Glendale Unified School District

RESTORATIVE PRACTICES

A PRACTITIONER'S GUIDE

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Purpose

Restorative Practice is a framework for building community and for responding to challenging behavior. Practices within this framework create and support healthy relationships among *all stakeholders.*

* This guide provides references to key concepts and practices that complement professional training.

Introduction

This handbook will highlight a 3-tier approach to Restorative Practices: Community Building, Restorative Responses to Harm and Conflict, and Intensive Interventions. Used as a reference tool, the information in this guide will help those trained in restorative practices to develop community and to manage conflict and tensions by repairing harm and restoring relationships. Ted Wachtel, co-founder of the International Institute for Restorative Practices, provides further context:

> The underlying premise of restorative practices is simple: human beings are happier, more productive and cooperative, and more likely to make positive changes in their behavior when those in positions of authority do things with rather than to them or for them. (Wachtel 2004)

Below are key concepts of the restorative framework:

Restorative Justice: Restorative practice has its roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships rather than only punishing offenders (Zehr, 1990).

Restorative justice echoes ancient and indigenous practices employed in cultures all over the world, from Native American and First Nation Canadian to African, Asian, Celtic, Hebrew, Arab and many others

(Eagle, 2001; Goldstein, 2006; Haarala, 2004; Mbambo & Skelton, 2003; Mirsky, 2004; Roujanavong, 2005; Wong, 2005). In the modern context, restorative justice originated in the 1970s as mediation or reconciliation between victims and offenders (Wachtel).

Within schools, restorative justice serves as an alternative approach to traditional methods of exclusionary discipline, which often focus on punishment. Instead, restorative justice is a process involving the primary stakeholders in determining how best to repair the harm done by an offense. The three primary stakeholders in restorative justice are *victims*, *offenders* and their *communities of care,* whose needs are, respectively, obtaining reparation, taking responsibility and achieving reconciliation. (Wachtel).

Restorative Practices: Restorative practices are a subset of Restorative Justice. In a school setting, these practices promote desired, socially acceptable, and healthy behaviors ultimately improving school climate and increasing academic achievement.

Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right (Wachtel).

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This
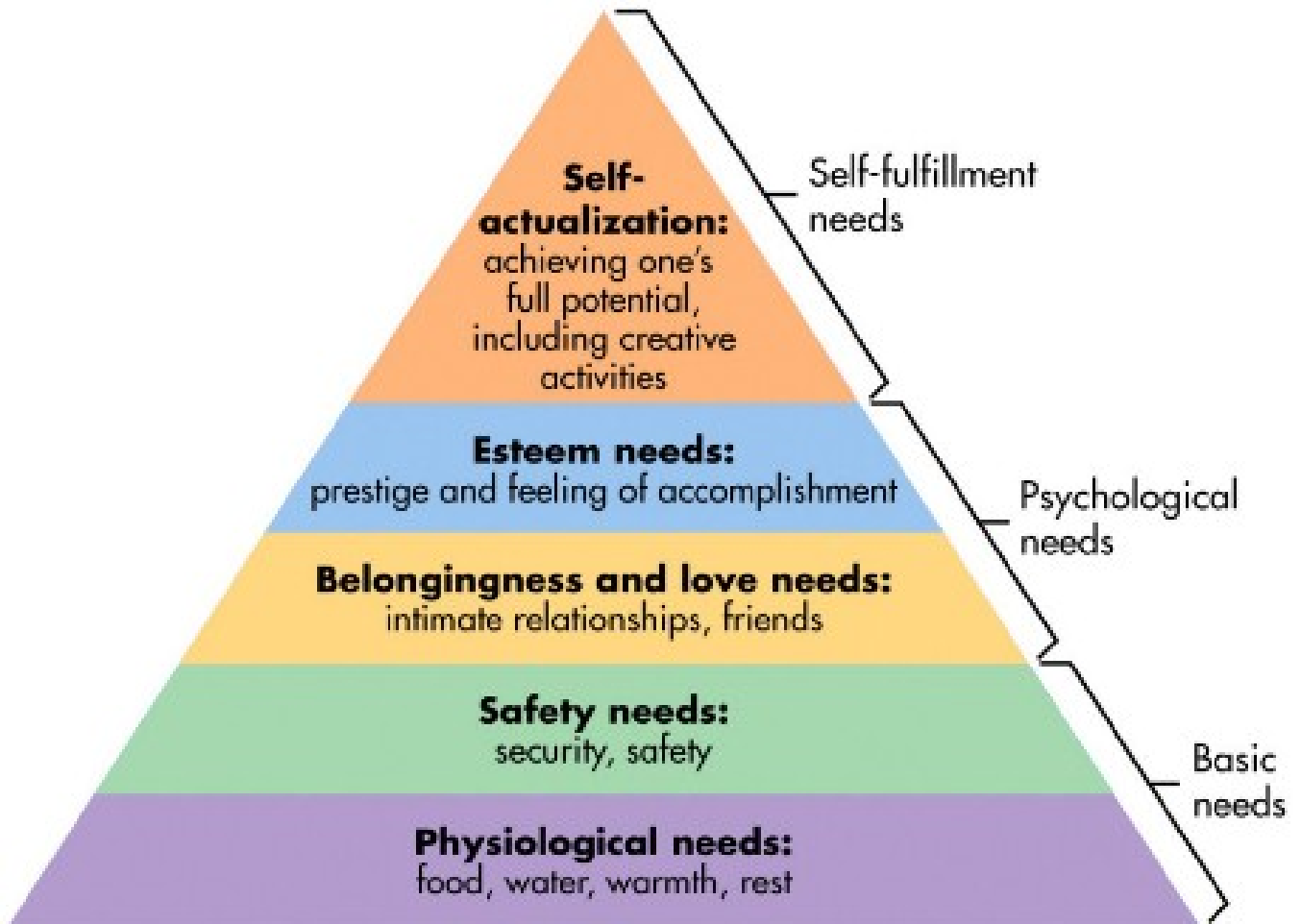
statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches (Wachtel).

When used intentionally and with purpose, Restorative Practices work in conjunction with Positive Behavioral Interventions and Supports (PBIS) to provide a more comprehensive approach to teach, encourage and facilitate positive behaviors school-wide. Used consistently and with fidelity, these practices can positively transform a school's culture.

Maslow's Hierarchy of Needs: Maslow provides a fundamental understanding of the critical needs of all humans to reach their individual potential. His work informs educators about why restorative practices are necessary for students to achieve social emotional growth and reach academic success.

When students feel safe and respected, when they have a voice in decision making, and when conflict is resolved through restorative measures, there will be greater opportunity for students to build connections, feel a sense of belonging, and be better equipped and ready to learn.

Maslow's Hierarchy of Needs

Self-actualization: achieving one's full potential, including creative activities

Esteem needs: prestige and feeling of accomplishment

Belongingness and love needs: intimate relationships, friends

Safety needs: security, safety

Physiological needs: food, water, warmth, rest

Self-fulfillment needs

Psychological needs

Basic needs

Fair Process: A foundational concept for the work of restorative practices, fair process ensures that all participants have a voice and equity in the decision making. "Individuals are most likely to trust and cooperate freely with systems - whether they themselves win or lose by those systems - when fair process is observed" (W. Chan Kim and Renee Mauborgne, Harvard Business Review, July-August 1997).

The three principles of Fair Process include:

- **Engagement** - Everyone affected by a decision has input
- **Explanation** - All decisions and processes are made clear with reasoning
- **Expectation Clarity** - Implications and consequences are outlined

Informal vs Formal Continuum: Restorative practices are not limited to formal processes, such as restorative conferences or family group conferences, but range from informal to formal practices (Wachtel).

On a restorative practices continuum, the informal practices include affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others. Impromptu restorative conferences, groups and circles are somewhat more structured but

do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative practices become more formal, they involve more people, require more planning and time, and are more structured and complete. (Wachtel)
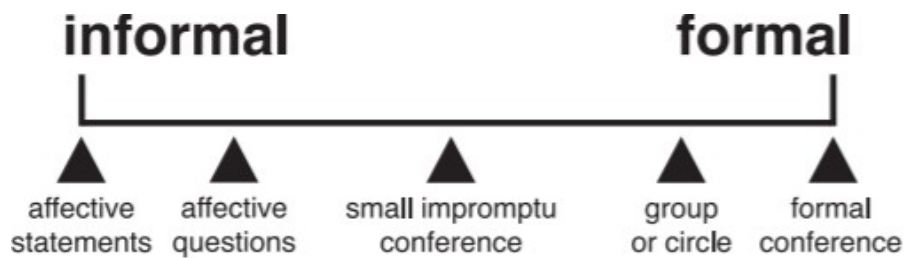
A Three-Tier Approach to Restorative Practices

The Glendale Unified School District's application of the continuum noted above is a delineated three-tiered approach. The National Conflict Resolution Center defines the tiers as follows:

> **Tier 1: Community Building**
> **Tier 2: Restorative Responses to Harm and Conflict**
> **Tier 3: Intensive Interventions**

Tier 1 - Community Building

Community Building begins with an environment in which all individuals are welcomed, have a voice in the decision making through fair process, and feel a sense of belonging. This is achieved through the use of circles to build strong relationships and create shared values and guidelines for classroom behavior. The goal of community building is to create intentional, equitable, and safe classroom environments for teachers and students. On a larger scale, community building results in a positive school climate for all stakeholders

Tier 2- Restorative Responses to Harm/Conflict

When there is harm or conflict within the established community, restorative responses help to repair the damage. This is done through processes that bring harmed and harmers together to address root causes

of the conflict, support accountability for those responsible, and promote healing for impacted individuals. As a result, community is once again *restored* bringing back a sense of belonging to all.

Tier 3- Intensive Interventions

If there is continual harm and/or tier two practices have not yielded expected outcomes, tier 3 (more formal) interventions may be needed. These include intensive support to address larger and/or deeper conflicts and to provide a systematic and deliberate approach into re-entry into the community that promotes student accountability and achievement.

Restorative Practices GUSD

LCAP Goal 3-1: Create a **positive environment** and **opportunites for students to connect** with

Fundamental Hypothesis of Restorative Practices: People will most likely make positive change when those in position of authority do things with them rather than to them or for them
(High Control + High Support: WITH)

Tier 3 Intensive Interventions:

- Formal Conferences
- Reintegration Circles (for students to return to the classroom/school)

Tier 2 Targeted Intervention:

- Separate the Deed from the Doer
- Small Impromptu Conferences
- Restorative Conflict De-escalation Strategies
- Affective Language/Statements
- Restorative Questions
- Whole Class Problem-Solving Circles

Tier 1 Community Building:

- PBIS, Norms, and Guidelines
- Fair and Firm Classroom Management
- Affective Language/Statements
- Non-violent Communication
- Community Building Circles

5% Intensive Interventions

15% Restorative Responses to Harm/Conflict

100% Community Building
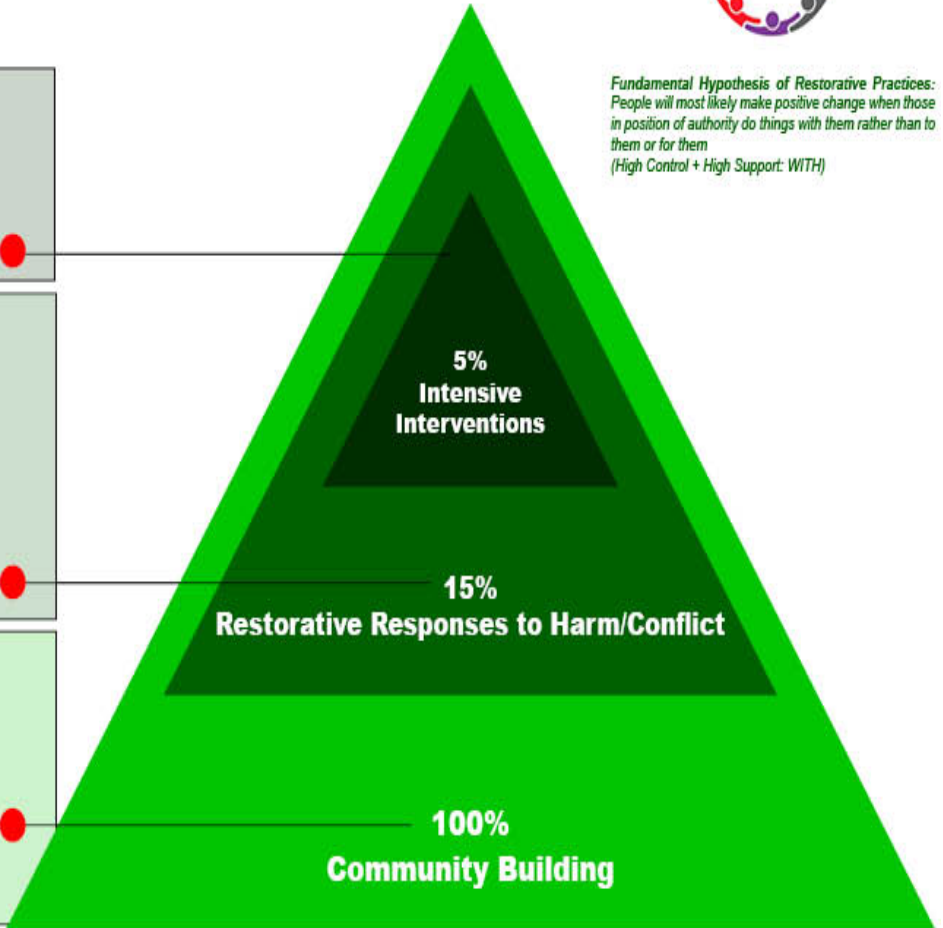
Revised 7/22/2020

3 Tiers of Support

A hard copy of this graphic can be found here or by clicking on the image.

Tier 1 - Community Building

All students benefit from strategies used in this first tier of restorative practices which hinge on the relational aspect of a classroom. Clear **norms and guidelines** provide students with structure and expectations. **PBIS** also serves to teach wanted behaviors and motivate students. When student and their teacher feel a sense of belonging to each other, there is greater opportunity for success on all levels and for accountability and repair when necessary.

I. Fair and Firm — A positive classroom community can only take root when teachers create spaces where all students feel safe to express themselves without judgement. Mutual respect is established and maintained to ensure every voice is heard and valuable. Fair and firm classroom management sets the tone for successful community building and underscores the concept that teachers and students are *working together*. Thus, healthy classroom environments begin with a management style that honors relationships. Ted Wachtel explains it this way:

> *"The restorative domain combines both high control and high support and is characterized by doing things **with** people, rather than to them or for them."*

Wachtel's Social Window (shown below) highlights a classroom management style that best supports student learning and creates a healthy foundation upon which community can exist and, more importantly, thrive.

Social Discipline Window

In the Social Discipline Window, Wachtel describes four basic approaches to maintaining social norms and behavioral boundaries in a classroom. The red box clearly indicates a classroom management style that honors the fair but firm concept—high control with high support.
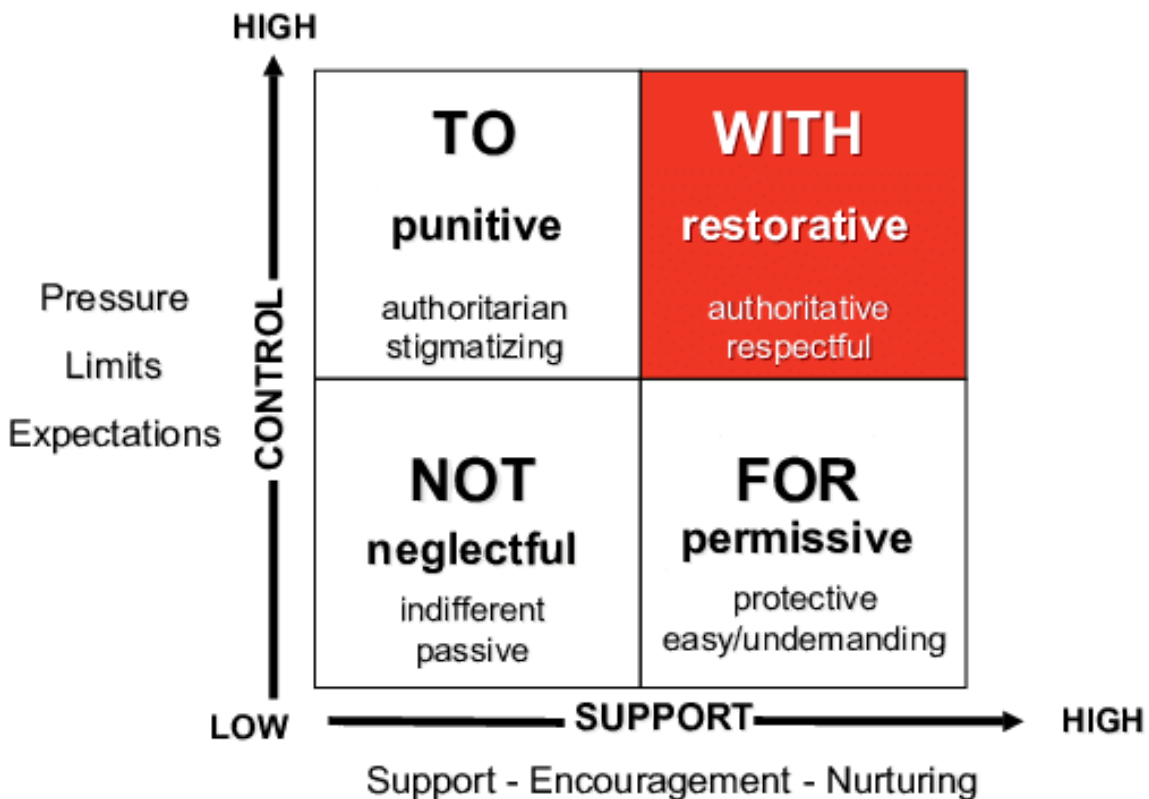
II. Affective Language — The cornerstone for effective classroom management (staying in the *with* box) is the regular instruction and use of *affective language* which is another way of saying "expressing your feelings" (Castello, Wachtel, and Wachtel, 12). The idea is for teachers to connect students with how their behavior is impacting self or others. This approach creates both empathy and accountability:

> When you communicate your feelings, children become more, not less, empathetic. Affective statements help you build a relationship based on students' new image of you as someone who cares and has feelings, rather than as a distant authority figure (Castello, Wachtel, & Wachtel, 13).

Examples of Affective Statements	
Typical Response	**Affective Statement**
Stop teasing Amy.	I feel uncomfortable when I hear you teasing Amy.
Put your phone away!	I feel frustrated that you have your phone out.
Sit down and be quiet.	I feel angry when you talk and joke during my lecture.
What's wrong with you?	I feel worried when you're not participating.

As a type of affective statement, non-violent communication provides a framework for how those in authority may address difficult behaviors.

Non-Violent Communication
• *State an observation*. Observation of unwanted behavior should be free from judgment, criticism, blame or diagnosis. Separate the deed from the doer. *Say:* I noticed you were late three times this week. *Don't Say:* You are always late and don't care about this class.
• *Describe your feelings*. Share your emotion in words that express your physical experience: *Say:* I feel frustrated when my lesson is interrupted… *Don't Say:* You're interrupting my lesson and distracting others with your tardies.
• *Express needs*: Include your needs directly after you describe your feeling: "I **feel** ...*because* I **need** / value" *Say:* I feel frustrated when my lesson is interrupted because I value a mutually respectful relationship with my students. *Don't Say:* Just sit down and get to work. or Just be on time.
• Make a **request**. Ask for what you want rather than what you don't want. Honor choice. *Say:* "Would you be willing to talk about how we can help get you to class on time?"

You can find the following resources on the drive: Feelings and Needs Inventory in English, Armenian, and in Spanish and NVC template .

III. Circles — Within a classroom, circles can be used to build

community. A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality. The circle process allows people to tell their stories and offer their own perspectives (Pranis, 2005). Used as a Tier 1 strategy, the circle has a wide variety of purposes: relationship development, celebrations, healing, support, decision-making, and information exchange.

Used as a tool to *create a community*, students have an opportunity to be heard and can listen to one another. The following outline provides a review of how a circle should be facilitated.

Norms/Guidelines
- Teach the concept and purpose of circle (community building)
- Create and teach procedures that will smoothly facilitate the transition to "circle time."
- Establish circle norms and guidelines with the class to ensure a buy-in. (Circle Guidelines and Common Circle Values)

Types of Community Building Circles
- Check-In/Out

- Getting to Know One Another

- Celebrations/Acknowledgment

- Goal Setting

- [Ice Breakers/Games](#)

- Curriculum or Academic

- Social or Political Topics of Interest

- Processing World/Current Events

- Gathering Input About Relevant School/Classroom Decisions

- Story telling/Sharing Personal Experiences

Planning Your Circle

- Have a clear goal/outcome in mind prior to beginning

- Plan your questions

- Use [Planning Guide/Template](#) and [Essential Elements](#) to support a successful circle

Tier 2- Restorative Responses to Harm/Conflict

The Tier 1 community building strategies including circles are foundational and should be practiced with all students regularly. However, when unwanted, negative, and sometimes harmful behaviors occur, Tier 2 strategies, noted below, can repair the damage, help to heal the hurt, and restore the community.

I. *Separate the Deed from the Doer* — Before resolving any type of conflict, it is critical to have the right mindset. Remember to separate the deed from the doer. This notion helps those in authority remember that the action does not define the individual doing the act.

> *Separate the deed from the doer* by sharing that you care about the student...If you treat a student in a demeaning manner, it undermines the potential for improving your relationship with the student. 'Restorative' means changing your own attitude, and it also means believing in students even when, and especially when, they seem to be behaving badly. (Castello, Wachtel, & Wachtel, 13-14)

Once again, affective language such as affective statements and non-violent communication (see charts above in Tier 1), especially during times of aggravation or frustration, will help mitigate uncomfortable situations in the classroom, diffuse tensions, and restore relationships.

Moving along the continuum of practice, the following strategies may be utilized when behaviors escalate or warrant further intervention.

II. Small Impromptu Conference — This strategy can be used between an adult and a student who is displaying unwanted behavior. "The purpose of a small impromptu conference is to address a problem and to keep it from escalating and to resolve the problem quickly, but in a way that gets students actively engaged in expressing their feelings and in thinking about the impact of their behavior and about how to resolve conflicts" (Costello, et al.).

During these conferences, use **non-violent communication** to best help students take accountability and resolve the conflict/problem. Careful consideration about how the problem behavior is expressed to the offender will deescalate the situation. Expressions of observation, feelings, needs, and then request involving choice honors fair process.

III. Conflict De-escalation/Small Group Circles — This strategy can be employed when a Tier 2 trained facilitator brings together the individuals who are having a conflict. The facilitator, a neutral party, helps to guide the conversation by using affective questions with the goal of deciding on agreements that will help the individual get what they each need in resolution.

The chart below includes two sets of questions. One set addresses the individual who was harmed while the other set is designed to help the offender understand the impact of the behavior. Both sets of questions lead to the goal of resolution or restoration: how to make it right.

Affective Questions	
To Respond to Challenging Behavior	**To Help Those Harmed**
What happened?	What did you think when you realized what had happened?
What were you thinking of at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what you have done? In what way have they been affected?	
What do you think you need to do to make things right?	What do you think needs to happen to make things right?

Restorative Affective Questions help ensure fair process for everyone involved. Wachtel explains the role of affective questions thusly:

> We have come to believe that telling children what not to do is a necessary part of our job, and we don't see any options or alternatives. The affective questions can be helpful here because they let you turn the tables. You still address inappropriate behavior but in a way that asks students to think for themselves about their actions and to reflect on how they affect other people. This shifts the responsibility away from you and places it on the students whose behavior is causing the problem (Wachtel).

Notice that *"why did you do that?"* is not included in the list. Asking "why" something was done is really not helpful or relevant. Young people usually don't know why they did something wrong. Asking why just asks the student to try and rationalize or justify the behavior. What is more important is to foster a process of reflection by asking questions that will get the misbehaving young people to think about their behavior and how it impacted others (Wachtel).

See Google Drive for [how to plan and facilitate conflict de-escalation](#).

IV. Whole Class Circles — Tier 2 whole class circles are used to solve problems that impact the whole class. Some examples of these circles are noted below:

- Fish Bowl
- Response to patterns of whole group unwanted behavior or academic performance/concerns
- Response to larger school/classroom concerns (like messy desks/trash on campus

Tier 3 – Intensive Intervention

Despite best efforts to sustain a whole community and healthy relationships, sometimes intensive intervention is necessary to restore peace and repair major harm. This is a formal practice with set guidelines and should be facilitated only by those specifically trained in this regard. Included in intensive interventions are the following:

I. Formal Conferences — Along the continuum of restorative practices, formal conferences allow for additionally impacted individuals to take part. A *restorative formal conference* is a structured meeting between offenders, victims and both parties' family and friends, in which participants deal with the consequences of the crime or wrongdoing and decide how best to repair the harm. **Participation in formal conferences is completely voluntary.**

> Conferences provide victims and others with an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behavior has affected people. Conferences hold offenders accountable while providing them with an opportunity to discard the "offender" label and be reintegrated into their community, school or workplace (Morris & Maxwell, 2001).

II. Reintegration Circles — A significant part of this type of intervention includes the successful reintegration of students into the community (school or classroom).

*In the event that this tier of intervention is necessary, please contact Education Services for support and additional guidance.

Distance Learning

Restorative Practices support healthy relationships among all stakeholders to help staff and students meet with daily success in their efforts to learn and grow personally, socially, and academically. In order for students to be able to reach academic success, students must first *feel safe and connected and have a strong sense of belonging* whether learning takes place in a physical classroom or in a remote setting.

I. Firm and Fair — Effective and productive distance learning begins with a ***firm and fair*** management style that has high expectations for all students, clear policies, and structured classroom routines and procedures that honor relationships and cultivate a sense of belonging. "The restorative domain combines both high control and high support and is characterized by doing things *with* people, rather than to them or for them." -Ted Wachtel

II. Build Relationships — A classroom community built for success is founded on positive relationships between teacher and students and between students and their peers. As in a traditional classroom, a successful distance learning environment is built upon the following:

- Fair and equitable practice

- Trust between all stakeholders

- Collaboratively established and clear norms and guidelines

- Student Engagement (students have voice and choice)

In order to begin to create community and relieve anxiety, be sure to

- Welcome your students to the class as they join the session.

- Know your students by name and face.

- Allow time for a quick check in to break the ice.

- Make sure students know what they will need for the lesson ahead of time. Allow time for students to gather materials if they have not done so already and/or make this step a part of your daily expectations so little time is wasted.

- Remind students about norms and guidelines (rules of engagement) during a distance learning session.

These practices support instructional delivery in a *restorative way*. Additionally, consider the following strategies when building a restorative learning environment in a remote setting:

- **Developing Norms & Guidelines:** Using questions to develop clear norms and guidelines for students.

- **Preparation:** How to prepare students for lessons before an on-line session begins

- **Instruction within a Distance Learning Model —** Synchronous and Asynchronous learning using both small and large group

instruction creates a balanced distance learning model. Lessons are developed and used strategically in both styles of instruction. Used together, students will benefit from multiple modes of content delivery.

III. Developing Norms and Guidelines for Remote Learning —
Engage students in understanding the rules and expectation for your class through questions, such as:

a) What does being on time look like?

b) What does being prepared look like?

c) When do we need mute our microphones?

d) How do we indicate to the teacher if we need to step away from the computer?

e) What do you do if you have a question?

f) What qualifies as an appropriate dress code?

g) What do you need to do if you get dropped off the call?

h) What is an appropriate background?

i) After one warning, what would cause you to be muted, or removed from the session?

It is important to share these expectations with parents and to remind students of these norms on a regular basis.

IV. Preparing Students Prior to a Lesson — Prior to a lesson, it may be helpful to have students begin to think about and engage with the

content that will be presented. This allows time for students to prepare and to process information before online instruction begins. Consider the following strategies:

a) Post and article and have students complete the reading before instruction.

b) Post a question online ahead of class and have students post the answer in the chat when instruction begins or create a Flipgrid with their answer.

c) Provide a video on the topic or create a pre-recorded teacher lecture/instructional video to prepare students for lesson. Flipping a classroom is a powerful instructional tool which sets students up for success prior to instruction. This article contains information on flipping your classroom.

d) Establish a daily anticipatory activity or "Do Nows" so students are expected to think and produce as soon as they join the session. An additional resource includes the book Making Comics which offers fun ways to engage students at the start of a lesson.

V. Instruction within a Distance Learning Model — Whether synchronous or asynchronous, instruction in a remote setting requires a variety of platforms to keep students engaged. Consider these ideas:

1) Establish group norms and develop group roles as you would in a

regular classroom. Roles can include recorder, facilitator, note taker, speaker, etc.

2) Have reliable students act as co-host to manage questions, monitor and possibly respond to the chat box, and keep track of which students have answered a question to ensure everyone has had a turn.

3) Have specific objectives and clear rubrics and expectations for all assignments for evaluation/grading. Have clear objectives/agendas for each day (unit of study). Daily objectives and unit objectives become even more important during distance learning to help students contextualize and actualize where they are going and what they are expected to produce or learn.

Include in your lesson:

1) Regular checks for understanding (not simply asking if anyone has any questions).

2) Clarifying misconceptions.

3) Differentiated questioning.

4) Review and Re-teaching.

4) For questions where everyone needs to respond…Say, "_____ will go first and she will say who will go next." So student "A" answers the question, and says….. "_____will go next…" This continues until all students have had a turn.

5) When managing break-out rooms, do so with clear expectations before dismissing students to their groups by providing the time

limit for the group and the task to be completed. For example, "In your groups, I will give you 2 minutes to discuss _____ and come back to the group prepared to share _____." Expert teachers also manage the break out discussions by joining each group.

6) Manage questions in the chat box. This feature serves as a "parking lot" for questions. However, if this is too much of a distraction, you may elect to turn this feature off or provide guidelines about how and when it can be used.

7) Asynchronous tools include:

- Pre-recorded so students can watch them multiple times and at the best time to work around their family home schedules.
- Directions readily available for students to review.
- Sample assignments that meet teacher expectations or guidelines.
- Accessible rubrics to provide parents and students with expected outcomes.

8) Allow students to respond to lessons by giving them voice and choice over how to turn in an assignment. Use platforms students may find easy to use such as: Flipgrid, SeeSaw, Moodle, Kahoot.

9) During a lesson, ask students to listen for and answer specific questions - Be very clear during instruction the number of questions for students to answer and then be sure to over-emphasize the

questions during the lesson. Give students a time frame to report back their answers …. For example, "Answer all 5 questions and turn them in by 2:00 pm tomorrow."

10) Provide expectations specifically about how students will be kept accountable and how they will be "graded" or evaluated on their progress.

11) Use reminders to help to alert students about what is coming next and how best to prepare. Students and parents will feel less anxious when they are given ample information and time to meet the challenges of the next lesson, assignment, etc.

12) Include a closure which reiterates the learning outcomes, provides added meaning or contextualization, challenges students to think critically about what was learned, or provides an opportunity to facilitate a final check for understanding before saying good-bye.

13) Provide teacher accessibility (set office hours, email, classroom chat, etc.) to allow for students to connect with the teacher as needed for clarification and/or support.

VI. Considerations in Grading

Consider and reflect on the following questions when thinking about assessments and grading during distance learning:

- Do students know the daily and unit objectives?

- Do students know what they will be assessed on and when exactly they will be assessed?

- Do students have multiple opportunities to show mastery of the learning objectives throughout the unit or throughout the school-year?

- Do students have the opportunity to show mastery of objectives through different modes of assessments (i.e. portfolios, projects, oral presentations, performances, group projects, video productions, essays, short answer responses, multiple choice/traditional examinations)? Do students have the ability to choose the type of assessment they will utilize to show their learning/mastery?

- Do students have access to rubrics for all assignments? Do students understand the rubrics?

- What is the purpose of formative assessments? Do all formative assessments during the learning phase need to be graded?

- Do students have the opportunity to redo assignments for a better grade? What does the process for this look like?

- Do students have the opportunity to retake assessments? What does the process for this look like?

- Do students have opportunities to track and reflect their progress on the standards? When does this happen and how often?

VII. Student Mental Health and Wellness — The need to support students' mental health and wellness becomes particularly more acute within a distance learning model.

The Student Wellness Department's [Services Webpage](), has multiple resources for students and their families. The webpage is constantly being updated. The District has three credentialed therapists available that can provide services to any student in need of additional support and counseling, via telehealth with parent consent, if needed. Mental Health interns post weekly mindfulness videos on the [GUSD Health & Wellness Page](). **Families that need mental health and social emotional support for their students are asked to please contact the Wellness Office at (818) 241-3111 extension 1500.**

Other Social-Emotional Learning Resources are:
- **[CDE SEL and Distance Learning]() web page**
- **[https://www.morningsidecenter.org/sel-and-rp]() - Great resource for SEL lessons**
- *California's Social and Emotional Learning Guiding Principles* (**[full version]() and [summary]()**) **and social and emotional learning [resource guide]() - To learn more about this work, visit the [CDE SEL web page]()**

Tips for Participating in Online Zoom Circles

About Zoom

If you haven't used Zoom before, it is a web-based video conference platform. You'll need:

- A computer or tablet (ideally one with a camera, so we can see each other) with access to the internet.

- Earbuds or headphones are recommended, so we can hear each other well.

- OR you can join by telephone if you aren't able to access to the internet.

- You do **NOT** have to have a Zoom account.

To Access the Zoom Web Video Conference:

1. Click the link that will be provided in Welcome email. You will be prompted to download a small application file to run Zoom.

2. You will access the audio through your computer by clicking "Join Audio by Computer" when the window pops up.

3. If don't have access to the internet, you can join by telephone using the phone numbers provided Welcome email.

4. If you are having connectivity issues joining the Zoom call via the internet, then join by telephone.

Tips for Participating in a Zoom Circle:

1. **Arrive early**. For us, that's five to fifteen minutes. It's a step of personal preparation. Clear the space, put papers away. Sometimes, lighting a candle. Take some extra time to get to your physical heart-beat before the circle starts.

2. **Create your own circle space**. Think about creating your own center (light a candle, have a plant or flower by your computer, or, perhaps, a meaningful object that you can use as a focal point). You might want to have an item you can use as a talking piece (a rock, stone, or small hand-held item).

3. **Avoid distractions.** An incoming email notification! A Facebook post from one of your favorite people! A news headline! A received text! It's beautiful that we can have so much information on our devices. However, these wonderful notifications can also be very distracting. When possible, close the superfluous programs and notifications and put your phone on silent. Be present with your students for the duration of the session.

4. **Close any unnecessary applications**. This step not only minimizes distractions but also maximizes processing power to improve the quality of your Zoom session.

5. **Have what you need to take care of yourself.** We aren't taking a formal break during the online circle, so have what you need to be comfortable (e.g. tea or coffee, extra water, reading glasses, notebook and pen, earbuds or headphones, etc).

6. **When talking, give people verbal cues for what they might be lacking in visual cues.** For example, saying something like "I pass the talking piece" or "pass the talking piece back into the center" at the end of speaking signals that you are finished.

GUSD Restorative Practices-Circle Keeper Resources

All the resources in the document and more can be found [here](#).

For Questions or Support

Please contact Education Services at the District Office at (818) 241-3111.

List of Contributors in Alphabetical Order:

Alen Akhverdyan
Christine Aroyan
Karin Bashian
Neda Farid
Karen Junker
Dr. Mary Mason
Amy Mkrtchian
Lise Sondergaard
Lara Suri

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