



ALIGNMENT CHART

Restorative Practices in Schools

■ Second Step® High School

About Second Step® High School

Second Step® High School is a research-based, Tier 1 social-emotional learning (SEL) program for Grades 9–12. It includes pathways with practices for school leaders and educators that are designed to help create a positive school climate, strengthen staff and student social-emotional skills, and encourage students to develop adaptive mindsets for navigating adolescence successfully. Supplemental classroom-based student activities reinforce skills students build from the schoolwide and educator practices and offer them further opportunities to learn and apply emerging social-emotional skills. The practices and activities in this program involve the entire school community and can produce positive schoolwide change.

How the Program Meets the Restorative Practices

The following tables indicate which specific Second Step® High School practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the Restorative Practices. Boxes are checked to indicate that Second Step® High School meets a given Restorative Practice within the identified grade or grade-band (for instance, Grades 9–10) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the practice through discussion, writing, drawing, or other related activities.
2. There are opportunities for school leaders and educators to gather evidence of student learning in relation to the practices.



Grade 9

Restorative Practices in Schools

Second Step® High School

		Key Skills and Concepts																				
		Pathway 1: Belonging & Connection				Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community						
		Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Understanding not everyone is paying attention to them	Participating in defining success criteria	Understanding what happens in the brain when learning something new	Persisting to master learning objectives	Utilizing feedback and resources to meet success criteria	Applying knowledge of what is in your control when pursuing a goal	Monitoring, evaluating, and celebrating progress when pursuing a goal	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Defining and understanding emotions	Fostering positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion	Practicing gratitude regularly
Category	Standard																					
Relationship-Building Actions	Create Trust	✓	✓	✓			✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	Demonstrate empathy	✓	✓	✓	✓				✓			✓	✓	✓	✓		✓	✓		✓	✓	✓
	Be respectful	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓		✓			✓	✓	✓
	Use active listening	✓	✓	✓		✓			✓	✓		✓	✓	✓						✓	✓	✓
	Use affective statements	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
	Show care and concern	✓	✓	✓									✓	✓				✓	✓	✓	✓	✓
Restorative Structures	Community-building circles: all students and a teacher in a classroom	✓	✓	✓	✓							✓	✓				✓	✓	✓	✓	✓	✓
	Impromptu restorative conversations: student(s) and teacher	✓	✓	✓	✓							✓	✓				✓	✓	✓	✓	✓	✓
	Restorative justice circles: students, school staff, and family members	✓	✓	✓	✓							✓	✓				✓	✓	✓	✓	✓	✓
	Reentry circles: students, school staff, and family members	✓	✓	✓	✓							✓	✓				✓	✓	✓	✓	✓	✓
Restorative Justice Principles	Identify who has been harmed and how			✓									✓	✓				✓	✓	✓		
	Repair the harm												✓	✓				✓	✓	✓		
	Restore relationships			✓									✓	✓				✓	✓	✓		
	Engage all parties in resolving conflict or addressing wrongdoing	✓	✓															✓	✓	✓		
Restorative Questions	What happened from your perspective?			✓	✓				✓	✓	✓			✓				✓	✓		✓	
	How were you feeling?			✓	✓				✓	✓	✓			✓			✓	✓		✓	✓	✓
	What were you thinking?			✓	✓				✓	✓	✓			✓			✓		✓		✓	✓
	Who has been affected by what happened, and how?			✓							✓	✓			✓			✓		✓	✓	✓
	What needs to be done to make things as right as possible?			✓					✓	✓	✓			✓						✓	✓	✓



Grade 10

Restorative Practices in Schools

Second Step® High School

		Key Skills and Concepts																					
		Pathway 1: Belonging & Connection				Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community					
		Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Applying strategies to repair relationships	Participating in defining success criteria	Persisting to master learning objectives	Utilizing feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Applying realistic optimism to overcome challenges	Monitoring, evaluating, and celebrating progress when pursuing a goal	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Understanding the effects of emotions on the mind and body	Fostering positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Practicing gratitude regularly
Category	Standard																						
Relationship-Building Actions	Create Trust	✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
	Demonstrate empathy	✓	✓	✓	✓					✓			✓	✓	✓	✓		✓	✓		✓	✓	✓
	Be respectful	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓		✓				✓	✓
	Use active listening	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓					✓		✓
	Use affective statements	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓
	Show care and concern	✓	✓	✓	✓									✓	✓	✓	✓			✓	✓	✓	✓
Restorative Structures	Community-building circles: all students and a teacher in a classroom	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	
	Impromptu restorative conversations: student(s) and teacher	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	
	Restorative justice circles: students, school staff, and family members	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	
	Reentry circles: students, school staff, and family members	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	
Restorative Justice Principles	Identify who has been harmed and how			✓	✓									✓	✓				✓	✓			
	Repair the harm				✓									✓	✓				✓	✓			
	Restore relationships			✓	✓									✓	✓				✓	✓			✓
	Engage all parties in resolving conflict or addressing wrongdoing	✓	✓		✓														✓	✓			
Restorative Questions	What happened from your perspective?			✓	✓			✓		✓				✓					✓	✓			
	How were you feeling?			✓	✓			✓		✓				✓				✓	✓				✓
	What were you thinking?			✓	✓			✓		✓				✓				✓			✓		✓
	Who has been affected by what happened, and how?			✓	✓			✓		✓				✓				✓	✓				✓
	What needs to be done to make things as right as possible?			✓	✓			✓		✓				✓									✓



Grade 11

Restorative Practices in Schools

Second Step® High School

		Key Skills and Concepts																					
		Pathway 1: Belonging & Connection				Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community					
		Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Recognizing how audience and setting can influence personality	Participating in defining success criteria	Persisting to master learning objectives	Utilizing feedback and resources to meet success criteria	Demonstrating strategies for addressing self-sabotage	Applying reframing strategies to overcome obstacles	Monitoring, evaluating, and celebrating progress when pursuing a goal	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Applying strategies to navigate strong emotions	Fostering positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Practicing gratitude regularly	
Category	Standard																						
Relationship-Building Actions	Create Trust	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	Demonstrate empathy	✓	✓	✓	✓				✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	
	Be respectful	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓		✓	✓	
	Use active listening	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓				✓		✓	✓		
	Use affective statements	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	
	Show care and concern	✓	✓	✓					✓	✓				✓	✓			✓	✓	✓	✓	✓	✓
Restorative Structures	Community-building circles: all students and a teacher in a classroom	✓	✓	✓	✓								✓	✓	✓			✓	✓	✓	✓	✓	
	Impromptu restorative conversations: student(s) and teacher	✓	✓	✓	✓								✓	✓	✓			✓	✓	✓	✓	✓	
	Restorative justice circles: students, school staff, and family members	✓	✓	✓	✓								✓	✓	✓			✓	✓	✓	✓	✓	
	Reentry circles: students, school staff, and family members	✓	✓	✓	✓								✓	✓	✓			✓	✓	✓	✓	✓	
Restorative Justice Principles	Identify who has been harmed and how			✓								✓		✓				✓	✓	✓		✓	
	Repair the harm											✓		✓				✓	✓	✓		✓	
	Restore relationships			✓								✓		✓				✓	✓	✓		✓	
	Engage all parties in resolving conflict or addressing wrongdoing	✓	✓									✓		✓				✓	✓	✓		✓	
Restorative Questions	What happened from your perspective?			✓				✓			✓		✓					✓	✓	✓		✓	
	How were you feeling?			✓				✓		✓		✓		✓			✓	✓	✓			✓	
	What were you thinking?			✓				✓		✓		✓		✓			✓	✓	✓			✓	
	Who has been affected by what happened, and how?			✓				✓		✓		✓		✓			✓	✓	✓			✓	
	What needs to be done to make things as right as possible?			✓				✓		✓		✓		✓				✓	✓	✓		✓	



Grade 12

Restorative Practices in Schools

Second Step® High School

		Key Skills and Concepts																					
		Pathway 1: Belonging & Connection				Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community							
		Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Persisting to master learning objectives	Utilizing feedback and resources to meet success criteria	Applying strategies for overcoming learned helplessness	Applying reframing strategies to overcome obstacles	Monitoring, evaluating, and celebrating progress when pursuing a goal	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Demonstrating compassion for others	Practicing gratitude regularly	
Category	Standard																						
Relationship-Building Actions	Create Trust	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Demonstrate empathy	✓	✓	✓	✓				✓				✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Be respectful	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Use active listening	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Use affective statements	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Show care and concern	✓	✓	✓	✓				✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓
Restorative Structures	Community-building circles: all students and a teacher in a classroom	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	✓
	Impromptu restorative conversations: student(s) and teacher	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	✓
	Restorative justice circles: students, school staff, and family members	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	✓
	Reentry circles: students, school staff, and family members	✓	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	✓
Restorative Justice Principles	Identify who has been harmed and how			✓	✓				✓	✓				✓	✓				✓	✓	✓	✓	✓
	Repair the harm				✓				✓	✓				✓	✓				✓	✓	✓	✓	✓
	Restore relationships			✓	✓				✓	✓				✓	✓				✓	✓	✓	✓	✓
	Engage all parties in resolving conflict or addressing wrongdoing	✓	✓		✓				✓	✓				✓	✓				✓	✓	✓	✓	✓
Restorative Questions	What happened from your perspective?			✓	✓			✓	✓	✓				✓	✓				✓	✓	✓	✓	✓
	How were you feeling?			✓	✓			✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓
	What were you thinking?			✓	✓			✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓
	Who has been affected by what happened, and how?			✓	✓			✓	✓	✓	✓			✓	✓				✓	✓	✓	✓	✓
	What needs to be done to make things as right as possible?			✓	✓			✓	✓	✓	✓			✓	✓				✓	✓	✓	✓	✓