

Assets Inventory: Restorative Practices at Integrated Arts and Technology High School

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February 7, 2018

This Assets Inventory lists examples of practices and experiences at IA&T that are aligned with Restorative Practices. By focusing on where IA&T 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 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
Rm 302					Teacher reviewing college scholarship sites during crew pointed out bldg relations with <u>everyone</u> in bldg are important to help achieve goals like having lots of adults to serve as reference		
			Morning announcement/standing for pledge/pledge in Spanish and English				
	Student saw my pen ran out and handed one to me...at end of class smiled and said 'you can keep it'						
Room 343	Student had his head down and teacher showed concern: are you okay? After discussion, she asked if he would like to see a counselor or if there was a way she could support			Students not forced to stand for the pledge	Students did not tease one another at all - not even a small side comment		
Room 342			Gives out fake money for participation. Money translates into candy at the end of the class period Students were ALL seated prior to the bell.		When a student was late and knocking on the door, a student in the classroom muttered "don't open it" and then a half second later said, "I shouldn't have said that" - teacher did not hear here so it wasn't out of an authority figure re-routing her to make a better choice but from an internal space		
Room 340	Teacher was able to float to all 8 students individually to support art projects			Students were able to pick the character they would like to draw and paint			

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Informal interview in hallway with SSO	"For students who sometimes don't want to talk to their teacher, they talk to me. I'm younger & can say, 'I've been in your shoes. I know how hard it can be.'" Yesterday he sat in class with a young woman who would not have stayed otherwise and helped her with her work.		Sees that there's programs in the building (i.e., Gear Up, Center for Youth) that are places/opportunities where students want to be instead of just sending them home/kicking them out (NOTE: Later on, this SSO brought a student to the Help Zone)				
Rm. 336--HELP ZONE, inclu. Informal Interviews with students & staff	Student quotes: "Mr. Hudson is the type of person where we can cry if we feel bad. We can chill out and let everything go until we're ready to go back to class. If I wasn't here right now, I would be kicked out." She described how she uses some of techniques/ideas she gets from her conversations with Mr. Hudson to help her work through crises when they come up.	Students say that Mr. Hudson helps them calm down and learn strategies to help when angry in the future Student is getting a lot less ISS because of Help Zone	Use Life Space Interview (LSI) mixed with restorative model to connect feelings with behaviors, how both affect their actions, and strategies to do things differently. Use bio-feedback (paying attention to physicality... i.e., face is getting hot, etc.) Teachers are assigned to the room each period. Their role is to help with Tier 1 interventions (i.e., cursing in class), while Jason deals with more serious crises + provides training for the teachers.		MEET their basic NEEDS FIRST: Have peanut butter & jelly always to: give something to do with their hands; "break bread together" as classic community building activity; & meet basic needs/fill their bellies (NOTE: The teacher assigned to the room at the time chimes in "it helps me too since the kids a lot of time haven't eaten & they have headaches.")		
Rm 327			Posters: Class voice levels, Collegial Collaborative Focus, "Think: Is it true? helpful? Inspiring? Necessary? Kind?"		Thoughtful transition by having both the long-term sub & home teacher who has been out for 3 months working together today. Welcome back hugs & students asking Ms. Szozda's baby's name		Returning teacher notes to student by name, "you switched your seat to over here. Is that working better for you." Student affirms.

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Rm. 330 Informal interview with teacher	Tries several positive reinforcements with students (i.e., "I really appreciated how you worked with your partner today." (keeps little tokens of appreciation around like lip gloss, gum)		Actively considering what would help address root issues students are struggling with and to help them integrate the spirit of a supportive learning community that IAT is aiming for:				Purchased folders last night for a student who was struggling with keeping organized
Rm. 331 & 331A					<ul style="list-style-type: none"> • Uses humor, animated conversational approach that engages students • Ms. Dunbar shows a quick scientific trick/experiment that gathers students around, interested in how it works • Student comes in to check on Ms. Dunbar: "Are you in any pain?" Another student stops in & she asks, "why aren't you in the Help Zone?" Responds: "Miss, you are my Help Zone." 		
Rm. 331-- Informal interview with teacher			Great community building: All-community meetings where celebrate together, give awards, Crew Challenge contests; Basketball tournaments Fundraisers (Crush the Cans, Raffle)	African-American Pride flag (red, black & green) on wall. Sparks conversation with students. Pride gives a sense of self & is a huge motivation	Helps a lot that most IAT students have been together since middle school & thus know each other well by now.		
Rm 306							Wished student happy birthday
	Joking with student while probing about missing items for class, offered strategies for organization						

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Room 229 Virtual classroom seniors	Teacher working with students to help recover credits for graduation		Teacher has all the students information on the wall to track progress		Teacher approached student in a respectful way to inquire whether students need help.		
Room 350	Two teachers in the room to help and support student engagement		Teacher collects responses from students and reads through them; no one is left out.	A student suggested a portion of the writing on the smart board being moved. The teacher took in her suggestion and accommodated it	Great encouragement to have students think and explain their critical thinking; students were engaged and able to 'say more' when asked		
Room 325	Would seat with students to make sure they understood what is needed to be completed	Spoke to students individually for behavioral reasons	Would ensure respect from other students when a student would answer a question	Everyone had an opportunity to answer questions and participate	Asked for quietness in a respectful manner	Step outside with student to have a one-on-one conversation	Teacher called everyone by name
Room 321	Would support students who needed a little extra support	Talked to students that were name-calling others	Thumbs-up/down to gauge understanding of students	Students had ability to choose questions they wanted to work on	Good sense of humor and energy in class		Knew everyone's name
Room 317				Students helped sub-teacher how to set-up movie and attendance			
Room 318			Teacher knew that having me would disrupt the class she was teaching due to the needs of her students				
315		"I'm not angry. I'm just processing if there is a different way that we could do this instead of getting into conflict."	Teacher attempted to say the pledge in Spanish to set an example for the students. Creed of school, mission and vision statement, class norms, restorative questions and accountable talk posters were posted in classroom.		"I respect you guys were trying to break up a fight.. "It's not just about those two people fighting. It's about the community."		

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314			Creed of school, mission and vision statement, class norms, restorative questions and accountable talk posters were posted in classroom. Poster that states: Kind words are never wasted.				Students were watching a movie. Teacher was sitting next to one boy and helped him quietly take notes.
311			Restorative questions were posted in room. Minecraft club meets every Fridays.		"Sierra thank you for stopping. I'm waiting for a few others."		Student came up to teacher and said hello. She said, "good morning how are you?" and he said "happy" and she smiled and said "wonderful."
312				"We learn new things here. Technology and Spanish classes are the best!" 8th female "I love this school because I got friends here." 8th male	Teacher comment: "there is great collaboration amongst my 8 th grade team. There is great organization throughout the building. We have lots of processes in place. I feel much support from the administrative team in regard to behavioral issues. Feedback from administrative tends to be constructive and gives actual ways to deliver content."		
353	Shepard and Pennella floats around the room to students; rotate from when they are in the front of the room and leading to being the 'float' teacher		Daily target learning goal clearly on the board Decorated classroom walls include a spot for feedback - student gives their voice as well as the teacher	Teacher made her voice quieter instead of yelling to get students attention. Was very effective and students silenced their side conversations in order to hear the directions	Shepard was able to poke fun at herself when going over the compass; calls one part the 'pointy-point' and students laughed Shepard walks through and gently squeezed/patted two separate students shoulders to encourage them		Student names were used and was encouraging re-routing of side conversations through engagement. "What do you think about this?" "What's the answer?"

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309	<ul style="list-style-type: none"> • S: "Miss what you do?" T walked over and helped her individually and quietly. • Teacher spoke quietly to student who was having an issue: "Can you accept responsibility for that?" Student said "yes." Teacher said "thank you." • Teacher quietly walked past student and gently pulled his hoodie down from his head. Student smiled at teacher. 		Restorative questions were posted in the room.		<p>Teacher comments to students: "I appreciate you trying. We're going to go over it soon"</p> <p>"I would appreciate it if I didn't have to stop class every minute."</p> <p>"It's ok, we don't need to be mean to each other."</p> <p>"Nice job everyone. I appreciate everyone trying this challenge."</p> <p>Student comments: "I like the teachers here."</p>		
Hallway interviews				<p>7th male "It's a good school. The school is creative."</p> <p>7th male "I like all the teachers. They let us talk in class. I like the security guard too. He talks to us."</p> <p>10th female "Most of the teachers here try to help you when you need help or just are unsure about something."</p>	<p>Security guard: "There is good chemistry here between the adults and the kids. You can feel a connectedness."</p> <p>Resource teacher: "The students have opportunities here that are beyond the normal confines of academia. The teachers are very receptive to help students to make up work. The overall atmosphere is encouraging."</p>		
Room 355		T had private, convo with S who came in late to make a plan to notify her when he is working in another class.	The room was furnished with lamps providing soft lightning and cozy chairs				

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Room 356	T: "The bellwork is a little confusing, so I'm going to do numbers 1 and 2 with you."			T: "Are you ready, or do you need more time?"	T: "I'm sorry guys. I forgot to write this down earlier because I got distracted."		T: "How are you feeling today? Your mom told me about your surgery."
Room 357	T: "This is what we are about to do if you want to get a head start."				T: "I think most of you have this, but I want to make sure we've all got it."		T: "____, how do you feel about what we did today? Do you understand it?"
Room 359				T: "I'm going to give you some choices on how we will do this today." Allowed students to vote on how to complete the work. Made sure to check in with each student.	T: "I'll give you another minute to finish your thought."		T: "Whose birthday is Saturday? Are you having a celebration?"
Room 361	T: "Do you need any help with your work?"		Posters in the room: CREST, School mission and vision, voice levels, how to make a genuine apology, anti-bullying, work habits, and accountable talk.				
Room 362			T: "Our goal is to know more words than we knew yesterday."	Space is bright and inviting with multiple seating and table choices for students.			T connected the content they were working on with common habits of native Spanish speakers
Hallway, Exit 3, informal interview with 8th grade Student,			Teachers let us stay after class to talk about our grade or get our grade up Teachers give us time to finish work during lunch with them if we don't finish it during class	People were going to fight, but other kids jumped in and stopped it- explaining you shouldn't risk yourselves for something little			

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Hallway, informal observation,	Teacher having a conversation outside the class: "Do you feel you were being disrespectful to me?" Student replies "Yes." Teacher says "How can we fix this so it doesn't happen again?" Student apologizes, suggests moving her seat.	SSO returns Ss to their classroom and explains to the teacher that they had an issue but they would like to return. Teacher welcomes them back.			Teacher says to student as they return to class: "Next time before you run out of the class, could you please ask? I want you in my classroom."		
Hallway Exit 3, informal interview with teacher,	The help zone is used to deal with problems so kids can go back into the classroom		Teachers build community by having them in their classroom for lunch and investing in 1:1 time with their students		In the building, it is common for people to be corrected with comedy and compassion		
Hallway, Exit 3, observation,			The Change Project sign hanging in the hallway: pictures of students holding signs to be different and accept others		Teacher says to student: "Please help me understand so I can trust you more." Teacher dropped cards from his wallet. Student stopped and helped him pick them up.		
Student interview: Hallway outside of #321			S1:"Community meetings are my favorite part of IA&T because people read poems and songs, we celebrate things like after we finished our NWEA test our teacher let us watch a movie. Sometimes we get treats and celebrate when we get good grades."	S2: "I like the administrators and teachers here because they talk to you if you need help. 'Ms Groff helped me with an issue I had with a bunch of girls, she talked to me one on one first, then we had a mediation. She gave us space to talk it out and I stayed calm when it happened'			

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Social Work Office			Office is set up to be a calm space for students. Weights are available for students. Positive affirmations are on the wall with a fish tank and games. Restorative questions are posted	Informal interview, 11th grade student, Two of my friends were going to fight in the lunchroom. The staff broke it up peacefully and sat them down in a separate room. They had a mediation and talked about their feelings. They've been friends ever since.	S: "I call most of my teachers my family. Teachers help you when you're sad. They ask if you're ok if they think something is wrong. They help the best they can." S: "I love the O'dolla. The greenhouse club provides an outlet for people to get energy out. It is a calm space where we can refocus. People of all ages can get to know each other and ask each other for help."		Informal interview, social worker. Most growth is seen when people are able to connect. Many kids have connected through the greenhouse. A student with autism has been working hard to use his skills to connect with others in the greenhouse. The other kids used to make fun of him, but now they are embracing him.
Mrs. Meade, Room 321		Language reframing: s>t "what about the bad kids?" t>s 'they aren't bad kids, just kids that make poor choices'	Restorative questions on poster in class	Teacher allowed student to lace other students shoe during morning circle, students were present in circle	T>s affirmed student desire to have school canceled and asked "what can we do to make this day great?"		
Student interview: Hallway outside of #321			S1: "Community meetings are my favorite part of IA&T because people read poems and songs, we celebrate things like after we finished our NWEA test our teacher let us watch a movie. Sometimes we get treats and celebrate when we get good grades."	S2: "I like the administrators and teachers here because they talk to you if you need help. 'Ms Groff helped me with an issue I had with a bunch of girls, she talked to me one on one first, then we had a mediation. She gave us space to talk it out and I stayed calm when it happened'			

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<p>Rm. 332: Mrs. Grant's classroom observation +</p> <p>Student interview: Gym</p>			<p>Teacher: this school seems to have a lot smoother transitions for students coming in and out compared to other schools I've been in.</p>	<p>Meeting students where they are at and giving choices to work in groups or as individuals on their work. Some use laptops. Group works with Mr. Burkin</p>	<p>Respectful, caring communication: "Come, young sir" & teacher/student fist bump each other</p>	<p>S1: "I hate my living environment class, but that's my favorite teacher because she understands the kids". "Two students had beef, and she talked to them and now they're cool, she does that a lot".</p>	
<p>Hallway</p>					<p>SSO McClarey: "I'm new, but I know the most important thing is to know students names. If a kid is wearing a bandana, I don't yell at them to take it off, I say what's up and ask them to do me a favor. Because I know that if they take their bandanas off, that might mean they get beat up from their gang."</p>		
<p>Hallway exit 4,, observation</p>			<p>SSO talks with students in English and Spanish</p>	<p>Student in hall says to escalated student: "Why don't you just take it off and go to class? Please just listen to him and get to class.</p>	<p>SSO following a student who has been sent out of class and is escalated due to not taking off his hood. SSO follows him and talks to him to take off his hood. Student takes off hoodie and SSO talks to him about how to return to class: "Don't go back in there tripping. Control yourself, ok?" Student returns to class</p>		

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ISS observation,	Teacher called for the school counselor because a student in ISS is in crisis. Teacher states to counselor: "She is crying uncontrollably. Can you help her?" Counselor talks with teacher around interventions and support.						
Hallway exit 4, informal interview substitute assistant principal,			We remember everyone's names here and kids remember mine, even though I'm only a substitute.		Loves working here because it has a family atmosphere. It's encouraging. For example, when a student is late, people say "I'm glad you're here." instead of "Why are you late?"		
Hallway exit 5, informal interview 12th grade student			On my first day in this school, they had another student help me and show me around. Now we are good friends. Now, I do that for others that come here new. I like to show them around. I'm paying it forward.	I was a new student last year so it was a big change. I feel like there's no violence here and feel safe. They know how to stop fights before they get crazy by separating people into different spaces and having them talk it out.			
Main office, informal interview Administrative Assistant	Mediations are great. I've seen many kids out of control and they are easily talked down by the staff.		I am proud to be part of this school. We work hard to acknowledge students when they do well.		We are taking all the kids to see Get on your Feet tonight at the Auditorium theatre.		

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Main office, informal interview Assistant Principal,	This is an extremely collaborative staff. Often issues with students are handled with support of the help zone or other teachers before it comes to administrative attention.		It was a great ½ day training on Friday to show teachers the different types of circles you can do. I see many teachers trying to understand how to use restorative practices and what they can be doing in class.		We work hard to understand what people need and where they are coming from.		

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
Two (Staff)	•	• Staff and student mediation	• Community building, circles and academic circles on halfday	•	•	•	•
Three (student)	•	• Counselor, principal, security guards all helped resolve conflicts at different times	• Clubs: IAT Revolutions, Brigands	•	• “We treat each other like family”	•	• Teachers and security guards check in with students
Four (Staff)	• Student asked for support and got it	• Problem-solving after conflict and back to class	• Students ran their own circle • Staff retreats • Restorative PD • Peer Mediation	•	• Restorative language and humor in Help Zone	•	•

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

Room 342; O’Dell - MATH, 9:03am-9:20am -- Maria Engels

- All of the students were seated before the bell even rang
- When the teacher mentioned the worksheet the students needed to begin with, the class went quiet and all of the students started going through their folders to find the correct worksheet
- Teacher calls on students to engage and re-route those who were talking instead of shaming them. Students respond well to it, by looking back at their notes and getting settled back into the classroom
- There was no bullying between students and/or the teacher and students
- There was a knock on the door and while the teacher was walking over to open it, another student in close proximity to me said “don’t open it” and a half second later said, “I shouldn’t have said that”
 - INTERVIEW:
 - Most teachers are friendly and you can see that through laughter in the halls. There’s good student/teacher engagement
 - There are a lot of after school clubs so that creates a community
 - 9th grade female student

Room 326, 8:46 (Australia, Estrella-Brazil) -- Sebastian Franco

- *Had a substitute teacher for half the time as T was running late
- Advisory/Spanish class
- Had flags of other spanish speaking countries
- Art projects around some areas of the classroom

Room: 317, 9:05 (Music - Melodie Valenciano) -- Sebastian Franco

- Teacher had to leave class early as he had to go to a meeting, substitute teacher took over
- Substitute teacher trusted students to help her set-up movie and who was in the classroom
- Agenda set on board with Learning Targets as well for the class

- Before T left, he told the students in the classrooms that he was not going to be there and called out some students by name

Room 340, Art, Elsner , 9:25-9:40 -- Maria Engels

- Teacher provides individualized attention. Continued to float around the room to each student to offer assistance and guidance
- Small classroom of 8 students which provides individual attention
- Teacher jokes with students about their progress through the assignment to offer support through accountability instead of shaming them for not moving faster or being on task

Room 350, Global - 1-350, Andler , 10:53am-11:03am -- Maria Engels

- Teacher had positive body language with students (smiling, solid eye contact) and was encouraging with his words to engage students. He connected the critical thinking skills to the big picture, by explaining why they would or wouldn't give points next year for the Regents exam. Students understood and then provided more details
- Art work on walls, some of which was drawn by students based on the class material
- A student gave the teacher some feedback on a slide - to move a component down so it would be easier to see - and he thanked her and also followed her suggestion
-

Room 353, Math, Shepard & Pennella , 10:06am-11:03am -- Maria Engels

- Teacher made her voice quieter instead of yelling to get students to settle down and stop side conversations - it was very effective
- Pennella encourages a student to stop a conversation by calling on him - when he didn't know the answer, she encourages him to pay attention AND provides him with the information he would need to answer the question, which he did
- Shepard floats around the room and stops to chat quietly with several students. She also pats the shoulders of two separate students to encourage them
- Daily target learning goals are listed clearly on the board
- Pennella & Shepard discuss the use of a compass; they share time and 'power' in the room, which is cool to demonstrate out to students. Shepard refers to the sharp point as the 'pointy-point' which causes students to laugh
- Classroom was well decorated with encouragement - had a wonderful section of feedback where students problem-solved and then discussed their thoughts, and then the teacher also provided their input

Room 321, 9:15 (Math - Sarah Meade) -- Sebastian Franco

- Students were very engaged and participating in the class
- Would go over lesson and gauge student understanding through "thumbs-up/down" after a lesson
- Gave an opportunity to everyone student to participate and allowed them to come up with the problems they wanted to resolve
- Had great energy teaching and the class had a good energy as well, also had a great sense of humor that was able to laugh and played along with some of the students jokes
- She would also speak individually and respectfully with students who were being disrespectful to others, ex: calling students bad names

- Would encourage and support students who were questioning themselves when they did not provide correct answer, but were on the right track and putting-in a lot of effort in the work

Room 365 B, Spec.Ed Resource-- Anaya Monet

- Students raise their hands before speaking
- Use different resources for ex(computers to use for LT in daily warm ups)
- Teacher hold students to class norms(don't use headphones and class, take off your hoodies when inside.)

Room 316, 9:40 (Health - Stacy Signorino) -- Sebastian Franco

- Student schedule of cleaning and room organization chart
- Showed a video that was not cheesy or old, but instead real students talking about their experiences
- Was sick, but used speakers to make sure everyone could hear her without having to strain her voice
- Learning Target set in class so that students understand what is expected

3rd floor hallway, 8:55 -- Erik Wilson

- - " The teachers tell you keep your head up a lot. "
- " The security guards keep me motivated to go to class."
- " I really like the energy the place gives off. "

3rd floor hallway, 9:30 -- Erik Wilson

- " If students notice that we have someone new here other students will help the person get to know the building."
- "Security is always on top of everything."
- " The teachers are always so helpful during class. "

325, 9:55 (English - Mr. Dryen) -- Sebastian Franco

- Used a cowbell to get the students attention and quiet down
- Approached students who were being disrespectful or disrupting the class and would ask some of them to leave the classroom for a little bit and would talk to them in-person to understand what is happening and if everything is alright
- Started class with warm-up activity and gave students enough time to work at their own pace on their computers
- Called all students by name and would try to make sure everyone would participate even if they did not know the answer
- Made sure that students would listen and respect the other student who was answering the question, respect between students and between students and Mr. Dryen
- Showed class how the overall class did answering the questions prompted through google forms
- Mr. Dryen and Sarah Meade talked to each other about how her class went before Mr. Dryen started class as he had the same the group coming in. They wanted to know how the class went and if there is anything that he should be looking after

3rd floor hallway 10:13 -- Erik Wilson

- “mediations and meetings occur right after conflict.”
- “ overall I love being here. “
- “Sometimes it’s hard to learn but the teachers will offer 1 on 1 help if necessary.”

366, (Math-Desiato Francine) -- Anaya Monet

- Class Norms listed around classroom
- Great feel for math classroom graphs ever were so students can look back and reflect
- Teacher walks around to each student to ask them if they needed help.

Room 318, 9:25 (Special Ed. - Deborah Merritt) -- Sebastian Franco

- She really understood what her students needed as asked me politely not to observe her class because it would disrupt the classroom if I would go inside.

Hallway Exit 3, 9:00 informal interview with teacher, Nordquist

- Teachers build community by having them in their classroom for lunch and investing in 1:1 time with their students
- In the building, it is common for people to be corrected with comedy and compassion
- Kids are respectful and listen
- The help zone is used to deal with problems so kids can go back into the classroom

Hallway, Exit 3, 9:15 informal interview with 8th grade Student, Nordquist

- Teachers let us stay after class to talk about our grade or get our grade up
- Teachers give us time to finish work during lunch with them if we don’t finish it during class
- Teachers explain stuff to me if I don’t know it
- People were going to fight, but other kids jumped in and stopped it- explaining you shouldn’t risk yourselves for something little

Hallway, Exit 3, 9:20, observation, Nordquist

- Teacher says to student: “Please help me understand so I can trust you more.”
- Teacher dropped cards from his wallet. Student stopped and helped him pick them up.
- The Change Project sign hanging in the hallway: pictures of students holding signs to be different and accept others

Social Work Office, 9:25, Nordquist

- Office is set up to be a calm space for students
- Weights are available for students
- Positive affirmations are on the wall with a fish tank and games
- Restorative questions are posted

- Informal interview, 11th grade student
 - People here don't start as friends, but they work hard to connect
 - I call most of my teachers my family
 - Teachers help you when you're sad. They ask if you're ok if they think something is wrong. They help to the best of their ability.
 - Two of my friends were going to fight in the lunchroom. The staff broke it up peacefully and sat them down in a separate room. They had a mediation and talked about their feelings. They've been friends ever since.
- Informal interview, social worker
 - Most growth is seen when people are able to connect. Many kids have connected through the greenhouse.
 - A student with autism has been working hard to use his skills to connect with others in the greenhouse. The other kids used to make fun of him, but now they are embracing him.
 - People find a common interest and then we build from there.
 - In the greenhouse, when kids have a disagreement, it allows room for others to think about words that might change other's minds.
- Informal interview, 11th grade student
 - I love the O'dolla. I have a teacher that put their face on a dollar and you can earn them to use to purchase candy.
 - The greenhouse club provides an outlet for people to get energy out. It is a calm space where we can refocus. People of all ages can get to know each other and ask each other for help.

Hallway exit 4, 9:30, observation, Nordquist

- SSO following a student who has been sent out of class and is escalated due to not taking off his hood. SSO follows him and talks to him to take off his hood.
- Student in hall says to escalated student: "Why don't you just take it off and go to class? Please just listen to him and get to class.
- Student takes off hoodie and SSO talks to him about how to return to class: "Don't go back in there tripping. Control yourself, ok?" Student returns to class
- SSO talks with students in English and Spanish

Hallway exit 4, 9:35, informal interview 8th grade student, Nordquist

- Teachers help us with problem solving. When we need something, they give it to us.
- The staff does a lot of mediations with us. I'm walking right now with Ms. Talarico to avoid fighting.

ISS, 9:40, observation, Nordquist

- Teacher called for the school counselor because a student in ISS is in crisis. Teacher states to counselor: "She is crying uncontrollably. Can you help her?" Counselor talks with teacher around interventions and support.

Hallway exit 4, 9:48, informal interview substitute assistant principal, Nordquist

- Loves working here because it has a family atmosphere. It's encouraging. For example, when a student is late, people say "I'm glad you're here." instead of "Why are you late?"
- We remember everyone's names here and kids remember mine, even though I'm only a substitute.
- There is a great network for support of students.

Hallway exit 5, 10:10, informal interview 12th grade student, Nordquist

- I was a new student last year so it was a big change. I feel like there's no violence here and feel safe. They know how to stop fights before they get crazy by separating people into different spaces and having them talk it out.
- On my first day in this school, they had another student help me and show me around. Now we are good friends. Now, I do that for others that come here new. I like to show them around. I'm paying it forward.
- Teachers are nice. They don't give me attitudes. They try to help me pass. They care about where I go after graduation.

Main office, 10:30, informal interview Administrative Assistant, Nordquist

- I am proud to be part of this school. We work hard to acknowledge students when they do well.
- Mediations are great. I've seen many kids out of control and they are easily talked down by the staff.
- We are taking all the kids to see Get on your Feet tonight at the Auditorium theatre.

Main office, 10:35, information interview Assistant Principal, Nordquist

- We work hard to understand what people need and where they are coming from.
- It was a great ½ day training on Friday to show teachers the different types of circles you can do.
- I see many teachers trying to understand how to use restorative practices and what they can be doing in class.
- This is an extremely collaborative staff. Often issues with students are handled with support of the help zone or other teachers before it comes to administrative attention.

Hallway, 10:45, informal observation, Nordquist

- Teacher having a restorative conversation outside the class: "Do you feel you were being disrespectful to me?" Student replies "Yes." Teacher says "How can we fix this so it doesn't happen again?" Student apologizes and suggests moving her seat.
- Teacher says to student as they return to class: "Next time before you run out of the class, could you please ask? I want you in my classroom."
- SSO returns two students to their classroom and explains to the teacher that they had an issue but they would like to return. Teacher welcomes them back.

Class 311, 8:50am Crew

- Teacher having individual conversations with students
- Building connections with personal life

Mr. Dryden English 315 8:45 – 8:55 - Boehm-Morelli

- Teacher comments to students:
 - “I respect you guys were trying to break up a fight.”
 - “I’m not angry. I’m just processing if there is a different way that we could do this instead of getting into conflict.”
 - “It’s not just about those two people fighting. It’s about the community.”
- Teacher attempted to say the pledge in Spanish to set an example for the students.
- Creed of school, mission and vision statement, class norms, restorative questions and accountable talk posters were posted in classroom.

Mrs. Grann Tech 311 9:05-9:20 (7th grade) Boehm-Morelli

- Student came up to teacher and said hello. She said, “good morning how are you?” and he said “happy” and she smiled and said “wonderful.”
- “Sierra thank you for stopping. I’m waiting for a few others.”
- Restorative questions were posted in room.
- Minecraft club meets every Fridays.

314, 12:1: self-contained classroom 8th grade 9:20-9:35 Boehm-Morelli

- Students were watching a movie. Teacher was sitting next to one boy and helped him quietly take notes.
- Creed of school, mission and vision statement, class norms, restorative questions and accountable talk posters were posted in classroom.
- Poster that states: Kind words are never wasted.

Mr. Wright, 312, social studies 9:45-10:00 Boehm-Morelli

- Teacher interview: “There is great collaboration amongst my 8th grade team. There is great organization throughout the building. We have lots of processes in place. I feel much support from the administrative team in regard to behavioral issues. Feedback from administrative tends to be constructive and gives actual ways to deliver content.”
- Student interview: “We learn new things here. Technology and Spanish classes are the best!” 8th female
- “I love this school because I got friends here.” 8th male

Hallway Boehm-Morelli

- 7th male “It’s a good school. The school is creative.”
- 7th male “I like all the teachers. They let us talk in class. I like the security guard too. He talks to us!”
- 10th female “Most of the teachers here try to help you when you need help or just are unsure about something.”
- Security guard: “There is good chemistry here between the adults and the kids. You can feel a connectedness.”
- Resource teacher: “The students have opportunities here that are beyond the normal confines of academia. The teachers are very receptive to help students to make up work. The overall atmosphere is encouraging. It’s a very inviting and nice environment.”

Mrs. Accoso, 309, 7th grade math 10:00 – 10:15 Boehm-Morelli

- Restorative questions were posted.
- Student asked “Miss what you do?” Teacher walked over and helped her individually and quietly so no one else could hear what they were discussing.
- Teacher spoke quietly to female student who was having an issue: “Can you accept responsibility for that?” Student said “yes.” Teacher said “thank you.”
- Teacher quietly walked past student and gently pulled his hoodie down from his head. Student smiled at teacher.
- Teacher comments to students:
 - “I appreciate you trying. We’re going to go over it soon”
 - “I would appreciate it if I didn’t have to stop class every minute.”
 - “It’s ok, we don’t need to be mean to each other.”
 - “Nice job everyone. I appreciate everyone trying this challenge.”
- Student comments:
 - “I like the teachers here.”

Room 355; Caparco - CREW, 8:40 -- Kevin Baldwin

- The room was furnished with lamps providing soft lighting and cozy chairs
- The teacher had a private, problem solving conversation with a student who came in late to develop a plan to notify her when he is present and working in another class.

Room 356; Nunez - Spanish I, 9:04 -- Kevin Baldwin

- T: “How are you feeling today? Your mom told me about your surgery.”
- T: “The bellwork is a little confusing, so I’m going to do numbers 1 and 2 with you.”
- T: “Are you ready, or do you need more time?”
- T: “I’m sorry guys. I forgot to write this down earlier because I got distracted.”

Room 357; Pennella & Latragna - Algebra I, 9:25 -- Kevin Baldwin

- T: “This is what we are about to do if you want to get a head start.”
- T: “I think most of you have this, but I want to make sure we’ve all got it.”
- T: “____, how do you feel about what we did today? Do you understand it?”

Room 359; O’Brien - Global I, 9:55 -- Kevin Baldwin

- T: “Whose birthday is Saturday? Are you having a celebration?”
- T: “I’ll give you another minute to finish your thought.”

- T: "I'm going to give you some choices on how we will do this today." Allowed students to vote on how to complete the work. Made sure to check in with each student.

Room 361; Substitute for Ruckdeschel - ELA II, 10:15 -- Kevin Baldwin

- Posters in the room: CREST, School mission and vision, voice levels, how to make a genuine apology, anti-bullying, work habits, and accountable talk.
- T: "Do you need any help with your work?"

Room 362; Legzdin - Spanish III, 10:45 -- Kevin Baldwin

- Space is bright and inviting with multiple seating and table choices for students.
- T: "Our goal is to know more words than we knew yesterday."
- T connected the content they were working on with common habits of native Spanish speakers.

Room 365; McMindes - Studio Art, 11:10 -- Kevin Baldwin

- Students watched a video about how to make a slab box (art project)

Room 229; Mr Golf- Virtual

Six students were in the room the teacher went to each student to work with them individually

Mrs. Meade, 321, 8:15-- David Sanchez

- Language reframing: s>t "what about the bad kids?" t>s 'they aren't bad kids, just kids that make poor choices'
- Teacher allowed student to lace other students shoe during morning circle, students were present in circle
- Restorative questions on poster
- T>s affirmed student desire to have school canceled and asked "what can we do to make this day great?"

Hallway outside of #321 8:35-- David Sanchez

- Community meetings are my favorite part of IA&T because people read poems and songs, we celebrate things like after we finished our NWEA test our teacher let us watch a movie. Sometimes we get treats and celebrate when we get good grades."
- S2: "I like the administrators and teachers here because they talk to you if you need help. 'Ms Groff helped me with an issue I had with a bunch of girls, she talked to me one on one first, then we had a mediation. She gave us space to talk it out and I stayed calm when it happened'

Hallway SSO) 12:00-- David Sanchez

- SSO McClarey: “the most important thing is to know students names. If a kid is wearing a bandana, I don’t yell at them to take it off, I say what’s up and ask them to do me a favor. Because I know that if they take their bandanas off, that might mean they get beat up from their gang.”

Gym Mr Shafer, Mr Coco (substitute) 12:15-- David Sanchez

- Teacher Coco: this school seems to have a lot smoother transitions for students coming in and out compared to other schools I’ve been in.
- S1: “I hate my living environment class, but that’s my favorite teacher because she understands the kids”. “One time my boyfriend had beef with another boy in that class and I told her not to sit them next to each other. During class while everyone was working, she talked to them and now they’re cool, she does that a lot”.

Rm. 327 (9am)—Ms. Szozda (first day back from maternity leave)/Ms. Utter (long-term sub)—Jennifer Banister

- Thoughtful transition by having both the long-term sub & home teacher who has been out for 3 months working together today.
- Welcome back hugs & students asking Ms. Szozda’s baby’s name
- Returning teacher notes to student by name, “you switched your seat to over here. Is that working better for you.” Student affirms.
- Posters: Class voice levels, Collegial Collaborative Focus, “Think: Is it true? helpful? Inspiring? Necessary? Kind?”

Rm. 330 (9:20am)—Resource time (Ms. Wegman)—Jennifer Banister

- Student who is meeting for resource time is also helping with tasks
- Crest Creed at front of class

Informal interview w/ Ms. VanBramer (ASL teacher):

- Tries several positive reinforcements with students (i.e., “I really appreciated how you worked with your partner today.” (keeps little tokens of appreciation around like lip gloss, gum, etc.)
- Purchased folders last night for a student who was struggling with keeping organized
- Actively considering what would help address root issues students are struggling with and to help them integrate the spirit of a supportive learning community that IAT is aiming for: i.e., students also need training in the how’s & why’s of restorative practices, plus all sorts of creative workshops dealing with mental health/wellness, self-esteem, social media strategies, etc. etc. that address core life skills/needs to help students succeed. Opportunities for when these kinds of engaging workshops could happen: for 9th graders during the 4 days of Regents exams since they are free during that week; and on half-days. Recognizes there would be logistical challenges to work through and could lean on community resources.

Rm. 331 & 331A (9:40am & 10am)—Mr. Picarella (mobile teacher—caught for brief time in both rooms)—Jennifer Banister

- Uses humor, animated conversational approach as shares information about symbiotic interactions, enthusiastic & interactively engages students in curiosity about the topic & envisioning themselves in the scenarios
- Resource teacher checking in with students around the room

- As students getting ready to leave room at end of class, Ms. Dunbar shows a quick scientific trick/experiment that gathers students around, interested in how it works
- Happy 30th bday decorations on her door
- Student comes in to check on Ms. Dunbar: “Are you in any pain?” Another student stops in & she asks, “why aren’t you in the Help Zone?” Responds: “Miss, you are my Help Zone.”

Rm. 331—Informal interview w/ Ms. Dunbar—Jennifer Banister

- Shares activities that are great for building community: All-community meetings where celebrate together, give awards, Crew Challenge contests; Basketball tournaments that culminate with staff/students competing between IAT & Vanguard; Fundraisers (Crush the Cans, Raffle for Valentines Day)
- In class: crew in morning esp. when full 40 mins, partnering students up for labs (including mixing up students who don’t know each other as well)
- Helps a lot that most IAT students have been together since middle school & thus know each other well by now.
- African-American Pride flag (red, black & green) on wall. Sparks conversation with students. Pride gives a sense of self & is a huge motivation

Informal interview in hallway—SSO Hendrick (Graduate of Leadership Academy for Young Men, 21 years old, only been on this job for 2 weeks) —Jennifer Banister

- Sees that there’s programs in the building (i.e., Gear Up, Center for Youth) that are places/opportunities where students want to be instead of just sending them home/kicking them out (NOTE: Later on, this SSO brought a student to the Help Zone)
- “For students who sometimes don’t want to talk to their teacher, they talk to me. I’m younger & can say, ‘I’ve been in your shoes. I know how hard it can be.” Shared that yesterday he sat in class with a young woman who would not have stayed otherwise and helped her with her work.

Rm. 336 (10:25am)—HELP ZONE—Jason Hudson (therapeutic crisis intervention specialist, Center for Youth)—Jennifer Banister

Observations:

- 3 middle school students were in the room when I arrived. One by one, with teacher or SSO escorts, 3 more students stopped in for a breather & to check in. The first three were there the whole 20 mins that I was there and the latter three stayed anywhere from 5-10 minutes. They shared how they use the Help Zone as follows:

Informal Interviews with students:

- “Mr. Hudson is the type of person where we can cry if we feel bad. We can chill out and let everything go until we’re ready to go back to class. People have to stop touching me. If I wasn’t here right now, I would be kicked out.” She described how she uses some of techniques/ideas she gets from her conversations with Mr. Hudson, along with her psychologist (outside the school) to help her work through crises when they come up.
- “I get frustrated a lot/anger problems—I come here because Mr. Hudson is easy to talk to. Helps me calm down...we think about strategies that can help me calm down on my own & figure out which ones work for me & which don’t.”
- “Just checking in to say hi. I usually come here to talk about situations and get my anger out/cool down. Before the Help Zone was here, I used to be put in the hallway and then to ISS. Now that I can come here, I’m getting a lot less ISS.”

Informal interview with Jason Hudson (with students around):

- Goal of Center for Youth Help Zones is to reduce violence in the school and increase seat time in the classroom
- Use Life Space Interview (LSI) mixed with restorative model to connect feelings with behaviors, how both affect their actions, and strategies to do things differently. Use bio-feedback (paying attention to physicality... i.e., face is getting hot, etc.)
- MEET their basic NEEDS FIRST: Have peanut butter & jelly always to: give something to do with their hands; “break bread together” as classic community building activity; & meet basic needs/fill their bellies (NOTE: The teacher assigned to the room at the time chimes in “it helps me too since the kids a lot of time haven’t eaten & they have headaches.”)
- Teachers are assigned to the room each period. Their role is to help with Tier 1 interventions (i.e., cursing in class), while Jason deals with more serious crises + provides training for the teachers.
- Improvised challenging lecture hall space with seats fixed to floor: Jason and a student unscrewed a bunch of the chairs in one section & brought in a carpet to create space for a circle

Rm. 332 (10:45am)—Ms. Grant & Mr. Burkin—Jennifer Banister

- Meeting students where they are at and giving choices to work in groups or as individuals on their work. Some use laptops. Group works with Mr. Burkin
- Star Student bulletin board
- Respectful, caring communication: “Come, young sir” & teacher/student fist bump each other

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
<p>“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</p>

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