

**CHCCS**  
**Restorative Practices Implementation Guide**  
**Implementation by Quarter**

Quarter	Focus Area(s)	Possible PL Refreshers Topic/Resource	Admin/RPC Trainer Look-Fors
<b>1st</b>	<ul style="list-style-type: none"> <li>● Teacher uses affective statements in addressing students (both positive and negative)</li> <li>● Teachers work to move their interactions with students to the “with” frame of the social discipline window.</li> <li>● MS/HS teacher greets each student at the door with welcome question, i.e. “How is your day?”</li> </ul>	<ul style="list-style-type: none"> <li>● Review what affective statement are and why we use them.</li> <li>● Review social discipline window and classroom types.</li> </ul>	<ul style="list-style-type: none"> <li>● Asking students, “In the last two weeks, has anyone told you have your behavior impacted them?”</li> <li>● Asking teachers, “Tell me about a time when you fell into the “WITH” frame of the social discipline window.”</li> <li>● Walkthrough during transition time to observe implementation</li> </ul>
<b>2nd</b>	<p><i>Continue all 1st quarter focuses</i></p> <ul style="list-style-type: none"> <li>● Teachers/Student Support/ and Admin integrate the use of the restorative questions in dealing with minor discipline concerns or incident.</li> <li>● Introduce circles (low-stakes circles), if the teacher has been trained.</li> </ul>	<ul style="list-style-type: none"> <li>● Review Compass of Shame and Restorative Questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Part of the teacher discussions, how have they used. You are not going to see this necessarily.</li> <li>● Admin Google forms filled out by teachers giving feedback on their weekly circles</li> </ul>

<b>3rd</b>	<p><i>Continue all 1st and 2nd quarter focuses</i></p> <ul style="list-style-type: none"> <li>• Classes/Teams move to at least one circle a week using different circle formats, covering different topics, and for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Review continuum of restorative practices. Review how to use circles in RP continuum.</li> </ul>	<ul style="list-style-type: none"> <li>• See above.</li> <li>• Create circle exit tickets to hear student/teacher voice about the experience</li> <li>•</li> <li>• Asking teachers, “Tell me about a proactive circle you had in the past two weeks.”</li> </ul>
<b>4th</b>	<p><i>Continue all 1st and 2nd quarter focuses</i></p> <ul style="list-style-type: none"> <li>• Classes/Teams move to at least two circles a week</li> </ul>	<ul style="list-style-type: none"> <li>• Review types of circles. Role play academic circle and class issue circle.</li> </ul>	<ul style="list-style-type: none"> <li>• See above.</li> </ul>