**Assets Inventory: Restorative Practices at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Prepared for by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Community Partners involved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*This Assets Inventory lists examples of practices and experiences at\_\_\_\_\_\_\_\_\_\_ that are aligned with Restorative Practices. By focusing on where \_\_\_\_\_\_\_\_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.*

**Table of Contents**

[Summary Table of Observations](#ceaw1rwy01ms)

[Summary Table of Group Interviews](#7dpwp4au6uhq)

[Low Inference Observations and Informal Interviews](#bvg4r3xrweb)

[Summary of Group Interview Participants](#kix.633yspz5oled)

[Group Interview One](#kix.tn90qlidsnyz)

[Group Interview Two](#kix.c0lcfgq3y52k)

[Group Interview Three](#kix.prgrskdd1nj0)

[Group Interview Four](#kix.3rqio1k6sng3)

**Summary Table of Observations**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site | 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  |
|  |  |  |  |  |  |  |  |

**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**  |
| One (Students) |  | * Peer Mediation
 | * Peer Mediations
 |  | * 1:1 relationships between teachers and students
 |  | * Teacher knows student and family
 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**Low-Inference Observations and Informal Interviews**:

**Room 343; Kane - CREW, 8:40am-9am -- Maria Engels**

* Students did not once tease one another
* Classroom was well decorated; including the perfect scores of students on the wall as motivation
* Teacher asked students to listen to the afternoon announcements closely due to bad weather and wanting to make sure they were aware of potential after school events being cancelled
* Student had his head down, which must have been unusual, because the teacher went over to him and quickly gave him some individualized attention - asking him “are you okay” and as he shared with her, she asked if he would like to go see a counselor or if there was a way that she could offer him support

**Summary of** **Group Interview Participants**

***Basic Facts for Each Group Interview:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Group Number** | **Start Time** | **Total Number of Participants** | **Approximate Ages/Grades of Students** |
| 1 (Students) | 9:30 | 3 | 8th, 8th, 11th |
| 2 (Staff) | 9:55 | 3 | Counselor,Social Worker, Teacher |
| 3 (Students) | 10:45 | 4 | 9th, 10th, 10th, 12th |
| 4 (Staff) | 11:35 | 5 |  |

***Group Interview One (Students): Where Positive Experiences Happened***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Classroom** | **Regular School Day, Not Classroom** | **Outside of Regular School Day** |
| **Building Community and Relationships** | 2/3 | 2/3 |  |
| **Handling Conflict Well** |  | 3/3 |  |

***Group Interview One: Specific Positive Experiences***

|  |  |
| --- | --- |
| **Positive Experience Story** | **Number of Participants who Have Also Seen/Experienced It** |
| Community Meetings -- dancing on stage, holidays, lots of fun | 3/3 |
| Building relationship with teacher (examples were Art and Spanish) | 2/3 |
| With conflict, I go to my counselor for help and they might bring in the other student | 1/3 |
| Peer mediation (all participants were peer mediators) -- other students tell mediators when something (a conflict) is going to happen -- one girl was going to fight, and she asked for a mediation | 3/3 |
| Three-day training for mediators | 3/3 |
| Students do announcements, and that builds relationships with other students doing the announcements | 1/3 |

***Other Highlights from Written Responses (not mentioned above):***

* “Good mornings” from my first period teacher, Mr. Gurtin
* My Hillside Advocate checks on me
* When a teacher of a student pulls a student aside to have them calm down and talk or just take a walk

***Group Interview Two (Staff): Where Positive Experiences Happened***

|  |  |  |
| --- | --- | --- |
| **Classroom** | **Regular School Day, Not Classroom** | **Outside of Regular School Day** |
| 4 | 5 | 3 |

***Group Interview Two: Specific Positive Experiences***

|  |  |
| --- | --- |
| **Positive Experience Story** | **Number of Participants who Have Also Seen/Experienced It** |
| Teacher was assign to stand in at a certain stairwell to block students from going upstairs. She used as opportunity to build community and relationships. Initially it was an assignment in the beginning. Students did not speak initially but then began saying hello and looked forward to the teacher being their. | Students and staff |
| The help zone has become a place where the students see know the will be helped. They feel the voice is heard. The staff that is there has change how the students view the help zone as “the safe place.”  | Majority of the staff see that way base on the student feedback to other staff |
| During the half-day the building ran 3 types of circles that the staff rotated through for the day so they could experience the following types of circles:Community building circle, academic circles and Wrong doing circle. The feedback was positive from staff. | All staff |
| Friday activities are now use to build community and relationships through the use of games. |  |
| Teacher was was absent for the day. The students took advantage of the substitute by being disruptive, destroying the room; throwing thing around the room and out the window. When the teacher returned she did a circle with the students and the substitute to give them the opportunity to repair the hare and be accountable for their behavior. The substitute was so impressed she has return many times and ask to be that teachers sub.  |  |

***Other Highlights from Written Responses (not mentioned above):***

* Academic circles are done throughout the week in many of the classrooms.

***Group Interview Three (Students): Where Positive Experiences Happened***

|  |  |  |
| --- | --- | --- |
| **Classroom** | **Regular School Day, Not Classroom** | **Outside of Regular School Day** |
|  | 4/4 | 2/4 |

***Group Interview Three: Specific Positive Experiences***

|  |
| --- |
| **Positive Experience Stories** |
| Instead of fighting, students talked it out with help from counselor, principal, and/or security guards |
| Strong relationships between students and adults -- check in when there are problems at home; security guards help if they see someone crying |
| Clubs -- IAT Revolutions where you express how you feel through dance; Brigand |
| “Family-like bond in school” Some students call their teachers MaMa or PaPa, call other students “Coz” We “treat each other like family.” “I know people in this school will be there for me”There’s a lot of respect |
|  |

***Group Interview Four (Staff): Where Positive Experiences Happened***

|  |  |  |
| --- | --- | --- |
| **Classroom** | **Regular School Day, Not Classroom** | **Outside of Regular School Day** |
| 5 | 4 | 3 |

***Group Interview Four: Specific Positive Experiences***

|  |  |
| --- | --- |
| **Positive Experience Story** | **Number of Participants who Have Also Seen/Experienced It** |
| Students ran their own circle, even experimented with creating a new form | **2** |
| Staff community building through retreats over last couple of years | **3** |
| Internal recent restorative PD circles-restorative, academic, community bldg | **3** |
| Peer mediation training in January for middle school/high school students | **1** |
| Student asked for support, received it and was quickly back in class | **3** |
| New student in altercation held restorative conversation with he and other student, right back to class | **4** |
| Early this year held restorative circle with girls got lots of parent support, great ‘course correction’  | **1** |
| Peer mediators working well | **1** |
| Students are stepping in informally to help each other de-escalate | **4** |

***Other Highlights from Written Responses (not mentioned above):***

* Mr Huntoon in the help zone uses restorative language and humor with students.
* Staff lunches and breakfasts at eastridge diner