

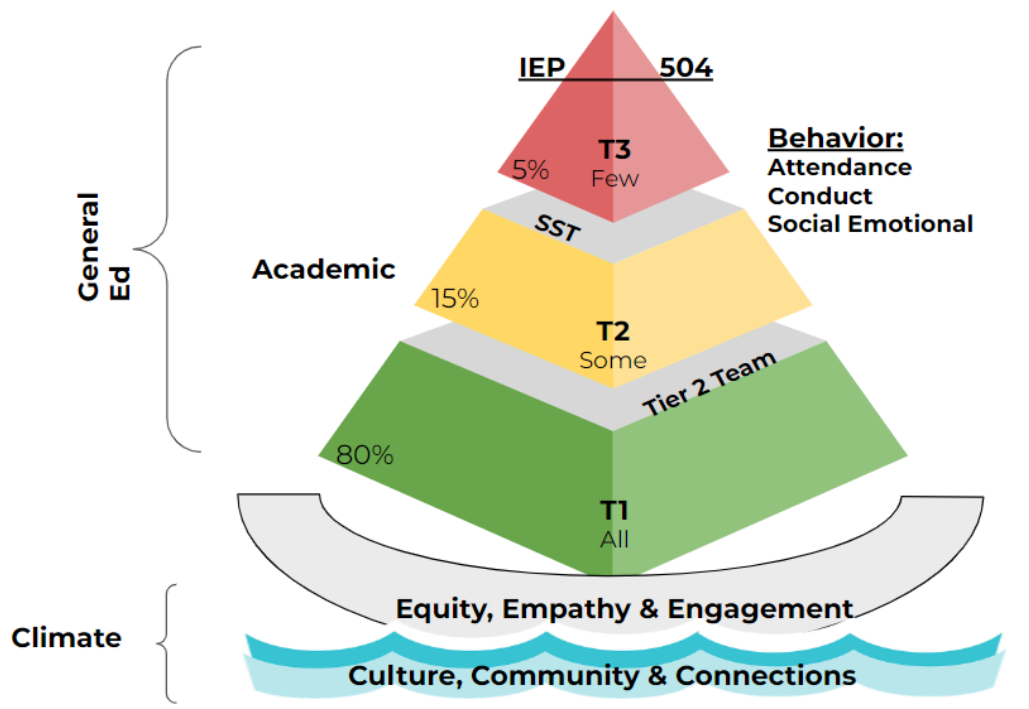


Framework of Restorative Skills & Practices

2024-25

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Mission

SRCS cultivates an inclusive environment through restorative practices that emphasize growth and healing. We prioritize creating safe spaces where all voices matter, strengthening meaningful connections, empathy and accountability. Incidents of harm and conflict are shifted into opportunities for learning, enhancing academic achievement, decision-making, and community relationships.

Vision

At SRCS, we envision schools where restorative practices are foundational to our culture, relationships are central, community is strengthened, and learning is transformative. Our collective commitment to these principles will be reflected in our policies, training, and daily interactions, ensuring a thriving community built on collaboration, respect, and understanding. Together, we will build a resilient environment that addresses challenges, celebrates diversity, and fosters a sense of belonging for all.

California Community Schools

The California Community Schools model emphasizes collaboration between schools, families, and community partners to support student success. A key pillar of this model is providing integrated student supports, which can include restorative practices that build relationships, address harm, and meet students' social-emotional needs. Restorative practices align with the model's goal of creating positive school climates that enable learning. By incorporating restorative approaches, Community Schools can foster more equitable, inclusive, and supportive environments for all students.

Integrated Student Supports

- Meeting academic, physical, social-emotional and mental health needs
- Coordination of trauma-informed health, mental health, and social services

"Students must be well-known so that they can be well-served."



Family and Community Engagement

- Actively tapping the expertise and knowledge of family and community members to serve as true partners
- Home visits, home-school collaboration, culturally responsive community partnerships
- Develop trusting, inclusive, and collaborative relationships with families and community members

"If it is not developed *with* us, it is not *for* us."



Collaborative Leadership Practices for Educators and Administrators

- Culture of professional learning, collective trust, and shared responsibility for outcomes
- Professional development to support mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas.
- **Dedicated staff** to support and facilitate partnerships, and discover professional development opportunities to build capacity for collaborative education and community leadership structures and practices



Extended Learning Time and Opportunities

- Academic support, enrichment, and real-world learning opportunities
- Before and after school care and summer programs
- "Extended" learning and "expanded" learning
- Tutoring and other learning supports during the traditional school day



Purpose of Restorative Practices

- Help build effective schools together through a relational lens.
- Facilitate community connection by utilizing both proactive and responsive practices.
- Provide a learning process for empathy, accountability, and positive behaviors that encourage safe, inclusive school environments.
- Create a safe space that affords honest reflection and dialogue between individuals with an opportunity to repair harm.
- Support students by conscientiously re-integrating them back into the school, which strengthens the whole community.
- Engage students through connection before content to effectively bridge relationships within the classroom community.

Goals

Goal 1: Build Sustainable Restorative Infrastructure

Three-Year Objectives:

- Establish restorative specialists at all schools
- Train 100% of RS and SSA staff in foundational restorative practices
- Establish a framework of restorative practices, skills, content, and protocols across all grade bands
- Develop clear protocols for referral and facilitation of restorative practices
- Integrate restorative language and principles into all school policies, handbooks, and communications within one year.

Key Metrics:

- Number of trained facilitators (per site)
- Implementation metrics
- Documentation of policy changes

Goal 2: Reduce Disciplinary Disparities Through Equitable Practices

Three-Year Objectives:

- Decrease overall suspension rates by 10 %
- Integrate alternatives to suspension into site practice
- Incorporate restorative reentry work into every suspension
- Identify and reduce racial disproportionality in disciplinary actions

Highlighted Areas are Under Construction

- Increase the use of restorative responsive conferences by 10% annually
- Improve metrics on annual school climate surveys: Panorama and Youth Truth surveys
 - “School Safety” on the annual Panorama survey
 - “Supportive Relationships” on the annual Panorama survey
 - “Discipline is Fair” metrics on the annual Youth Truth survey

Key Metrics:

- Disaggregated discipline data
- Conference participation rates
- Student, staff, and family culture and climate surveys

Goal 3: Foster Positive School Climate and Culture

Three-Year Objectives:

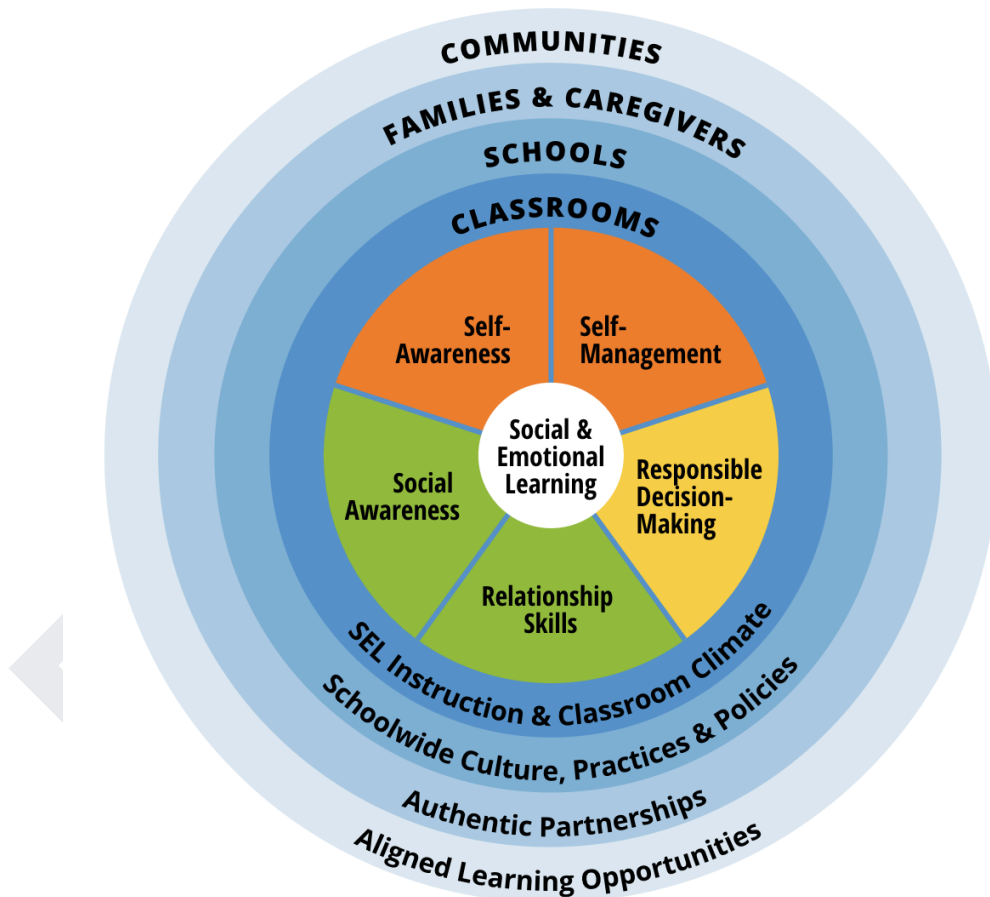
- Improve positive responses on annual school climate and culture Panorama and Youth Truth surveys
- Reduce incidents of bullying as measured by discipline data
- Increase student engagement rates as measured by student attendance
- Improve student success rates as measured by the Student Success Index in the Aeries Analytics

Key Metrics:

- Climate survey results
- Attendance data
- Student Success Index in Aeries Analytics

CASEL Social Emotional Learning (SEL) Framework

The CASEL (Collaborative for Academic, Social, and Emotional Learning) framework identifies five core competencies essential for social and emotional development. These include self-awareness (understanding one's emotions, thoughts, and values), self-management (regulating emotions and behaviors), social awareness (empathizing with others from diverse backgrounds), relationship skills (building and maintaining healthy connections), and responsible decision-making (making ethical choices while considering consequences). These interconnected skills help students navigate daily challenges, build positive relationships, and succeed both academically and personally. Schools implement these competencies through direct instruction, integration into academic subjects, and creation of supportive learning environments.



Help, Facilitate, Provide, Create, Support, Engage!

Highlighted Areas are Under Construction

SRCS Restorative Framework

Grounded in the CASEL SEL Framework

Tier 1 Practices are provided to all students at a campus.

Tier 2 Practices are provided at all campuses, but not all students may experience the service.

Tier 3 Practices will be unique to each situation and campus.

Grade Level Progression: Services provided by grade band.

TK - Grade 3 -- Tier 1

The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management</p>	<p>Content/Skills: Identify their feelings & how they feel in their body.</p> <p>Content: <i>Check-in Circle for Community Building</i> <u>Circle Forward: Building a Restorative School Community</u> P.91 (Will link circle script by grades)</p> <ul style="list-style-type: none"> • <u>Emotion Wheel</u> • <u>Feelings Faces Poster</u> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Identify their feelings & how they feel in their body • Build their primary feelings and/or secondary feelings vocabulary • Increase social and self-awareness and verbalization of feelings • Practice active listening • Increase positive connection and a sense of caring community 	<p>Assessment :</p>
<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management Social Awareness</p>	<p>Content/Skills: <u>Mindfulness</u></p> <p>TK/K</p> <ul style="list-style-type: none"> • Use breathing as a tool to calm down & check-in 	<p>Assessment</p>

Highlighted Areas are Under Construction

Relationship Skills Responsible Decision Making	1-3 <ul style="list-style-type: none"> • Use breathing as a tool to calm down & check-in • Notice thoughts & emotions Mindfulness Slide Empathy/Perspective Taking Deep Listening/Collaboration: Intro to the Practice of Circles and passing talking piece Problem Solving: Problem Solving Wheel Learning Objectives:	
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TK - Grade 3 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may participate in these practices.

CASEL SEL Competencies: Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	Content/Skills: Choice & Consequences Heartfelt Apologies Impact vs. Intention Strength/Weakness Getting Help Agreements/Goal Setting Who our actions effect & how Learning Objectives:	Assessment
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Grade 4-6 -- Tier 1

The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

CASEL SEL Competencies: Self Awareness Self Management	Content/Skills: Identify their feelings & how they feel in their body. : (Update)	Assessment
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Highlighted Areas are Under Construction

<p>Social Awareness Relationship Skills Responsible Decision Making</p>	<p><i>Check-in Circle for Community Building Circle</i> <u>Forward: Building a Restorative School Community P.91</u> (Will link circle script by grades)</p> <ul style="list-style-type: none"> • <u>Emotion Wheel</u> • <u>Feelings Faces Poster</u> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Identify their feelings & how they feel in their body • Build secondary feelings vocabulary • Increase social and self-awareness and verbalization of feelings • Learn how emotions impact behavior • Identify tools that help • Practice active listening • Increase positive connection and a sense of caring community 	
<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making</p>	<p>Content/Skill: Emotional Regulation</p> <p>Mindfulness Circle</p> <p>Content: 30 Days of Mindfulness in the Classroom (Will select a few activities to incorporate in circles) TK-6</p>	<p>Assessment:</p>

	<p>Learning Objective:</p> <ul style="list-style-type: none"> • Use breathing as a tool to calm down & check-in • Notice thoughts & emotions • Practice staying in the present moment 	
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Grades 4-6 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may receive these Practices.

<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making</p>	<p>Content/Skills</p> <p>Learning Objectives</p>	<p>Assessment</p>
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Grades 7-8 -- Tier 1



The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <ul style="list-style-type: none"> Identifying Personal Strengths and Weaknesses 	<p>Content/Skills:</p> <p>Learning for Justice - 20 Face to Face Advisories</p> <p>Social Identity Wheel</p> <p>Identifying Strengths and Weaknesses</p> <p>Learning Objectives:</p> <p>Self-Awareness</p> <ul style="list-style-type: none"> Ability to acknowledge strengths and weaknesses Ability to self-reflect on biases 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Self Management</p> <ul style="list-style-type: none"> Letting Go Self-Advocacy 	<p>30 Days of Mindfulness in the Classroom</p> <p>Circle Forward (p.377) Basic Meditation</p> <p>Dovetail - Practical Skills for More Resilience (p. 17)</p> <p>Circle Forward 5.4 What Triggers Your Anger (p.128)</p> <p>Circle Forward - 10.7 Identifying Sources of Support (p.180)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Ability to express thoughts and feelings calmly and respectfully Awareness of thoughts and feelings of self and others Managing big emotions 	<p>Assessment</p>

<p>CASEL SEL Competencies:</p> <p>Social Awareness</p> <ul style="list-style-type: none"> Perspective Taking 	<p>Social Identity Wheel</p> <p>Learning for Justice - 20 Face to Face Advisories</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Ability to act with empathy and ethics Ability to better understand diversity 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Effective Communication Collaboration 	<p>Content/Skills:</p> <p>Dovetail - Practical Skills for More Resilience (p. 18 & 21)</p> <p>Affective Statements</p> <p>Non-Violent Communication (p.27)</p> <p>Class Values Circle</p> <p>Collaborative Art Project (example)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Ability to build and maintain healthy relationships Ability to listen and communicate respectfully Ability to work with others towards a common goal 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Responsible Decision Making</p> <ul style="list-style-type: none"> Impact vs. Intention 	<p>Content/Skills:</p> <p>Teaching Restorative Practices with Classroom Circles - Chips Scenario Circle (p.41-42)</p> <p>Creating a Safe School (Ophelia Project) (p.80-81)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Recognize how emotions impact behavior Understand importance of acknowledging impact on others regardless of our intentions 	<p>Assessment</p>

Grades 7-8 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may participate in these practices.

Competency and Skill:	Content:	Assessment:
<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <ul style="list-style-type: none"> • Self-Efficacy 	<p>Content/Skills:</p> <p>Growth Mindset vs. Fixed Mindset</p> <p>Developing a Growth Mindset</p> <p> ResilienceMorningMeetingsPP...</p>	<p>Assessment</p>
<p>Self Management</p> <ul style="list-style-type: none"> • Resilience • Goal Setting 	<p>Dovetail - Practical Skills for More Resilience (p.2)</p> <p>Circle Forward - Strength and Resilience (p.374)</p> <p>Hearts and Hands - Dealing with life's unfairness (p.123-126)</p> <p> ResilienceMorningMeetingsPP...</p> <p>Goal Setting Worksheet 1</p> <p>Goal Setting Worksheet 2</p> <p>SMART Goals</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Ability to recover from hardship • Ability to set and work towards goals 	
<p>CASEL SEL Competencies:</p> <p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy 	<p>Content/Skills:</p> <p>Everyday Speech - Teaching Empathy</p> <p>Learning for Justice - 20 Face to Face Advisories (p.28 &)</p>	<p>Assessment</p>

	<p>Dovetail - Practical Skills for More Resilience (p.)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Ability to build and maintain healthy relationships • Ability to understand that experiences are different for others • Ability to “put yourself in someone else’s shoes” 	
<p>CASEL SEL Competencies:</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> • Reconciliation • Healthy Friendships 	<p>Content/Skills:</p> <p>Circle Forward 11.3 What Will Make It Right? (p.294)</p> <p>Circle Forward</p> <ul style="list-style-type: none"> • What is Friendship? - Lesson 4.5 (p.97-98) • Choosing Trustworthy Friends - Lesson 4.12 (p.111) <p>Creating a Safe School (Ophelia Project) (p.80-113)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • <i>Ability to build and maintain healthy relationships</i> • <i>Ability to resolve conflict nonviolently</i> • <i>Ability to repair harm caused</i> 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Responsible Decision Making</p> <ul style="list-style-type: none"> • Impact vs. Intention 	<p>Skills/Content:</p> <p>Teaching Restorative Practices with Classroom Circles - Chips Scenario Circle (p.41-42)</p> <p>Creating a Safe School (Ophelia Project) (p.80-81)</p> <p>Learning Objectives:</p>	<p>Assessment</p> <p>CASS?</p>

	<ul style="list-style-type: none"> • Ability to recognize how emotions impact behavior • Ability to understand the importance of acknowledging impact on others regardless of our intentions 	
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Grade 9-12 -- Tier 1

The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <ul style="list-style-type: none"> • Self Empowerment <p>Self Management</p> <ul style="list-style-type: none"> • Resiliency <p>Social Awareness</p> <ul style="list-style-type: none"> • Respect <p>Relationship Skills</p> <ul style="list-style-type: none"> • Perspective Taking <p>Responsible Decision Making</p> <ul style="list-style-type: none"> • 	<p>Skills/Content:</p> <p>Social Identity Wheel</p> <p>Hearts and Hands - Core Self 2.2 (p. 88)</p> <p>Digital Citizenship</p> <p>Values Circle</p> <p>Learning Objectives:</p>	<p>Assessment</p>
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Grades 9-12 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may participate in these practices.

<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <p>Self Management</p>	<p>Skills/Content</p> <p>5 Protective Patterns - Dovetail Learning Content</p>	<p>Assessment</p>
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<ul style="list-style-type: none"> • Resiliency Social Awareness Relationship Skills Responsible Decision Making 	Learning Objectives	
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Key Components

1. Community Building through Circles: Regular classroom circles foster connection, trust, and open communication among students and teachers. Similarly, school-wide community building strategies and events are also imperative to creating and maintaining a positive school culture and climate.
2. [Social-Emotional Learning](#): Integrated curriculum helps students develop empathy, self-awareness, self-management, social awareness, relationship skills, responsible decision making (CASEL framework), and conflict resolution skills.
3. Student Leadership: Peer mediation programs empower students to take an active role in resolving conflicts. These programs also allow for ongoing reflection, opportunities to give back to the school community and reinforce that students are important and valued members of the larger community and have an impact on those around them.
4. Staff Development: Ongoing training ensures all staff members are equipped with restorative mindsets and skills.

Proactive Practices:

1. Community Circles: These circles build community and cultivate skill development through shared experiences, problem-solving, and emotional expression. They typically include opening rituals, discussion prompts, equal voice opportunities, and closure activities.
2. Affective Language: Communication that explicitly expresses feelings and needs while describing the impact of behaviors on others.
3. Clear Expectations: Explicitly stated, positively framed guidelines for behavior and interactions that are collaboratively developed with stakeholders, posted and regularly referenced, and consistent and fair.
4. Restorative Relationships: Connections built on trust, respect, and mutual understanding that emphasize personal and interpersonal accountability and support

Responsive Practices:

1. Tier 3 Restorative Conferences: Structured dialogues bring together affected parties to address harm and collaboratively develop solutions.

Highlighted Areas are Under Construction

2. Reintegration Circles: Support students returning from suspensions or extended absences, fostering a sense of belonging.
3. Repairing Harm Circles: Address broader community impacts of serious incidents, involving all affected stakeholders.
4. Restorative Agreements: Collaborative action plans to repair harm and prevent future incidents.
5. Groups -- Small groups of 5-12 students for targeted intervention dependent on the (skill building) needs of the students.

Professional Development

Training Programs: Design opportunities for school staff to develop their restorative practices, skills and knowledge.

Insert list of essential trainings that are required for all RS staff, and what additional trainings would be helpful and effective for other site staff.

Implementation Plan

Timeline: Create a realistic timeline for rolling out the framework.

Resources Needed: Identify materials, technology, and support needed for implementation.

Evaluation and Revision

Monitoring Progress: Establish methods for evaluating the effectiveness of the framework.

Continuous Improvement: Plan for periodic reviews and updates based on feedback and outcomes.

Communication Strategy: Stakeholder Engagement: Develop a plan for communicating the framework to all stakeholders.

Highlighted Areas are Under Construction

Finalization and Approval

Approval: Seek necessary approvals from school boards or relevant authorities.
Board presentation planned for November 13, 2024

Appendices

☐ MTSS with Restorative Practices

[CASEL SEL Framework](#)

[What is the CASEL Framework?](#)

DRAFT