



**NEW**

## Tier 1 Training for Administrators

**Building  
Relationships In  
Our Schools and  
Communities**

**Dr. Gaye Lang**

Division Director of  
Restorative Practices  
Texas Education Agency



## Acknowledgments

Texas Education Agency

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Texas Education Agency

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**NEW ONLINE**



## **Tier 1 Standalone Training for Administrators**

**Building  
Relationships In  
Our Schools and  
Communities**

**Dr. Gaye Lang**

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Texas Education Agency

# Legal Notice

## Statutory Authority: Chapter 37 Student Code of Conduct:

The authority to attend the activities related to Discipline is found in: Sec. 37.001. STUDENT CODE OF CONDUCT. As the state director for Restorative Discipline Practices our professional development training seeks to support school districts in their efforts to develop and or change local decisions as it relates to student discipline that is discussed in the student code of conduct specifically number 8.

Text of subsection as amended by Acts 2013, 83rd Leg., R.S., Ch. 487 (S.B. 1541), Sec. 1

- (a) The board of trustees of an independent school district shall, with the advice of its district-level committee established under Subchapter F, Chapter 11, adopt a student code of conduct for the district. The student code of conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal. In addition to establishing standards for student conduct, the student code of conduct must:
- (1) specify the circumstances, in accordance with this subchapter, under which a student may be removed from a classroom, campus, disciplinary alternative education program, or school bus;
  - (2) specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program;
  - (3) outline conditions under which a student may be suspended as provided by Section 37.005 or expelled as provided by Section 37.007;
  - (4) specify that consideration will be given, as a factor in each decision concerning suspension, removal to a disciplinary alternative education program, expulsion, or placement in a juvenile justice alternative education program, regardless of whether the decision concerns a mandatory or discretionary action, to:
    - (A) self-defense;
    - (B) intent or lack of intent at the time the student engaged in the conduct;
    - (C) a student's disciplinary history; or
    - (D) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
  - (5) provide guidelines for setting the length of a term of:
    - (A) a removal under Section 37.006; and
    - (B) an expulsion under Section 37.007;
  - (6) address the notification of a student's parent or guardian of a violation of the student code of conduct committed by the student that results in suspension, removal to a disciplinary alternative education program, or expulsion;
  - (7) prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions; and
  - (8) provide, as appropriate for students at each grade level, methods, including options, for:
    - (A) managing students in the classroom and on school grounds;
    - (B) disciplining students; and
    - (C) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.



## Course Description

This comprehensive training is designed for administrators and educators to deepen their understanding of restorative practices, specifically focusing on the Community Building Circle Tier 1, Respect Agreement, and I-Message techniques. This 6-hour training will provide clear notes, real-life examples, and detailed explanations to model effective implementation of these practices.

## Objectives

To provide participants with the basic foundational skills and knowledge of implementing a community-building circle.

- Participants will learn to implement effective community-building circles.
- Participants will learn how to foster relationships with their students and students with their peers.
- Participants will acquire skills to empower students in self-regulating behaviors using the Respect Agreement and I-messages.

## Key Words Used in Texas State Model of Restorative Practices Trainings

- Restorative Practices
- Facilitator
- Community-building circles
- Peer-led circles
- Respect Agreement using the sentence stem, "I will..."
- I-messages or I-statements using the sentence stem, "I feel..."
- Replacement Behavior(s)
- Three-Legged Stool of Restorative Practices (Community-building circles, Respect Agreement, and I-Messages used together)
- Talking Piece (age appropriate)
- Guidelines
- Values



## Agenda

8:30–9:00 a.m.	Welcome/Introductions/Talking Piece
9:00–10:00 a.m.	Homework – Origins of Circles Dr. Lang – Seeing Circles
10:00–10:10 a.m.	Break
10:10–11:00 a.m.	Videos – Respect Agreement/I-messages
11:00–11:30 p.m.	Abbreviated Timeline/Circle Notes
11:30–12:00 p.m.	Respect Agreement Activity Worksheet
12:00–12:30 p.m.	Lunch
12:30–1:00 p.m.	I-message Activity Worksheet
1:00–1:30 p.m.	Schoolwide Implementation Sample
1:30–2:00 p.m.	Closing

# Notes

## Part 1

**Notes:** Will provide examples, explain, model or role play after each set of notes so sstop at the blue line and leave space.

### Center Piece

1. The Center Piece Represent the \_\_\_\_\_ , \_\_\_\_\_ , and the \_\_\_\_\_ .
2. It has \_\_\_\_\_ to the community.
3. The Ctr. Piece gives us:
  - a. Focus- Focal Pt. and helps us to relax.
  - b. Gives us a \_\_\_\_\_ in the circle, not outside of the circle.
  - c. Gives us community, establishes values, builds relationship, trust and \_\_\_\_\_ .

**Write the example here:**

### Values

1. Values are the \_\_\_\_\_ of the circle.
2. Once the values are established, they can be \_\_\_\_\_ or \_\_\_\_\_ for the next circle.
3. Anyone new to the circle should add a value. If a new student arrives, have another student to \_\_\_\_\_ .
4. Introduce values \_\_\_\_\_ at a time.
5. Teach the value – \_\_\_\_\_. \_\_\_\_\_. \_\_\_\_\_. Use a dictionary to define the words so that everyone will have an operational definition. We need to know students understand the definitions clearly. A good follow up is to ask "What does \_\_\_\_ look like." Examples: Trust, Honesty, Respect...
6. Teach one or two values a \_\_\_\_\_ or \_\_\_\_\_ based on the grade level.

7. Allow younger students to \_\_\_\_\_, \_\_\_\_\_, or use an emoji.
8. Place your values in the \_\_\_\_\_ of the circle.
9. Get a \_\_\_\_\_ to respect these values while in the circle. They will respect them outside as well.
10. If the Guidelines and Values are not followed, \_\_\_\_\_.

**Write example here:**

Draw a three legged stool - Representing the Three Foundations of Restorative Practices: **1. The Circles 2. Respect agreement 3. I-messages cushion is the value.**



**Addressing the needs of all students including who are in Special Education, Very Young, Shy or reluctant to speak or ESL: (We will not force them to participate, but we will try to accommodate their needs, and address barriers as appropriate.)**

**Introduce the circles incrementally:**

- a. Teach them how to \_\_\_\_\_
- b. \_\_\_\_\_ the prompt the day before. (ESL- Ask them What is your favorite color? Can you say? We can't keep her attention. If you feel like you need to move, stand up right behind your desk and move for about 30 seconds. Okay. Your favorite color is Blue- Very Smart answer. You are so smart. When we do the circles, sit next to me, and you can tell me that tomorrow. Set them up the day before. Give them a pre teach on what is coming up. Gives them the heads up. They feel validated and confident.
- c. Day of the circle you are going to rehearse the circle.  
Reluctant student \_\_\_\_\_ to the teacher.

**Examples are included above.**

# Notes

## Part 2

### Talking piece:

1. Has to have \_\_\_\_\_.
2. \_\_\_\_\_ with the talking piece is speaking.
3. Talking piece can be \_\_\_\_\_ to a subject matter.
4. Can be your \_\_\_\_\_ .
5. Gives everyone a \_\_\_\_\_.
6. Talking piece \_\_\_\_\_ the conversation.

### Write the example here:

# Notes

## Part 3

### Passing (Student chooses not to speak for that round):

1. Participants have the right to \_\_\_\_\_; however, if they \_\_\_\_\_ frequently, ask why? (For example, "Is there something you want to talk about?" "Other students always pick on me" may be the reason the student is not speaking. To \_\_\_\_\_ them, ask them to go first in the circle and sit by the facilitator. This creates a \_\_\_\_\_ in the circle)
2. If students do not want to participate, have an \_\_\_\_\_ plan ready. (For example, student says "I don't want to do it." Ask student, "Are you sure?" "However, I will have you go next door to Ms. Jones's room next door until our circle is over. You can \_\_\_\_\_ us the next time we do a circle if you want to. While you are in Ms. Jones's room, I will have some worksheets for you to \_\_\_\_\_ that reviews our past lessons."

### Write example here:

3. Do not \_\_\_\_\_ them, \_\_\_\_\_ them back to the circle. (Example: Ask the student, "What topic would you like to have for the next circle?"
4. When a student is speaking in the circle, everyone else has the right to \_\_\_\_\_. Remember the circle values that everyone agreed to. If the values and Guidelines are not followed, \_\_\_\_\_.

# Notes

## Part 4

### A. Community Building Circles:

1. \_\_\_\_\_ circle
2. Anyone can do a \_\_\_\_\_ circle including students.
3. Community Building circles are the \_\_\_\_\_ for Tiers II & III Circles.

### B. Teaching the Circles:

1. You must teach the students so that they will know: \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_ the circle in parts. For example, teach the students \_\_\_\_\_  
\_\_\_\_\_:
  - a. Week 1: \_\_\_\_\_ and practice using the talking piece. (Remember the talking piece should be \_\_\_\_\_ to the students.)
  - b. Week 2: \_\_\_\_\_. Try to keep the number of values taught \_\_\_\_\_ (e.g. 5-7 values for older students, 2-3 values for younger students).
  - c. Week 3: \_\_\_\_\_. (Review the Guidelines and post them in the classroom).
  - d. Week 4: Start the \_\_\_\_\_ (The 2 minutes, getting to know you circle), giving just one prompt every day to get to know the students.

### C. FERPA

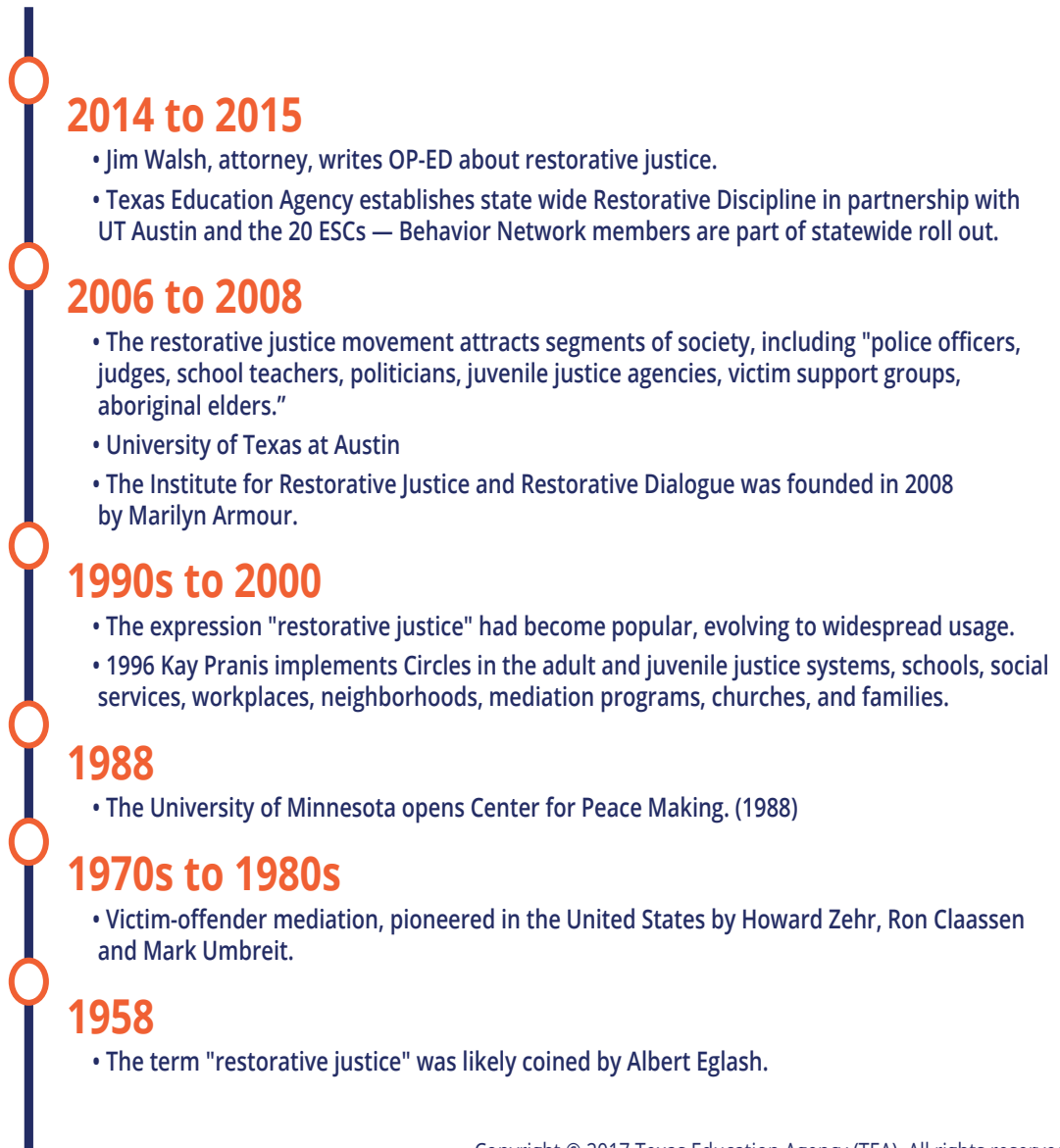
1. Remind students that if they share that they plan to \_\_\_\_\_, I'm required to report it. If you do have something you want to say, let me know privately, before or after the circle.
2. The information that we share in the circle is about \_\_\_\_\_ and not about our \_\_\_\_\_ because they are not in the circle.
3. Students should not say anything in the circle that is \_\_\_\_\_. If they need help with something personal, please refer them to the \_\_\_\_\_. This is to get to know you circle.

**Write example below:**

1. Before the circle starts, teach them about FERPA and the \_\_\_\_\_  
\_\_\_\_\_.
2. If the students do not follow \_\_\_\_\_, remind them about it and move on in the circle.
3. If students continue to overshare inappropriately, \_\_\_\_\_  
\_\_\_\_\_ and ask them, "Can we come back to this after the circle and I can offer you some help at that time?"
4. If the student continues to speak about topics that are inappropriate, \_\_\_\_\_  
\_\_\_\_\_.



# Restorative Justice/Discipline Abbreviated Timeline



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## Homework and Preparation – REQUIRED

**Directions:** Please read the article below and list five key points from the article.

- 1.
- 2.
- 3.
- 4.
- 5.

### The Indigenous Origins of Circles and How Non-Natives Learned About Them

The Circle process that many non-Native people are using today is rooted in the tradition of talking Circles that Indigenous Peoples in North America use and have used for millennia. Different Native Peoples practice different forms of the Circle process. The form of Circles described in Living Justice Press books most closely reflects the talking Circle process practiced by the Plains Peoples of North America. In these traditions, Circles are far more than a technique; they are a way of life. Circles embody a philosophy, principles, and values that apply whether people are sitting in Circle or not.

During the 1990s, members of First Nations in Canada began teaching the Circle practice to non-Native people. They chose to do this because First Nation communities were seeking alternatives to the mass incarceration of their people, which was—and remains—another form of genocide. Returning to Native ways to resolve conflicts and harms required collaboration with non-Native people: lawyers, prosecutors, judges, as well as non-Native neighbors. In the process, non-Native people experienced the Circle process and its power to bring positive transformation for everyone involved. From these origins, the use of Circles among non-Natives has grown.

Several First Nations in particular contributed to the use of Circles among non-Natives in the U.S. and Canada. The Hollow Water First Nation on Lake Winnipeg has played a critical role in demonstrating the philosophy and power of Circles to address harms in communities. Many non-Natives learned about Circles through their work, especially by reading Rupert Ross's book, *Returning to the Teachings: Exploring Aboriginal Justice Canada*; available in the U.S. from Living Justice Press).

In Yukon, Harold and Phil Gatensby, members of the Carcross-Tagish and Dahka T'lingit First Nations, and Mark Wedge, a member of the Carcross/Tagish First Nation, have also trained many non-Native people in Circles, especially professionals in criminal justice systems, juvenile justice systems, and in schools. Euro-Canadian Chief Judge Barry Stuart of the Yukon Territorial Court responded positively and became a leading advocate for using Circles among non-Natives. For example, these First Nation Circle practitioners, along with non-Native Circle trainers, trained the entire staff and many in the community of Roca, Inc., a youth center outside Boston that works with gang, street, and immigrant youth.

This cross-cultural transference that First Nations initiated was spurred by the need to find alternatives to incarceration and to reduce the disproportionate incarceration of Native people. When non-Native people, including many People of Color, experienced the power of the Circle process to address harms and conflicts, they began to use the process with other non-Native people and in other areas of life as well. The Frogtown–Summit University Circle in Saint Paul, Minnesota, for example, operated for many years to keep young African American men, ages 18–35, out of prison and on a good path.

Using Circles in schools quickly became another major area of use. In Minnesota, Dakota-Ojibwe playwright and scholar Chuck Robertson was a strong advocate of using Circles with Native and non-Native communities, especially around schools. With his Circle associates Jamie Williams and Oscar Reed, Dr. Robertson trained and worked with hundreds of educators to bring the Circle process into school settings.

Because Circles have the capacity to bring people in conflict together in a good way, different Native communities have, at different times, sought to use the process to resolve differences and conflicts with their non-Native neighbors. The form of the process reflects the traditions of each Native People. A form of the Circle process has been used by Native Elders for several decades in Wyoming, for example, to protect the Bighorn Medicine Wheel from non-Native tourist abuse and violations.

Indigenous peoples around the world have clearly used processes similar to Circles to attend to the community's work. Circles of stones or wood can be found all over Europe. Some European circular sites date back 5,000 years or more. Though Indigenous European forms of Circles have been largely lost, many Indigenous Peoples continue to use Circle-like processes today. We are deeply indebted to those who have carried these traditions into modern times.





# Required Homework

## I-Message and Respect Agreement Short Videos

Watch the videos under the Restorative Practices At Home section of this website (<https://tea.texas.gov/texas-schools/health-safety-discipline/restorative-discipline-practices-in-texas>) and capture your notes on this page.

### Videos

#### "I Messages" (Outside Source)

Notes:

1.

2.

3.

4.

#### Family Respect Agreements (Outside Source)

Notes:

1.

2.

3.

4.



# Homework for Administrator (Seeing Circles with Dr. Lang)

Go to TEA [Restorative Discipline Practices in Texas](#) to find these resources.

View them and take notes for discussion.

The Parts of a Community Building Circle: An overview of Restorative Discipline Practices in Texas training is available on the Texas Gateway at <https://www.texasgateway.org/resource/restorative-discipline-practices-texas>. Copy and paste this link into your browser if it does not work.

## Parts of the Circle

Write your notes here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

## Notes:

(Training will provide notes.)



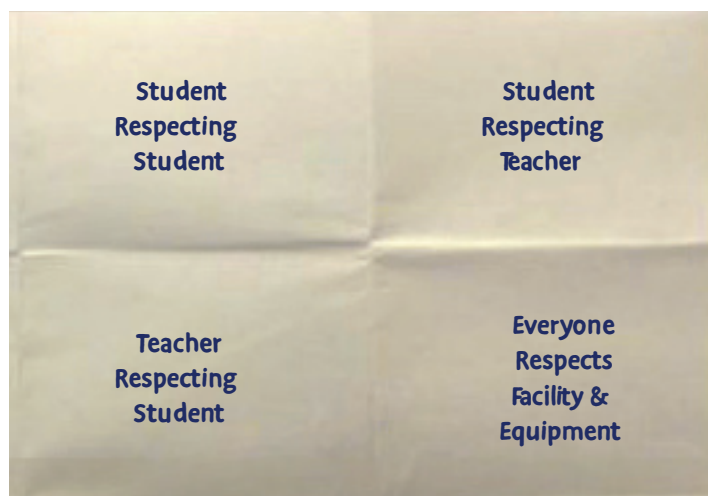
# Sample Lesson Plan for Circles and Using Mini-Circles

PURPOSE	MATERIALS	ROOM SET-UP
<ul style="list-style-type: none"> <li>• Create a direct experience of being in a circle</li> <li>• Introduce the basic elements of a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Talking piece (find one that is meaningful)</li> <li>• Paper plates or index cards</li> <li>• Agenda</li> </ul>	<p>Prior to the circle, set up the room in following manner:</p> <ul style="list-style-type: none"> <li>• Chairs in a large circle to accommodate all participants</li> <li>• Agenda, purpose, and circle guidelines posted on the wall</li> </ul>
<p>A. Introduction and Welcome</p> <p>B. Experiencing the Circle:</p> <ul style="list-style-type: none"> <li>• <b>Purpose of the circle:</b> <i>Community building circles strengthen relationships by sharing mutual values with one another</i></li> <li>• <b>Role of the circle keeper:</b> <i>You are the guide who introduces the prompt and keeps the circle a safe place</i></li> <li>• <b>Share the Circle Guidelines:</b> <i>The guidelines will help ensure a safe space for connection and learning:</i> <ul style="list-style-type: none"> <li>○ <b>Respect the talking piece</b></li> <li>○ <b>Speak from the heart:</b> share your experiences, perspectives, and feelings</li> <li>○ <b>Listen from the heart:</b> let go of stories that make it hard to hear one another, be open and non-judgmental</li> <li>○ <b>What happens in the circle stays (should stay) in the circle</b></li> <li>○ <b>Trust you will know what to say:</b> there is no need to rehearse</li> <li>○ <b>Say just enough:</b> be considerate of the time when sharing</li> </ul> </li> <li>• <b>Ask:</b> <i>Are these guidelines something to which we can all agree? Is there anything missing from this list that we need to add? Can I get thumbs up?</i></li> </ul>		
<p style="text-align: center;"><b>AGENDA</b></p> <p><b>Opening:</b> <i>Have an icebreaker activity to introduce everyone</i></p> <p><b>Circle Round 1:</b> <i>Introduce the talking piece. (Share why you chose it)</i></p> <ul style="list-style-type: none"> <li>• <b>First circle prompt:</b></li> <li>• Ask a volunteer to start; and prior to answering, have him/her state in which direction the talking piece will be passed</li> <li>• <i>Do you think these are some values we can use today as we work together? Thumbs up or down</i></li> </ul> <p><b>Circle Round 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Second circle prompt:</b></li> </ul> <p>C. <b>Circle reflection:</b> Ask reflection questions (it is not necessary to pass around the talking piece): <i>What is your take away? Or How will you use this tool?</i></p> <p>D. <b>Closing:</b> <i>Can be quotes, song, poem</i></p>		



## The Respect Agreement

Tell students that as a class, they are going to engage in the topic of respect. Ask them to take a piece of paper and fold it in half twice so that it has four sections. Have them label each section as follows:



Have students work alone, writing down how each of these four sections looks behaviorally. What would each look like /sound like? (In addition, yes, they will be surprised that they have been invited to think about how teachers respect students.) There is no need to give examples; let them wrestle with it!

Next, divide the students into groups of four or five and have them share with the group what they listed on their individual papers. As the teacher, complete your own sheet and participate in one of the groups. Each group then gets a piece of flipchart paper to divide the same way that the individual sheets were divided. After each student reads his/her ideas, the group will write collective answers (which should include all ideas with duplicates removed) on the flipchart paper. Each group then selects a spokesperson to report out to the class, and all flipchart papers are posted where all class members can see the lists.

Compliment the class. They know a lot about respect! They have had many caring adults and role models teach them about respect.

Now make a combined list of all of their ideas. It is likely that many of the same ideas appear multiple times, so they can be combined with slight

wording changes. However, the final list should contain all of the ideas so that each student sees the ideas he/she contributed. After some discussion to clarify any items that are not clear to a student, the teacher signs the agreement and invites the class to help remind him/her if he/she forgets. The teacher then invites each class member to sign, also with the understanding that if he/she forgets, another student or teacher will provide him/her with a gentle reminder. The signed agreement is then posted in the classroom and referred to frequently at first, and as needed throughout the year.

The Discipline That Restores (DTR) flow chart suggests that teachers use their usual constructive reminders first; and if the student does not respond, then ask if he/she still intends to keep the respect agreement. If the respect agreement invitation and reminder does not modify the behavior, the DTR flow chart provides several next steps that are consistent with restorative justice principles, and will increase accountability as needed.

\*Used by permission from Discipline That Restores by Ron and Roxanne Claassen, ©2008. BookSurge Publishing, SC

## **Notes**



## Activity – Respect Agreement

Student Respecting Student	Student Respecting Teacher
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Teacher Respecting Student	Everyone Respecting Classroom
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Notes**

## I-message or I-statement

In interpersonal communication, an I-message or I-statement is an assertion about the feelings, beliefs, values etc. of the person speaking, generally expressed as a sentence beginning with the word “I”, and is contrasted with a “you-message” or “you-statement”, which often begins with the word “you” and focuses on the person spoken to. Thomas Gordon coined the term “I message” in the 1960s while doing play therapy with children. He added the concept to his book for parents, *P.E.T.: Parent Effectiveness Training* (1970).<sup>[1][2]</sup>

I-messages are often used with the intent to be assertive without putting the listener on the defensive. They are also used to take ownership for one’s feelings rather than implying that they are caused by another person. An example of this would be to say: “I really am getting backed up on my work since I don’t have the financial report yet,” rather than: “you didn’t finish the financial report on time!” (The latter is an example of a “you-statement”).<sup>[3]</sup>

I-messages or I-statements can also be used in constructive criticism. For instance, one might say, “I had to read that section of your paper three times before I understood it,” rather than, “This section is worded in a confusing way,” or “You need to learn how to word a paper more clearly.” The former comment leaves open the possibility that the fault lies with the giver of the criticism. According to the Conflict Resolution Network, I-statements are a dispute resolution conversation opener that can be used to state how one sees things and how one would like things to be, without using inflaming language.<sup>[4]</sup>

While the underlying rationale and approach to I-messages is similar in various systems, there are both three-part and four-part models for constructing I-messages. A three-part model is proposed by the University of Tennessee Family & Consumer Sciences for improving communication with children:

1. I feel... (Insert feeling word)
2. when... (tell what caused the feeling).
3. I would like... (tell what you want to happen instead)



According to Hope E. Morrow, a common pitfall in I-statement construction is using phrases like “I feel that...” or “I like that...” which typically express an opinion or judgment. Morrow favors following “I feel...” with a feeling such as “sad,” “angry,” happy, pleased, good, etc.<sup>[6]</sup>

Gordon advises that to use an I-message successfully, there should be congruence between the words one is using and one’s affect, tone of voice, facial expression and body language. Gordon also describes a 3-part I-message, called a “confrontive” I-message, with the following parts:

- non-blameful description of the listener’s behavior
- the effect of that behavior on the speaker
- the speaker’s feelings about that effect

He describes the I-message as an appeal for help from the other person, and states that the other person is more likely to respond positively when the message is presented in that way.<sup>[7]</sup>

## References

Gordon, Thomas; W. Sterling Edwards (1995). *Making the patient your partner: Communication Skills for Doctors and Other Caregivers* (Edition of 1997). Greenwood Publishing Group. ISBN 9780865692558.

# Activity – I-Message

1. I feel... (Insert feeling word) \_\_\_\_\_  
\_\_\_\_\_
2. When you... (tell the behavior) \_\_\_\_\_  
\_\_\_\_\_.
3. Because... (what is happening) \_\_\_\_\_  
\_\_\_\_\_.
4. Instead could you... (give an alternative) \_\_\_\_\_  
\_\_\_\_\_.

## Notes



# Schoolwide Implementation Grid – SAMPLE

Please be sure to have a book study prior to implementation.

Sample 1: Administrator or RP Coordinator	Sample 2: RP Coordinator
<p>Administrator or a RP Coordinator will lead the campus in the steps below:</p> <ol style="list-style-type: none"><li>1. Administrator conducts staff circles.</li><li>2. Administrator has a book study with teachers on Restorative Practices.</li><li>3. Administrator models Respect Agreements and “I” statements for teachers.</li><li>4. Begin to choose the Response Leadership Team members based on interest.</li><li>5. Parents are informed about Restorative Practices.</li><li>6. The semester after steps 1, 2, and 3, teachers begin to implement Community Building Circles in their classrooms.</li></ol>	<p>RP Coordinator will lead the campus in the steps below:</p> <ol style="list-style-type: none"><li>1. Grade level teachers begin implementing Community Building Circles in their classrooms.</li><li>2. Grade level teachers develop Respect Agreements and use “I” statements with their students.</li><li>3. Response Leadership Team begins to meet regularly.</li></ol>
Others to Consider	Others to Consider
<p>RP Coordinator will lead the campus in the steps below:</p> <ol style="list-style-type: none"><li>1. School Resource Officers participate in Restorative Circles on the campus.</li><li>2. Cafeteria and custodial staff participate in a Community Building Circle.</li><li>3. Bus drivers participate in a Community Building Circle.</li></ol>	<p>RP Coordinator will lead the campus in the steps below:</p> <ol style="list-style-type: none"><li>1. RP Coordinator will identify and recruit community resources to support the RP process on campus.</li><li>2. RP Coordinator will engage the community to support the RP process on campus with human and financial capital/resources.</li></ol>



## Key Takeaways

- Ensure that all participants (including students) have a voice.
- Every voice is respected.
- Community-building circles are tier 1 circles.
- I-messages teach students that their behavior has impact on others

## Additional Resources:

- Restorative Practices Made Simple YouTube Series: [Restorative Practices Made Simple | Texas Education Agency](#)
- Restorative Practices Website: [Restorative Discipline Practices in Texas | Texas Education Agency](#)

## Required for Certificate:

1. Completing all homework
2. Engagement during training
3. Complete evaluation
4. Turn in homework and class work notes. If online, email: \_\_\_\_\_
5. If in person, trainers will check class work and homework during training..



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**Restorative Discipline Practices in Texas**  
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