

Re-Entry Circles

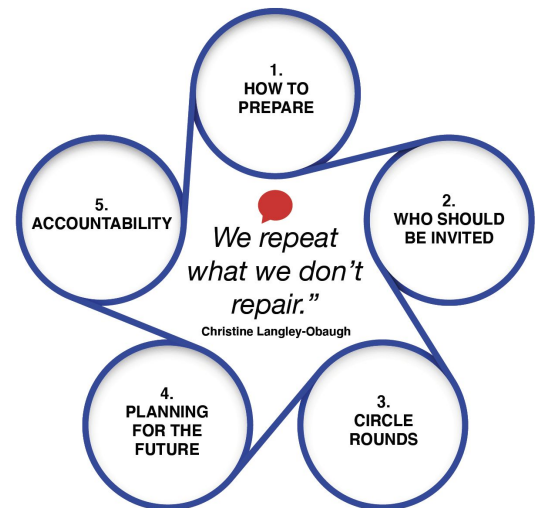
CASEL Alignment:
MTSS Alignment:
Shared By:

Social Awareness, Relationship Skills, Responsible Decision-Making
Tier 3
National Educators for Restorative Practices (NEDRP)

Practice Overview:

A **Re-Entry Circle**, or Restorative Welcome, is designed to support a student returning to campus from a suspension or disciplinary action.

The purpose of a Re-Entry Circle is to help students re-enter the school in a healthy and positive way. This practice is a powerful tool to reduce recidivism and the repetition of harmful actions and behaviors. It also empowers teachers to repair relationships and welcome/support students when they return to campus.



Source: National Educators for Restorative Practices (NEDRP)

Implementation Instructions:

Convene the **Re-Entry Circle** on the student's home campus as soon as possible for the returning student—if possible, one or two days prior to the student's return.

Using a [script](#), facilitate a structured discussion that focuses on: (1) establishing shared values and; (2) helping identify the needs of everyone involved and help the support team to formulate a plan for how the student will be supported and by whom. Re-Entry Circles typically utilize the following sequence:

- Welcome + Opening Quote
- Discussion of Shared Values
- Icebreaker
- Affirmation Round
- Discussion of Supports, Needs, and Responsibilities
- Planning for After the Circle (e.g., how the plan will be kept "alive")
- Closing

Participation in the Re-Entry Circle may include, but is not limited to:

- The student and their caregiver(s)
- Student's teachers (on a voluntary basis)
- Campus administrator
- Circle facilitator
- Additional personnel identified by the student (maybe a peer, community member, counselor, etc.), whom the student has a relationship with and whom can assist with the transition plan.

Virtual Adaptation Guidelines + Re-Entry Circle Script:

- To adapt **Re-Entry Circles** for use in hybrid or distance learning environments, consider convening the student, their caregivers, their teacher, and a campus administrator remotely. You can use a version of the script below and alter it to fit your unique context.
- **Welcome:** Circle facilitator welcomes everyone and thanks the student for participating in this circle experience.
- **Centerpiece:** Whiteboard (or blank poster behind your camera) to symbolize a clean slate.
- **Talking Piece:** Dry eraser to go with the clean slate.
- **Opening Quote:** “We repeat what we don’t repair.”
- **Values:** What is one thing that you need in order to feel it’s safe to speak without judgment in this circle today? What is one value you are bringing to the circle today to help everyone feel comfortable to share?
- **Icebreaker:** Any question that can help participants see each other as human beings (i.e., favorite superhero, ice cream, football team)
- **Affirmation Round:** “One thing I love about (insert student name) is _____.”
- **Level the Playing Field:** Name a time when you made a choice you regret. Imagine someone was making a movie of your life. What part of the movie would you want them to edit out?
- **What You Bring to the Table:** Ask adults in the room what they are willing to do to support the student (i.e., morning tutoring, greeting them in the morning, a cool down room)
- **Needs (Students):** What do you need from each adult here in order to be successful?
- **Needs (Adults):** What do you need from this student in order to help them be successful?
- **Plan:** What is the plan moving forward? Who is assigned to which roles?
- **After Circle:** How are we monitoring the plan? What are some dates we can meet again to discuss progress? Is everyone held accountable to their piece of the plan?
- [Click here to download a fillable version of NEDRP’s Re-Entry Circle Guide.](#)

About National Educators for Restorative Practices (NEDRP). National Educators for Restorative Practices is committed to becoming the unifying voice for all educators by providing leadership, guidance, and resources for the implementation and utilization of restorative practices.