**Slide 1: Balance in the Process: What are you doing now to get aquatinted and build understanding and trust?**

10:28:12 From Jeff Boudreau : Approaching everyone with intended care

10:28:32 From Lindsey Waldman : It’s been great actually, to have phone calls with parents and video chats with kids. It’s cool to see kids in their natural habitats, also challenging and enlightening to see what the kids are coming from

10:28:32 From kate torrey : Making sure all their questions and concerns are answered to the best of my ability and saying, "we don't know yet" without offering any false hope

10:28:50 From Jennifer Mallory : For some of my families I have daily phone calls, texting, and even driveway visits

10:28:50 From Greg Bagnato : Weekly parent check ins, Parents sent photographs of kids for teacher appreciations, beefed up support from ed assistants to individual students

10:29:05 From Chris Taylor : More relaxed and lighthearted interactions

10:29:08 From Elizabeth Coen : playing games- scribble.io, scattegories, cahoot

10:29:20 From Jamie Abell : Working with grades K-4 I try to attend Zoom morning meetings for different grade levels and classes throughout the week.

10:29:22 From Hayley Grossman : Teachers are reaching out to learn more about their students' lives. Providing phone calls, emails, and videos to support common routines from school such as announcements

10:29:44 From Eliza Chittenden : weekly emails and lunch groups with friends. Also sending letters and postcards to students

10:29:48 From Kimberly Tenner : Attending Morning Meetings so I can support learners and teachers. Sending positive emails to teachers and giving shout outs

10:29:50 From Hayley Grossman : Teachers are breaking down the barrier of professional and student

10:29:51 From Robin Bickel : readjusting expectations and reaching out

10:30:06 From Martha Blaisdell : Approaching things without judgement; honoring the needs of families; For myself trying to be aware of what I can learn from this that will help students

10:30:13 From Jennifer Mallory : I'm so proud of our Panther TV

10:30:53 From Jennifer Mallory : daily

**Slide 2: What ideas do you have to welcome and facilitate belonging?**

10:35:53 From Hayley Grossman : Weekly teacher meetings that are informal and just fun

10:36:22 From Jesse Hall : Zoom break room weekly opportunity for employees

10:36:24 From Kimberly Tenner : Concentrate on the social and emotional needs of everyone … learners, staff, parents.

10:36:37 From Lindsey Waldman : Students really love the GoogleMeets to see each other. Some teachers have created recess so they can hang out

10:36:44 From kate torrey : more people than just the teacher calling kids to have fun conversations and check on their well being

10:36:44 From Jennifer Mallory : Our project adventure team is meeting weekly brainstorming ideas for beginning the next year with a focus on community building for staff and students

10:38:05 From Jennifer Mallory : The school counselor and I have lunch groups everyday of the week and we have over 60% particpation

**Slide 3: Exploring Relationships: What are some things you might see, hear or feeling if it’s applied well?**

10:41:24 From kate torrey : students understanding how their actions and words affect others

10:41:29 From Lindsey Waldman : People enjoying time together- laugher

10:41:33 From Greg Bagnato : There are “norms” in the building illustrating how we treat one another

10:41:49 From Eliza Chittenden : kindness

10:41:57 From Hayley Grossman : Feeling of belonging, ability to collaborate more, informal conversations, more teachers out and about during transition times

10:41:59 From Kimberly Tenner : Collaboration and interconnectedness.

10:42:06 From Eliza Chittenden : communication

10:42:11 From Jeff Boudreau : Feeling like we’re all trying to be good people and coming from a good place

10:42:16 From Chris Taylor : connection

10:42:23 From Hayley Grossman : team approach

10:42:32 From Robin Bickel : everyone happy to be there

10:42:58 From Jennifer Mallory : a stronger understanding of gratitude

**Slide 4: Meaningful Engagement: What are some examples of how you can promote trust and respect?**

10:44:16 From Greg Bagnato : Listen, use protocols that help everyone in the group feel valued

10:44:19 From Eliza Chittenden : active listening

10:44:24 From Jennifer Mallory : I have really strengthened my listening skills. Many of the parents that I support and colleagues just need someone to listen

10:44:26 From Hayley Grossman : Consciously including and learning which teacher and support staff are involved with a student and keeping everyone informed

10:44:27 From Jeff Boudreau : Modelling

10:44:28 From kate torrey : transparent communication between staff - getting grievances out in the open

10:44:33 From Chris Taylor : confidentiality

10:44:38 From Hayley Grossman : Asking for advice and assistance, being vulnerable

10:44:46 From Lindsey Waldman : Ask, then listen and show you are trying to accommodate

10:45:21 From Robin Bickel : model asking others for help with stuff you don't know..asking the kids fro help with the tech stuff which they know and I strugglr to learn

10:45:30 From Jennifer Mallory : Being consistent as possible

10:45:40 From Eliza Chittenden : honesty

10:45:54 From Jeff Boudreau : follow through

10:46:28 From kate torrey : being able to apologize and admit when you've wronged someone

**Slide 5: Agency, Choice, Collaborative Decision-Making: What shifts have you/can you make to promote individual agency and choice?**

10:52:01 From Greg Bagnato : As an administrator…this has been a challenge (in remote learning) to increase this aspect of work with faculty

10:52:33 From Greg Bagnato : Being together to work on schedules or student placement

10:52:39 From Elizabeth Coen : We involved students (High school) in a discussion about changing our grading process to pass/fall and also have had several student forums to get a chance to talk to students about what they are struggling with and how we can help them

10:52:58 From kate torrey : In the crisis when school closed, teachers had to very quickly create their learning platform - they were all in different places and we let them go at their own pace

10:53:14 From Hayley Grossman : decision-making on implementation of overall approaches to student needs has been a challenge

10:53:16 From Jennifer Mallory : Our principal is hosting "huddles" with 6th grade students about graduation

10:54:08 From kate torrey : students are allowed to do the work they feel comfortable with and let go of what is stressing them out.

10:54:28 From Robin Bickel : We ask more questions rather than giving answers, so students can construct their ideas fro themselves.

**Slide 6: Active Responsibility/Accountability: What is different about how accountability is described here as compared to conventional accountability?**

10:55:39 From Dot Higgin : This describes a process of doing work WITH and not TO/FOR our students

10:55:43 From Jennifer Mallory : I think conventional accountability only services those delivering the "punishment"

10:56:00 From Chris Taylor : active responsibility is proactive

10:56:02 From Hayley Grossman : Instead of basing responses on discipline protocols schools are creating a forum with students to discuss the antecedent, behavior, consequence to devise an approach

10:56:12 From Kimberly Tenner : It becomes about teaching and learning

10:56:19 From kate torrey : When we were in school, we would always ask students how they could repair the relationship or fix what they broke with the other person

10:56:23 From Jeff Boudreau : I’m hoping this is becoming “conventional”

10:56:30 From Robin Bickel : people see how what they do affects others

**What comes to mind when you see these cogs as connected and interconnecting?**

10:57:34 From kate torrey : if one gets bound up, everything stops

10:57:38 From Jeff Boudreau : Restorative lense

10:57:39 From Lindsey Waldman : It starts with relationship; they are all connected

10:57:47 From Hayley Grossman : a visual of a wrench blocking the cogs and breaking down the mechanism of support and restorative appraoches

10:58:16 From Jennifer Mallory : We are the grease that keeps them moving

10:58:21 From Robin Bickel : that building relationships has far reaching poeitive consequences

10:58:39 From Hayley Grossman : working with departments without collaboration

10:58:46 From Eliza Chittenden : the importance of communication

10:58:49 From Greg Bagnato : Cogs can go clockwise or counterclockwise

10:58:50 From Hayley Grossman : and collective problem solving

10:58:59 From kate torrey : the wrench can be a single teacher who still has a punitive approach to kids

10:59:06 From Hayley Grossman : yes I agree Kate

10:59:48 From Chris Taylor : if one cog is missing the rest don't move

10:59:59 From Robin Bickel : can also create more of agrowth mindset

**What is one thought/feeling/action you’d like to express?**

11:17:35 From Elizabeth Coen : gratitude

11:17:43 From Kimberly Tenner : thank you!

11:17:44 From kate torrey : Thank you for all the resources!

11:17:47 From Hayley Grossman : appreciation

11:17:48 From Jeff Boudreau : Keep the conversations going!

11:17:49 From Jennifer Mallory : hope

11:17:53 From Jesse Hall : For anyone who has powerful connections at the AOE. It would be good if Restorative Practices gets a shout out. It would be good for the state to acknowledge publicly how important it is. Espcially considering the Covid world we live in now.

11:18:07 From Martha Blaisdell : I can’t wait to learn more!

11:18:14 From Eliza Chittenden : Appreciation

11:18:16 From Lindsey Waldman : Thanks!

11:18:33 From Martha Blaisdell : Love what Jesse said.

11:18:46 From Greg Bagnato : My thought is what tangible ideas are being planned for coming back to school (in whatever form that is).

11:19:06 From Chris Taylor : Look for silver linings

11:19:16 From Jesse Hall : Thank you!

11:19:20 From Robin Bickel : gratitude that we are exploring this, as we need it more now than ever