



RocRestorative:  
Bright Spots

Lights in Darkness

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# Connection before Content

Turn and introduce yourself to your neighbor and share:

1. Your name, what you do and where you work
2. Tell about a time when you and your students were really lit

# Our Time Together

## **1. RocRestorative Bright Spots Assessment**

**Given and shown how you can do a Bright Spots Assessment**

## **2. RocRestorative Youth, Assets Based Assessment**

**Given and shown how you can empower your youth to lead the work**

Student enrollment: 28, 500

51% Female 49% Male

58% African American

28% Latino

10% White

English Language Learners 13%

Students With Disabilities 22%

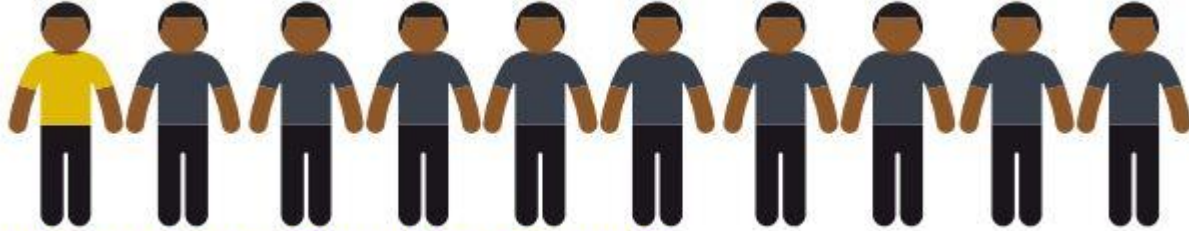
Economically Disadvantaged 91%

Graduation Rate 58%



The Youth Risk Behavior Survey, shows 40 percent of city children ages 12-18 had experienced three or more from a list of 10 "adverse childhood experiences" (ACEs).





**IN 2012-13, 1 IN 10 RCSD STUDENTS WERE SUSPENDED**

## Rochester City School District Data



**2013: Revised Code of Conduct using the framework of restorative philosophy.**

**Vision Statement:** Peaceful schools and communities where all members regularly engage in community building practices and restoratively respond to wrongdoing and harm.

# Building one year at a time.....

- Use a Cohort Design
- Always Invitational
- Started 4 years ago with 13 schools/programs- currently at 40
- Assets based implementation- each school's implementation is different
- RocRestorative supports with the foundation of  
Being reflective, Being flexible, Being culturally responsive



# How do we begin? Engage Champions- Who is already restorative?



**Start Small-**  
Restorative teams in buildings knit  
together into a District Wide  
Professional Learning Community

How we build Teams and Coaches in each building.....

*Shout out to  
Bill Boyle!*

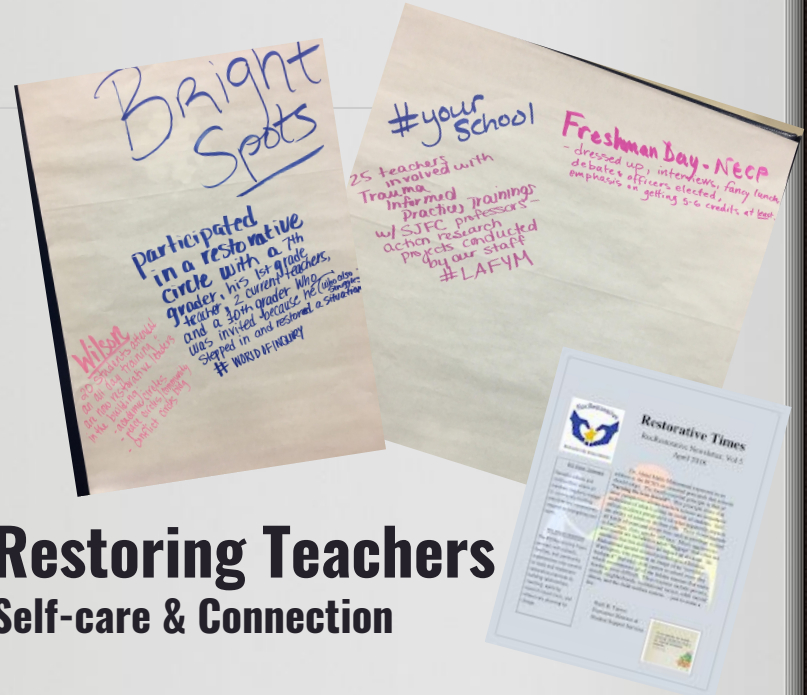
Bright Spots Relationship Mapping: (mapping naturally restorative people to connect and build capacity)

1. Think of your school building, district, program or organization
2. Think of anyone who is naturally restorative and draw each in a circle.
3. Draw the natural connections between those people.
4. Now think of one person that bridges each of those connections that can easily be connected with and tied into the restorative work.
5. Connecting each of those people brainstorm on the lines ways to connect them and cross pollinate in their restorative work,

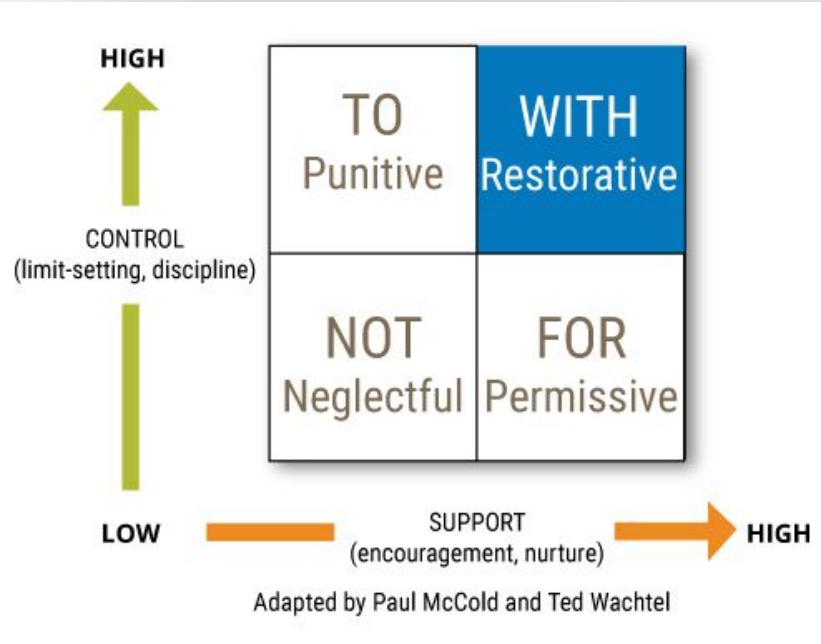
## Bright Spots Accentuate positive



**Restorative Strengths**  
Appreciative Inquiry & Strengths Based



**Restoring Teachers**  
Self-care & Connection



Are we  
operating in  
the with  
box?

Does it look  
the same for  
everyone?

# All RocRestorative Practices are grounded in Bright Spots

## What is a Bright Spot?

Eagle Rock School

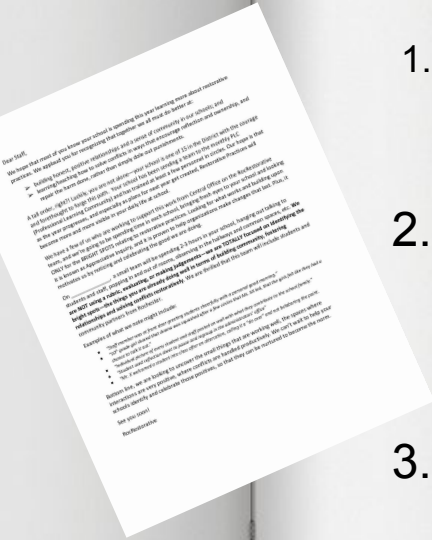
**Appreciative Inquiry**: Focus on the positive aspects of people, organizations and systems including the potential for meaningful and valuable change, growth and adaptability

1. Discover what works
2. Dream or imagine the ideal system and the potential of the system in the future
3. Design a plan to achieve that ideal system
4. Deliver by putting into action the designed process



# How to do a Bright Spot Walk...

1. Gather a team of school members, community partners and students
2. Meet with administration to explain the frame of the Bright Spots walk and discuss how it will be shared with faculty/ staff- **Example letter in the Pheedloop App**
3. Schedule the Bright Spots walk and plan to meet with team to go over how to do it



## 4. Review the following with your Bright Spots Walk Team- in **Pheedloop App**

- Why an Assets Inventory? Celebration, Communication, Effective Change (**NOT** Scientific)
- We're Observing and Interviewing
- A Particular Way of Seeing
  - a. Low-Inference Observations/Note-Taking
  - b. Assets Lens
- What We're Looking For
  - c. Building Relationships and Community
  - d. Handling conflict Well (Healing, Learning)
  - e. Specific Categories
- Look at Summary Table -- This is What we're Aiming For
- How to Do Observations
  - f. Divide by part of building
  - g. 10 Minutes/Classroom
  - h. Informal Interviews
  - i. Look at Walls, What Teachers do, What Students Do
- You Can't do it wrong!! Have Fun!

Bright Spots to look for..... **Blank copy in Pheed Loop app**

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
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5. Schedule Small group interviews - **Bright Spots Assets Based Assessment Group Interview Script is in Pheedloop**

6. Assign team members to cover different parts of the building to make observations

7. Have team meet after approximately 2-3 hours to input data

8. Report out to administration and staff the bright spots- **Examples of completed reports in Pheedloop**

Bright Spots  
Appreciative Interview Script

Introduction:

- Introduce yourself ... Hi, I'm \_\_\_\_\_, and I'm a student/staff member/community partner at \_\_\_\_\_
- Thank you ... Thank you so much for taking time to talk with me.
- What we're doing...We're here to find examples of where your school is doing a good job of building community and handling problems in a healing way. We're only looking for good things because then your school can build on those things to make school better.
- Taking Notes ... I'm going to be taking notes during this, so it may slow me down and mean there are silent moments, but I want to be sure to capture all the key things that you say.

Building Community:

Can you Give me some examples of times when you have seen people doing a good job of building relationships or building community here?

Handling Conflict in a Healing Way:

Can you Give me some examples of times when saw conflict or problems that were handled in a good way? In a way that helped people heal and come together instead of punishing people?

PROBING QUESTIONS (if needed):

- If I were watching with a Video Camera, what would I have seen?
- Why was this important?
- Who was involved?
- What were students doing?
- What were adults doing?
- Can you give me some more detail about what happened?

# All RocRestorative Practices are grounded in Assets Based Development

## What is Assets Based Development?

**Assets Based**: process that cultivates the capacities of individuals in order to address the needs and issues of the community

1. Starts where the community is at
2. Appreciates what exists
3. Allows all members of the community to take a participatory approach and ownership of their own development



Groups of 5-  
Gather  
around a  
paper and  
capture your  
assets

	How do I do this well (personal)	How do we do this well (school community)	What can I / we do better to...
Build Relationships			
Foster a caring, safe community			
Handle conflict			
Handle wrongdoing			
Share power and encourage student voice			

# Sharing Power

## Student Leadership



**RocRestorative**  
**Circle Keepers**  
**RocRestorative Leaders**  
**Restorative RocResponders**

Principals and Assistant Principals use Restorative Language with students when addressing problems.

School grounds are inviting and communicate "who" is important in this community.

The school has scheduled time to build positive climate and culture.

Students have space for discussing issues at the school and feel their ideas are welcome.

Students understand and have a chance to comment on overall school goals.

Negative, harmful language is addressed when it occurs and not allowed to persist even when seen as joking.

Teachers have a method to welcome the whole student into the classroom (check in/check out circles, talking with students and providing referrals to services)

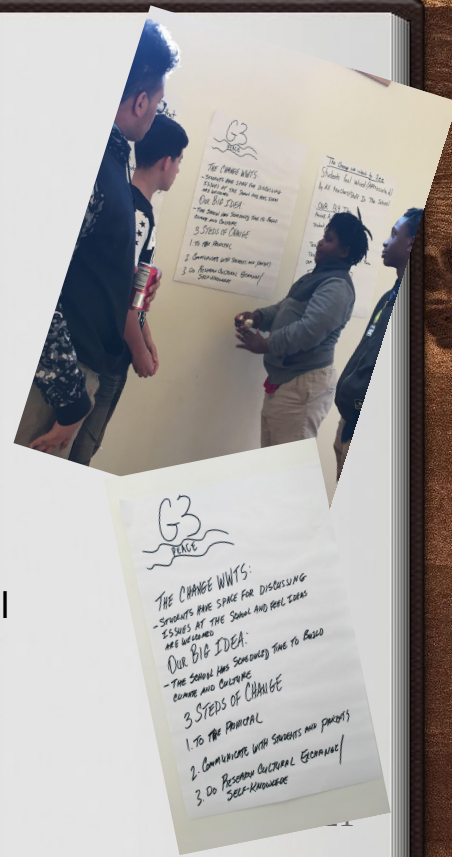
All are greeted when they enter the school and asked if they need help.

## RocRestorative Youth: Assets Based Restorative Practices

Students work in small groups on an assets based assessment through a restorative lens of their schools.

Students are given Bright Spots Cards (in **Pheedloop**) (thanks Restorative Justice for Oakland Youth) and asked to group them into 1 of 3 categories - We do this well, This is in place but needs work, or we don't do this at all

Students present their findings, and then connect a Bright Spot to a need to develop a plan to support the change they want to see!



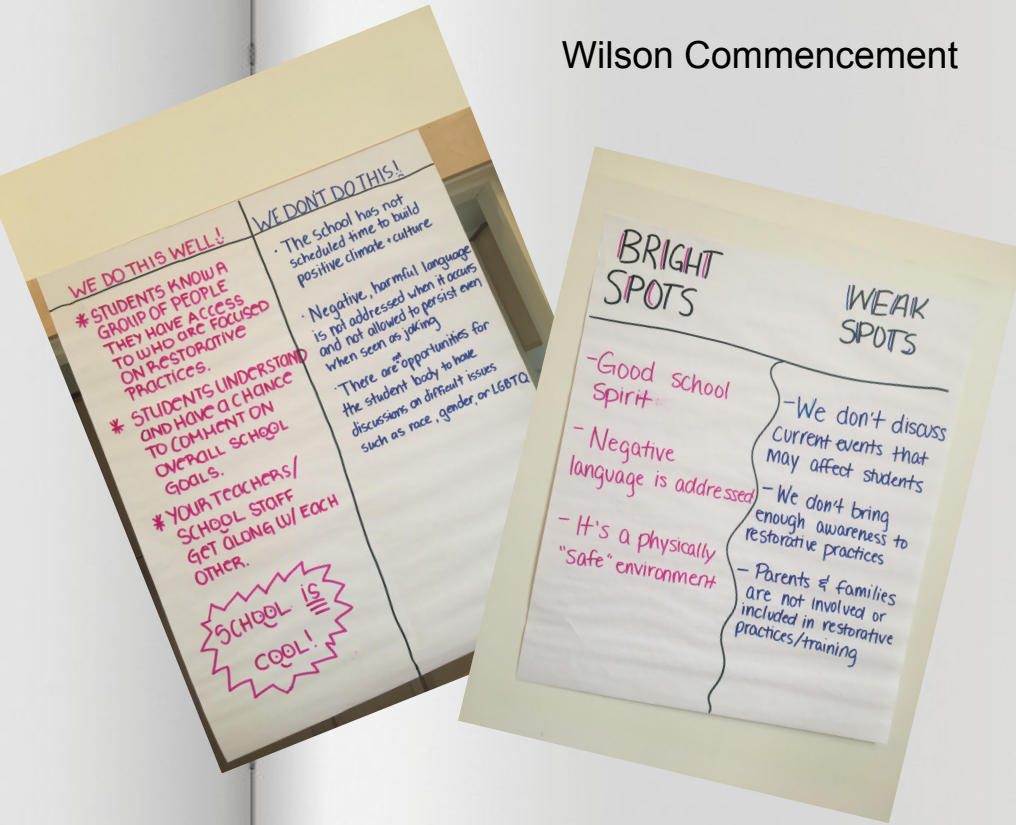
# Leadership Academy for Young men



Following their assets based assessment, the change the students wanted to see was more connection to adults in the building

Youth developed and facilitated community building circles with all staff and faculty

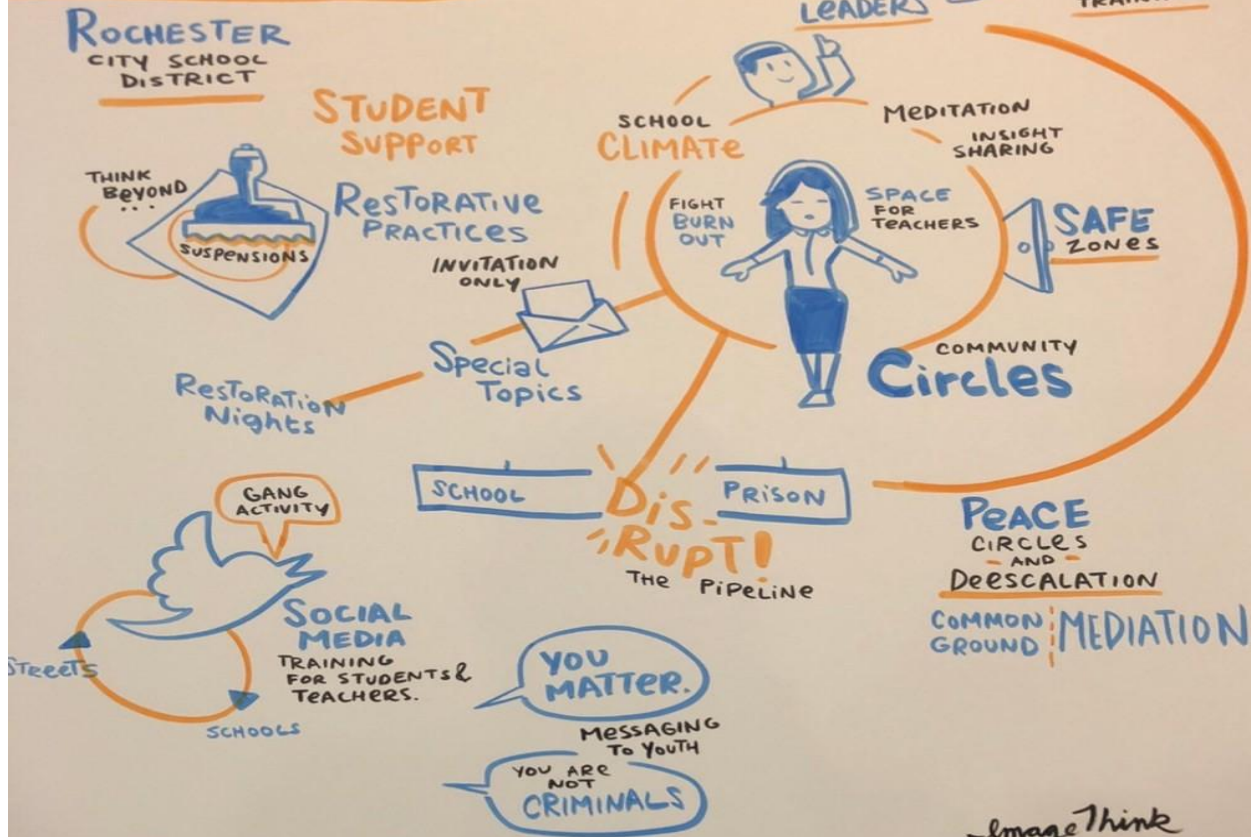
## Wilson Commencement



Students assessed their school culture using the Bright Spots Student Assessment- developed interventions with students who have been long termed

FROM THE field:

# WHAT'S WORKING





## **Keep in touch!**

Keep up with RocRestorative  
on Facebook and our website:

<http://www.rocrestorative.org>

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