

# Restorative Circles Tiered Guidance

## Shoreline School District

	Circle type	Purpose	Participants	Facilitator	Timing	Content/Topics	SEL Benchmark
Community building, relationship strengthening, delving deeper, and responding to learning in a safe space	Getting acquainted	Community building <i>rituals</i>	Whole class Mixed and rotating groups of 5-7	Classroom teacher	At the beginning of the year, semester or term  Essential to build trust and build capacity for vulnerability before other circles can be effective 3-5 sessions, depending on group  Can be used throughout the year at intervals, especially after significant or emotional circles in Tiers 2 or 3	Surface level questions about light topics Basic personal information – preferences, hobbies, etc. Names and gender pronouns	5A Demonstrates a range of communication and social skills to interact effectively with others
	Community building	Community building, relationship building, delving deeper, exploring values, storytelling <i>rituals, rituals</i>	Whole class Mixed and rotating groups of 5-7	Classroom teacher	After several "getting acquainted" circles After students show signs of increased capacity for vulnerability such as sharing more or more personal details	More personal questions – hopes, goals, dreams, challenges, worries, anxieties May start/end with surface level questions to prime kids Storytelling - Students share their stories in response to a curricular prompt, a classroom issue, or a current event Exploring values - Students identify and share their core values; students explore their own identities; students share and make connections with their peers' identities Class meetings	1A Demonstrates awareness and understanding of one's own emotions andence on behavior 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, attitudes, and abilities 5C Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, tory, identity and ability
	Curricular	To explore curricular topics/themes <i>structures</i>	Whole class Mixed and rotating groups of 5-7	Classroom teacher	After several "getting acquainted" circles Depending on topic, after "community building" circles or "exploring values" circles	Students discuss content-related questions Students share their responses to the academic content	6C Contributes productively to one's school, workplace, and community
	Responding to curriculum and pedagogy	Addressing issues, taking action <i>structures</i>	Whole class Mixed and rotating groups of 5-7	Classroom teacher OR other staff (particularly if it seems students may have a strong reaction to a lesson)	After "getting acquainted" and "community building" circles Possible after "curricular" circles	Students reflect on their own learning processes Students evaluate the effectiveness of the teaching strategies Students propose solutions to any challenges they faced in the unit Students share their responses to current events	1B Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets
	Responding to current events	Delving deeper, addressing issues, taking action <i>rituals</i>	Whole class Mixed and rotating groups of 5-7	Classroom teacher OR other staff (particularly if the teacher is having a strong reaction to event)	As necessary, especially when current events or school events arise that impact students' ability to attend to curriculum After "getting acquainted" and "community building" circles, preferably after "exploring values" circles	Students share what they need in order to be able to process current events Students engage in creating an action plan (if appropriate)	1C Demonstrates self-awareness and understanding of external influences, eg culture, family, school and community resources and supports
Reconnection and rebuilding after minor behavior or harmful incidences	Minor altercation between students	Addressing issues, taking action <i>rituals</i>	Impacted students (may be 2 or more)	Classroom teacher OR other staff (particularly if the teacher is a player in the classroom issues)	As necessary, once Tier 1 circles are a familiar practice	Impacted parties share observations and experiences Impacted parties share needs Impacted parties design solutions that meet the needs of all parties	2A - Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.
	Addressing class-wide issues	Addressing issues, taking action <i>rituals</i>	Whole class	Classroom teacher OR other staff (particularly if the teacher is a player in the classroom issues)	After "getting acquainted" and "community building" circles, preferably after "exploring values" circles	Teacher or students share observations about class that may be undesirable or ineffective Students process their experiences and responses Students share needs Students propose a solution that meets student needs	2B Demonstrates responsible decision-making and problem-solving skills
TIER III Ham circles when a student's actions warrant a more serious response	Conflict restoration/Peace-making	Addressing more significant issues, taking action <i>rituals</i>	Impacted parties	Classroom teacher (if trained, comfortable, and not part of the conflict) OR counselor/dean/adm inistrator	After "getting acquainted" and "community building" circles, preferably after "exploring values" circles	Impacted parties share observations and experiences Impacted parties share needs Impacted parties design solutions that meet the needs of all parties	5B Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways
	Problem-solving and reentry after a student is removed from class or suspended	Effective response to rule violation Informal meeting before exclusion Opportunity for problem-solving Reentry to school community <i>rituals</i>	Impacted parties	Counselor, dean, administrator	Intervention as response to rules violation Preferably after student has participated in Tier 1 and Tier 2 circles Reentry to school community	Impacted parties share observations and experiences Allow student to explain behavior in an informal meeting before exclusion Impacted parties share needs Impacted parties design solutions that meet the needs of all parties	6B Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy