seating options- stools, chairs, balance balls, etc

Classroom atmosphere is vibrant with colorful lamps, student work, graphic organizers, and high-interest posters

Students and teacher wearing Peter Pan caps while reading the story

T: "Let's problem solve this [student conflict]"

Students able to move freely and independently with purpose

Growth Mindset posters- "The Power of Yet"

T walked around during read aloud using proximity and caring gestures to help engage and re-focus students

Location, Time -- Observer

Mr. Gerhold/ Ms Bianco, Room 240, 9:55 am -- Kevin Baldwin

Class split into two groups to simultaneously work on spelling

T uses humor and voice to engage students

Room is print rich and colorful

Use of different light levels for various activities

T showed a video he created and set to music showing each student individually as well as various activities the class has done throughout the year

Teachers wearing school shirts

T asked review questions before reading the book

T "You are as smart as smart can be!"

T helped an upset student and walked out with her for privacy

T invited a student to sit next to him in a caring and humorous way

T addressed social justice and inequality in Peter Pan regarding the role of women in the past

Location, Time -- Observer

Ms. Glaspy, Room 239, 10:22 am -- Kevin Baldwin

Students sitting in reading circle

T connecting Peter Pan to students' lives and lived experiences. "Wendy is getting tired of cooking and cleaning all the time. Grown-ups love you guys, but sometimes they need a break."

T shared personal stories connected to the text and allowed students to share as well. Connected to culture and family tradition.

T to S: "Exactly! Give me five!"

T: "If you don't give her think time, she can't process it."

Location, Time -- Observer

Substitute teacher, Room 216, 10:40 am -- Kevin Baldwin

Room is bright and warm - curtains on windows

Science centers set up

Students having a snack

The substitute teacher knows the students' names

T: "I want to know your future plans."

Location, Time -- Observer

Ms. Cassata, Library, 10:47 am -- Kevin Baldwin

T to S: "Do you want to use your script, or just talk?"

T showed a funny video to the S on her phone to help her relax

S seemed upset or anxious with the number of adults present. One of the adults left and the student seemed more comfortable

S teaching the adult about what she has learned. The adult asked questions that the student answered.
T and S reviewed the student's report card and discussed self-evaluation

Location, Time -- Observer

Ms. White, Room 209, 11:04 am -- Kevin Baldwin

T comforting a student who was not feeling well

T to S: "I was looking at your score from winter to now. You've done a really good job."

T "I want to give a big shout out to ____, ____, and _____. They surpassed their previous score by 12 or 11 points."

Room is bright and well-lit

Students given a snack

"Be the Change" bulletin board highlighting positive changes

Students working together to organize and distribute snacks

Another teacher showed up with a buddy student. The student was greeted and given encouragement. Another student greeted him when he came in.

Location, Time -- Observer

3rd floor hallway, 9:30 - Shalinda Bollar

Why I teach wall by the main office. Said things like "I teach to give back because I care" and "I teach to see students grow"

Art displays of youth in the 5th and 6th grade. Pretty bright colors, shapes and sizes show school spirit (individuality or freedom of expression)

Location, Time -- Observer

Mr. Tran, room 308, 9:43am- 9:54am -- Shalinda Bollar

Anti bullying posters and flower pots

Students are attentive/ engaged in their academics

Teacher comes to student if help is needed and vice versa

Caleb (male student) likes having multiple places to go and sit to hang out in the building during lunch

Location, Time -- Observer

Mrs. Kowba (met with substitute), room 307, 9:55am- 10:15 Shalinda Bollar

Lights off

Two extra teachers there for support

Classroom rules posted

Teacher enthusiasm (being excited to learn)

TA does one on one with student explaining the pun of being stuck between a rock and a hard place

Teacher connects other outside relevant facts to the curriculum

Student to teacher dialogue: " i couldn't imagine having to choose between either leaving my hand under the rock and dying or cutting my arm off"

Location, Time -- Observer

3rd floor hallway- Shalinda Bollar

Black Women Poetry board that was inspired by the story Tikki Tikki Tembo

Mrs. Clark rm 320 door decoration

Poster boards all over 3rd floor hallway that said things like "Do it 4 the kids) ----- very affirming/ positive messages

Location, Time -- Observer

3rd floor hallway- Shalinda Bollar (talked to 2 students)

Tanyleeiona : Improvement in look and feel of school compared to 2 years ago

Teachers take their time out to listen and help resolve conflict both inside and out of school.

Shirley: More security guards make the school feel safer

Location, Time -- Observer

Safe Room, 3rd floor

Kindergarten kids sitting in an enclosed semi circle.

Kids were close to children, asking relevant questions

Location, Time -- Observer

Hallway 2nd floor – 9:20 Helen Boehm-Morelli

“High 5” work and shout outs displayed in hallway.

TEAM (PBIS) rules posted

Samples of student work is displayed with “Congratulations” tickets attached

“Bucket filler” activities are posted

Student who was having a meltdown were spoken to very calmly by the AP and behavioral support which helped him to vocalize what was bothering him.

The hallway was decorated like a rain forest including rocks, river, boat, trees with leaves and flowers, sticks and twigs.

Chill out area in hallway with cubbies and two very comfortable chairs.

Room 210 9:25 Helen Boehm-Morelli

Gave student choice “Do you think we could get some head phones? Would that be one of the ways you could work outside?”

“Oh yeah, good catch, sorry about that!”

“Then we can report that at our “celebration for learning” time!”

Student voice: “I like the way our grades come together at assembly where we talk about how to make our school better!”

“We have fun expeditions. Like for rain forest day we decorated the hallway like a rain forest. Then we all come together and learn about it.”

“We show other people and our families what we did for expedition.”

“There are teachers that are willing to help us. It’s a very positive school.”

“Certain teachers care for you. If they feel something is wrong they have a discussion with you.”

Teacher comment: We are all on the same page in terms of moving forward. Our principal is super motivating and as a result everyone has an upbeat spirit.

Restorative work is really starting to have a foothold.

I would let my own child come to this school to learn.

Room 211 9:38 Helen Boehm-Morelli

Student comments: “I don’t see a lot of people running around the halls.”

“When we get frustrated you can go to almost any teacher and they will help you find out what’s wrong.”

“Teachers help us a lot.”

“Teachers don’t make it difficult for us. They give us breaks where you stretch and stuff.”

“They try the best for the students no matter what.”

Teacher comments heard: “I swear you have some magical power, look at you go!”

“You got this. If the music teacher tells you to let it go then just leave it.”

Observations: Chill time before transitioning where students could lay down on pillows as they listened quietly to uplifting music.

Saw a girl get a computer from another student and put it away for him. The student said “thank you” and she responded with “Your welcome.”

Displayed “Change Your Words, Change Your Mindset” with examples.

Instagram Board where spontaneous pictures were housed that displayed positive moments between students and students, and students and adults.

Series of 9 posters were displayed that told students to try their best, show appreciation, take pride in work, stand up for what is right, take risks with your learning, be enthusiastic, encourage each other, try something before you give up, and uplift each other.

Teacher comment: “Kids really respect the environment. You don’t see students ripping stuff up in the hallways anymore.”

“The social/emotional team tell the teachers what triggers students which is really helpful to us so we know how to handle things.”

“Principal has really turned this building around. She is available all the time, visible and around. She always deals with things or helps us when we need it.”

“The three 5th grade teachers really team well together and we all looped up with our students which has really been helpful.”

“We have really good parent support.”

Room 214 10:15 Helen Boehm-Morelli

Teacher comment: Instructional coaches are really good here.

We are working on a beautification project for the school in which 5th graders are studying about bioms and are working with 2nd graders to build pollinators and with 1st graders to build bird houses.

There is a definite list of people students can go to when there is a problem.

There is a “student action team” that helps teachers and families come together and come up with an action plan on how to help students.

Students get a certain color bead (depending on genre) that they make a necklace out of for every book they read. When they meet assessment goals they get a charm.

Room 325 10:26 Helen Boehm-Morelli

Teacher comments: We work together as a team.

Social workers and counselors are very supportive to us.

Teachers are very dedicated.

The school as a whole is very “hands on”.

Kids are given haircuts if they want them every two weeks.

Art teacher 10:45 Helen Boehm-Morelli

The positives of this school is that we do a lot of restorative circles with parents and circles with students on a weekly basis.

After every break we do a whole day of TEAM.

We use the “2nd step” social/emotional curriculum.

The various grades are excited to go and learn what other classrooms are learning.

Room 219, Ms. Sullivan, 9:30-- Nordquist

Student 1 upset and crying. Student 2 asked her “Why are you crying?” S1 “Because I can’t do this work. It’s too hard.” S1 “You can do this!”

Room was a calming environment. Low lights, holiday lights, fabric on surfaces, tree in the corner. 3 different calming spaces under large desks with beanbags and prompts for breathing and doing yoga. Ball hanging from ceiling that can be thrown against the wall when angry.

Student crying went to teacher and talked through the rationale for why she can’t work with the group she wanted to work with. Teacher responded that we talked through different incidents and agreed that it’s okay if you don’t get along, but we have to work through that together. I’m trying to keep our agreement now so that it doesn’t get worse. Go get a drink of water and find a way to calm down. Student returned and immediately went to a calming space under a table and did her work.

Teacher to the class: “Remember all the ways we’ve worked on this problem together?”

Poster with yoga animal poses on the wall and 4 square breathing.

Another teacher walked one of the students back to the room who found upset in the hallway and checked in with the teacher around needing any support.

Student arrived to school late and came into the room. Teacher welcome him by name: “Hi, How are you? How was your weekend?” Gave student directions to get his headphones and listen to music while you finish your writing.

Student was told to work with a group and he sucked his teeth. Teacher asked if he talked to his mom about some of the problems he's been having over the weekend? She also asked him what strategies he and his mom thought of over the weekend to get along with people he doesn't like. Student was able to identify staying away and ignoring them and chose to stay away by working with the teacher to find another arrangement.

Room 219, interview with student, 9:40-- Nordquist

Student shared "Ms. Sullivan helps her when she asks for it. When I had a problem with another student, they found that student and helped me talk it out with them."

Student explained about the classroom calming space: "When people get angry, they can lay down and get focused. We lay down, take a couple deep breathes and do some yoga animal poses. I like the elephant pose and six sided breathing."

Room 219, interview with student, 9:43-- Nordquist

Student stated "My brother Nathaniel helps me calm down when I'm bad. He is at this school and I can see him if I ask. I use the calming space in my room to calm down or when my stomach hurts."

Room 220, Ms. Walters, 9:50-- Nordquist

Students were asked what they love about their school and responded: "They tell me I'm beautiful. My teacher helps me calm down by counting to 10 and taking deep breaths"

Student stated with the teacher they usually run away when I'm mad and people find me. Last week, I didn't run away when I was mad in the cafeteria." Teacher provided praise for this.

Room 220, teacher interview- Ms. Walters, 9:52-- Nordquist

"I love the class size I have because I get to know my kids so much better and develop relationships. It helps me to know what they need."

P.E, 10:00-- Nordquist

Posters on the way to model what to do when upset or I get mad.

2 students were calling each other names. Aide interrupted and asked them to make it right with each other. Student apologized by saying: "I'm sorry for what I said."

Student 1 hit another student by accident. Automatically showed remorse and said: "My bad. You good? I didn't mean it." Other student was upset but shook hands and said "Yes, we're good."

PE teacher interacted respectfully with students as he took their height and weight. When interrupted, he stated: "Since you've interrupted me, please share with me your thoughts about what I'm talking about."

Large banner hanging outside of the gym reads "We are stronger together than we are apart. We are eight."

PE, interview with teacher and 1:1, 10:05-- Nordquist

Teacher stated "I like when students feel comfortable telling me things so I can help them. It makes me happy when they try to do the right thing. I like when the students get along and help each other."

Aide stated: "We work with students everyday. We ask them how they feel and notice when they are upset. We work to build a trust with them. When they tell you what's going on at home, then you know they really trust you."

Playground, observation, 10:10-- Nordquist

Student went to an adult on the playground and said "Yo, what's up?" Mr. Mathis gave him a special handshake and said he looked forward to playing with him later.

Playground, interview with para- Ms. Scott 10:12-- Nordquist

Ms. Scott builds strong relationships with students by playing sports with them. She states: "The little kids think I'm a star. The big kids like to talk junk with me about how they can hang with me."

Ms. Scott explained she frequently supports other students by taking them for different recess times and break times than their peers. Typically students who struggle to keep their hands to themselves during unstructured times, will have a separate time with her for recess or lunch.

Ms. Scott feels something great about school 8 is the way the adults support each other. Adults are always looking for ways to support students. They take time to make new plans for students and support each other through that.

PE class, outside playing kickball, 10:18 Nordquist

Students encouraged each other throughout the game.

Teacher said to student: "Good job on defense." High fived student..

Team needed another player so the teacher jumped in and joined the team.

Student was frustrated with another student for dropping the ball. Instead of yelling at the student, he stated "Sweet Jesus Corndogs."

The students were given permission by the PE teacher to sit and talk with each other instead of playing kickball. Student stated: "I was helping her feel comfortable about a family related wild situation. I want to help her so she can talk about it instead of breaking down."

PE class, student interview- 5th graders, 10:24-- Nordquist

Students shared their thoughts on the school and how the teachers build community. "I like the teachers being willing to help us out when we have a situation happening in our life. They take time to settle a problem and talk to us."

"The teachers care for us. We are with our teachers more than we are with our parents. They make us feel comfortable and welcome. She was a new student this year and wouldn't talk to anyone. Eventually the teachers found a way to make her feel comfortable and now she talks."

"We can trust the teachers and adults with our secrets. We can talk with them about things that are happening to us in and out of school."

Playground, observation, 10:27-- Nordquist

Student to adult on the playground: "Hi Mr.! How was your weekend?"

Adult to student on the playground: "Hi love, what can I do for you?"

Music, substitute teacher, 10:30-- Nordquist

Substitute teacher was asking for a student to move and they were refusing. Other students encouraged them to move and listen to the substitute and they did.

Students helped the substitute with attendance.

Nurse's office, observation, 10:35-- Nordquist

Student entered the office and nurse asked: "What can I do for you sir?" Student asked for vasoline for his legs and nurse willingly helped.

Nurse's office is central to many other offices of support personnel including psychologist, social worker etc.

Nurse's office has a beautiful mural painted in it.

Nurse enjoys being in the suite with other personnel because we can work as a team- not alone.

Nurse's office, interview with the nurse, 10:37-- Nordquist

"This school helps everybody. People jump in and help, even if it's not their assigned kids."

"It's all a team here. We build relationships with each other and with the students. Adults are here for the kids, not just a job."

"Most of the kids take to an adult around here. The kids respect every adult. The students know a lot of the adults and all of the SSO's by name."

"All staff work to help kids deescalate. We use conversations to help refocus and send them back. Teachers and staff notice if a kid is off and seeks support before it gets out of hand. There are lots of resources people can use to help kids calm down."

Psychologist's office, interview with the psychologist, 10:40-- Nordquist

"Carly Jelsma does an amazing job making connections with parents and that has helped us with our special education population. She does a lot of home visits and reaching out. She works as a strong bridge between the school and home. She makes connections that are very helpful and builds trusting relationships that are so important."

"People in our school are very focused on social/emotional work and are trying to work to understand kids."

"There are many people in this building who go above and beyond. We are very good supporting each other."

"Pre-K and K do amazing work with social/emotional, especially Room 231."

Room 242, observation, 10:51-- Nordquist

Affirmations for students were written on the board. Room Grandma has a desk in the back of the room. She was helping all students to sharpen their pencils for their work.

Student was becoming frustrated with the work and stated: "I don't see nothing about this in this reading." Another student responded with: "That's because you're not taking your time and reading. Let me help you."

Student stated: "I need help and I don't know what to do." Teacher responded: "Tell me all the ideas of how you can get help."

Stairwell A, observation, 11:00-- Nordquist

Student was escalated and running through the building cursing. SSO and another adult followed from a distance and encouraged him in a calm voice to make a good choice. "We don't want to see you get a long term. We want you to stay with us."

Room 220, observation, 11:05-- Nordquist

Lights were out during the spelling test.

Students did their task and quietly went to circles on the carpet.

Students talked about an incident that occurred last week and reflected on what they learned from it.

Stairwell A, observation, 11:07-- Nordquist

Adult approached me and asked if I was new in the building and needed anything.

Room 208, observation, 11:15-- Nordquist

Student asked the teacher if they could help them. Teacher responded "I would love to."

Aide was at the door and student let her in. They shared a joke and they laughed hard.

Teacher and all adults ate in the classroom with the students and watched a show together. Frequently discussed what was happening in the show.

Calming corner with a tent, lamps, chairs under a desk, and strategies. Desks set up in a circle.

Room 208, interview with teacher, 11:20-- Nordquist

"We're all in this together. Our staff allows us to tap in and tap out when we are frustrated or need breaks. At the beginning of the year, there was a lot of transition, but now that I have consistent people in the room, it's gotten a lot better."

"The adults are on the same page. We know who works best with particular students and allow them space and time to do that. We know each other's strengths."

"We use the calming space when we want kids to take a break instead of walking out of the room. The students love having the calming space and using it."

Stairwell A, observation, 11:25-- Nordquist

Student was escalated and adult was following her. Student stated "I'm done with y'all and I'm leaving." Adult responded calmly and asked "What happened? Why do you want to leave?"

Summary of Group Interview Participants

Basic Facts for Student Group:

Start Time	Total Number of Participants	Approximate Ages/Grades of Students
10:18	6	k-2

Basic Facts for Staff Group:

Start Time	Total Number of Participants	Roles

Group Student Interview: Specific Positive Experiences

Positive Experience Story	Number of Participants who Have Also Seen/Experienced It
Outside yoga, Classroom yoga	3 3
Building community and relationships: Inside classroom Outside classroom	3 3
Handling Conflict Well: Inside classroom Outside Classroom	3 3
Saying sorry, moved away, walked away,	2 1
Shaking hands (after conflict)	1

Other Highlights from Written Responses (not mentioned above people)

Group Staff Interview: Specific Positive Experiences