BALTIMORE CITY PUBLIC SCHOOLS

RESTORATIVE PRACTICES

IMPLEMENTATION & RESOURCES GUIDE

Office of Social Emotional Learning, Climate and Wellness

BALTIMORE CITY PUBLIC SCHOOLS
Restorative Practices Implementation & Resources Guide

The Baltimore City Board of School Commissioners and the Chief Executive Officer of Baltimore City Schools, Dr. Sonja Santelises, have pledged to make City Schools a restorative practices district over a five year period. The Open Society Institute entered into a partnership with Baltimore City Schools (City Schools) with the aim of crafting a strategic restorative practices implementation plan with the ambitious goal of creating a restorative school district in which all offices, schools and programs were trained in and utilizing restorative practices in their daily routines.

The purpose of this guide is to provide certified restorative practice (RP) trainers and other service providers a set of resources that will aide in the implementation of school based restorative practices. The materials included provide a basic framework that we encourage stakeholders to build upon. RP does not always follow a tidy checklist, and it is important to acknowledge that the restorative practices implementation process used by your school may not precisely mirror another's. Should you need additional supports or guidance on how to implement best practices, please reach out to the Prevention and Intervention team.

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Restorative Practices Overview

Many schools around the world and right here in Baltimore City are using restorative practices to build positive relationships within school communities, to enhance instructional practices and to resolve conflicts among stakeholders. It's important to note that restorative practices are not a new method of resolving conflict. The most commonly known aspect of the practice involves the use of restorative circles, however if implemented properly, less formal aspects of the practice will be used much more frequently. Fundamentally, restorative practices require participants to make a mindset shift from one that may be punitive and blaming, to one that is restorative toward all stakeholders.
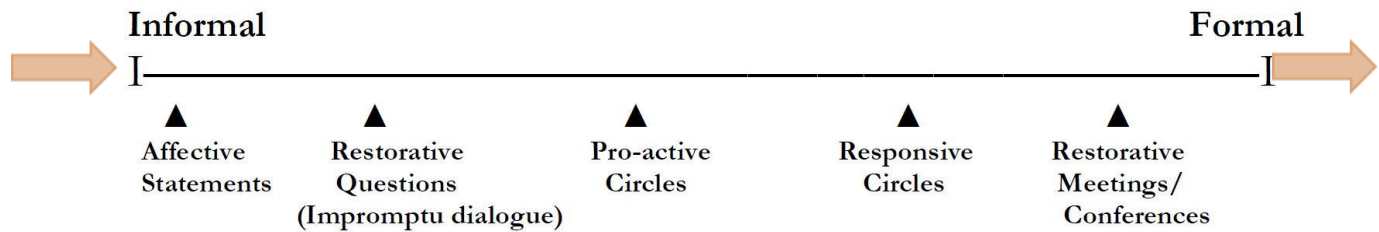
Restorative Practices (RP) involve a range of concepts and techniques that, when applied broadly and consistently, can improve the climate and culture in schools. The overarching aim of RP is to develop a sense of community among staff and students and to manage conflict and tensions that may arise by repairing harm and restoring relationships. One of the key hypotheses in RP involves the notion that staff and students are more likely to be happier, more cooperative, more productive and more likely to make positive changes when those in positions of authority do things **with** them rather than **to** them or **for** them. School leaders that embody this will maintain high expectations for staff and students while also providing the necessary support/resources for them to grow.
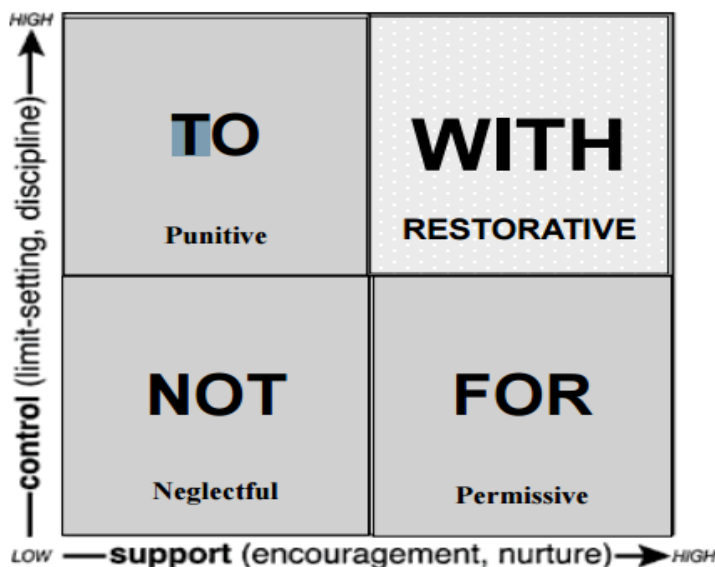
- **High control and Low support = Punitive/Authoritarian**
- **High support and Low control = Permissive**
- **High support and Low control = Permissive**
- **High support and High control = Restorative**

Wachtel & Costello (2009), The Restorative Practices Handbook, International Institute of Restorative Practices, pg 50

So what does a truly restorative school look like? In addition to modeling the principles outlined above, schools implementing restorative practices with fidelity also use specific techniques consistently throughout the day. These techniques can be viewed on a continuum from informal to formal as depicted below. As you go from left to right, the techniques require more time, planning, structure, etc.

Informal   Formal

I——I

▲   ▲   ▲   ▲   ▲

Affective   Restorative   Pro-active   Responsive   Restorative
Statements   Questions   Circles   Circles   Meetings/
                   (Impromptu dialogue)   Conferences

- **Affective statements** involve non-judgmental listening and expression of feelings and impact. For example, rather than saying "Stop talking," a teacher can say "I am frustrated that you aren't listening to me." They can be used to express appreciation as well (e.g.," I am elated that you did so well on that test – your hard work paid off!").

- **Restorative questions** are generally used to swiftly address wrongdoing by asking the wrongdoer certain questions and asking the victim certain questions. An example of a restorative question is when both parties are asked what it would take to make things right. One practical way of using these questions is to incorporate them into a reflection sheet that a student must complete when they have been referred for behavior.

- **Proactive circle discussions** are used on the "front end." They allow a group to get to know each other and allow for the development of mutual respect, trust, caring and concern. These circles can also be used for academic purposes to improve instruction through discussions that enhance understanding of new concepts, readings, current events and other education content. Topics that arise in circles can also serve as the basis of future lessons.

- **Responsive circles:** should ideally account for no more than 20% of circles used in a school, as these circles address more serious conflicts and wrongdoing. Schools that routinely use proactive circles are much more successful in utilizing responsive circles when conflicts arise.

- **Formal restorative conferences** are used less frequently than any of the aforementioned techniques and are reserved for the most serious incidents of wrongdoing and most often involve a clear "victim(s)" and "offender(s)." These conferences represent the most formal of the restorative processes and are NOT a routine class process. They require a trained, objective facilitator who was not involved in the incident to meet with all parties beforehand and ultimately facilitate a meeting that involves a scripted approach (See facilitator scripts pp. 13-15). At the close of a successful conference, an agreement is reached and signed off on by key participants (see agreements pp. 16-18).

11 Core Components (Essential Elements)

Component	Scope of Proficiency
1. Affective Statements	School-wide*
2. Restorative Questions	School-wide
3. Small Impromptu Conference	School-wide
4. Proactive Circles	Broad-based*
5. Responsive Circles	Broad-based
6. Restorative Conferences	Targeted*
7. Fair Process	School-wide
8. Re-integrative Management of Shame	School-wide
9. Restorative Staff Community	School-wide
10. Restorative Approach with Families	Broad-based
11. Fundamental Hypothesis Understandings	School-wide

These are the core components necessary for successful whole-school implementation of restorative practices. However the entire school staff should be trained in RP to familiarize them with the language and the attendant practices.

*School-wide includes all staff that interact with children
*Broad-based includes administrators, teachers and other professional staff, such as school counselors and social workers
*Targeted will be those who are selected on a case by case basis

Restorative Practices – Roles and Responsibilities

Administrators

- Consistently models restorative practices
- Embeds time for use of proactive circles in the master schedule
- Sets expectation that all staff use RP in daily interactions
- Holds staff accountable for use of consistent RP through monitoring, gentle reminders, modeling, etc.
- Assists in District's RP assessment process
- Holds responsive circles and restorative confeerences for more serious disciplinary matters
- Holds all parties accountable to fulfill restorative agreements made
- Uses proactive circles in staff meetings, parent, student, teacher conferences
- Communicates with with parents and community about whole school RP use
- Distributes parent communications (for example: letters, brochures, flyers) to stakeholders

Staff

- Regularly implement proactive circles
- Attend and actively participate in RP training/coaching
- Regularly utilize affective statements and restorative questions
- Use small impromptu conferences
- Discuss successes and challenges with colleagues

Students

- Participate in circles
- Use affective statements
- Receive training to lead proactive circles

Families/Community Members

- Actively learn about restorative practices by attending informational and training events
- Support RP by participating in proactive and responsive circles and discussing with your children

Professional Development

- Schools implementing Restorative Practices should meet at least monthly as a staff for professional development and problem-solving opportunities.
- At a minimum, monthly RP meetings allow for an opening and closing circle, a learning activity, and a problem-solving (brainstorming) session during which a specific concern/question is addressed by the group.

Sample Restorative Practices Implementation Timeline

Objective	Target	Start Date
Using Circles Pre-training Jumpstart PD	Schoolwide	November 15, 2016
***Proactive* Circles**	Schoolwide	November 17, 2016
Staff PLG #1	Staff	November 29, 2016
Furman Templeton Preparatory Academy Restorative Practices Overview and Implementation Plan Presentation	PTO & Parents	TBD
***Proactive* Circles Observations – Round One**	Staff	December 2016 – Dates TBD
Staff PLG #2	Staff	December 13, 2016
December & Intercession Break		
Using Circles Effectively IIRP Training (Day 2)	Staff	January 6, 2017
Proactive Circles Observations – Round Two	Staff	January 2017 – Dates TBD
Staff PLG #3	Staff	January 17, 2017
Restorative Practices Showcase (Day or week)	Schoolwide	January 23 – January 27, 2017
***MSDE* Visit**	Schoolwide	January 26, 2017
Spring Implementation Conference	Principal	February 2017 – Date TBD
Facilitating Restorative Conferences (Day 3)	Staff	February 17, 2017
Staff PLG #4	Staff	February – Date TBD
PLG #5	Staff	March – Date TBD
Spring & Intercession Break		
Family Engagement & Empowerment (Day 4)	Staff	April 18, 2017
PLG #6	Staff	May – Date TBD
Spring IIRP Restorative Practices Assessment	Schoolwide	May – Date TBD

Characteristics of High Quality Affective Statements

Affective statements are often overlooked despite the fact that they are central to the continuum of restorative practices. They involve personal expressions of feeling in response to positive or negative behaviors. Regular use of affective statements usually represent a radical shift for school personnel, which makes it especially important to teach, practice, and reinforce this skill among all staff and stakeholders in a school community. In addition to referring to *Core Element 1*, the handout below provides useful reminders and examples of high-quality affective statements.

- Can be "I" statements that express a feeling, but does not have to be a feeling statement
- Make students aware of either the positive or negative impact of their behavior
- Provide a precise description of a student's behaviors and the specific impact of those behaviors
- Do NOT protect students from the consequences of their behavior
- Are strategically delivered in a time frame, place and manner most likely to maximize impact
- Are delivered in a personalized manner directly to the student who impacted others
- Focus on the behavior, NOT on the intrinsic worth of the person (separates the deed from doer)
- Are respectful in tone
- Encourage students to express feelings
- Five positive to one corrective statement

AFFECTIVE STATEMENT SENTENCE STEMS:

I am so proud to see/hear…	I am so excited to see/hear…
I am so appreciative of you/your…	I am so grateful that/for……
I am so thankful that/for……	I am delighted to learn/see/hear …
I am so pleased to see/hear/by……	I am so impressed by…
I am so touched that you…	I am worried about/by/to see/to hear that….
I am concerned about……	I am feeling frustrated about/by/to see/to hear that…
I am feeling irritated by……	I am angry about…..
I am so sorry that……	I am upset that …
I am having a hard time understanding………	I am uncomfortable when I see/hear…..
I feel sad because I heard……..	I am uneasy about ……
I am feeling distracted by…..	

Circle Scripts for Responsive Circles and Formal Conferences

Participants who have been trained in certain types of Restorative Practices have been taught to "trust the script." It is crucial that scripts are followed verbatim when the more formal circles/conferences are undertaken. Relying on the script allows the facilitator to stay neutral and grounded in the process rather than the emotions being expressed; in addition, use of the script ensures that all of the appropriate questions are asked. The documents below contain scripts for circle that are to be used when serious incidents arise and for the most formal of the practices, the restorative conference. Restorative conferences should not be undertaken by those who are new to restorative practices. Experienced trainers or facilitators should assist novices through the formal conference process.

Restorative Practices Facilitator Guide I (Incidents of Harm)

Step 1 Welcome and Introduction:
"Hello, as you know my name is….and I have been asked to facilitate this meeting. (Introduce participants if this is necessary). I have spoken to all of you about the incident (briefly describe what happened)….(name of person causing harm) has admitted his/her part. During this conference I will invite everyone to talk about how you and others may have been hurt or affected by what has happened. This will help us to understand what is needed to make things right.

Step 2 Person/s Causing Harm:
"I would like to start with …. Could you tell us what happened and what was your part? What happened then? At the time, what were you thinking about? What have you thought about since? In what way has..(person harmed) and others been hurt or affected by what you did?

Step 3 In turn, ask (i) person/s harmed (ii) their support people (iii) the support people of person/s causing harm to answer;
….(person harmed) what did you think when you realized what….(person causing harm) had done? How has this incident affected you? What has been the hardest thing for you?

Step 4 Go back to person/s causing harm:
"You have just heard how (person harmed name) and others have been affected by what you did. Is there anything you want to say at this moment?"

Step 5 Return to Person/s harmed:
"….(person harmed name), what do you think needs to happen to make things right?"

Step 6 Return to Person/s causing harm:
"…(person causing harm's name), what you do think of what….(person harmed name) suggested? What do you think you need to do?"

Step 7 Return to the person/s harmed and circle of participants:
"Is there anything else you think will help make things right?"

Step 8 Return to person/s causing harm:
"What have you learned from our meeting?"

Step 9 Final invitation to speak:
"Before I close the meeting, does anyone have anything further they need to say or to share?"

Step 10 Closing the meeting:
"Thank you for being involved in today's meeting. I hope our time together has been helpful and given us a better understanding of how to deal restoratively with things when they go wrong."

Restorative Practices Facilitator Guide ΙΙ (General Conflict)

This process is a guide for incidents involving general or broad scale conflict or tension.

Step 1 Welcome and Introduction:
"Hello, as you know my name is ….and I have been asked to facilitate this meeting. (Introduce participants if necessary). I have spoken to all of you about the incident/s and it is clear that what has happened has affected/hurt/harmed everyone involved. This is an opportunity to talk about what has happened and how each of you has been affected/hurt. To help us all work together again, we need to discuss ways of stopping any further hurt/harm so we can improve our relationships.

Step 2 Start with the person/s most affected:
"I would like to start by asking (person's name) to talk about how he/she became involved and what happened?" At the time, what were you thinking about? What have you thought about since? How has this affected/hurt you and others? What has been the hardest thing for you?

Step 3 Ask all participants in turn the above questions

Step 4 Say to all participants
"Now that we have heard how all of you have been affected/hurt in some way by what has happened,
Is there anything anyone would like to say at this point?

Step 5 Invitation to all participants:
What suggestions do you have that will stop any further hurt/harm?
What will help all of us work together again, without further conflict?

Step 6 Ask each participant:
What would you like to see come out of today's meeting?

Step 7 Invitation to all participants: (Record undertaking/s as required)
What will each of you now do to help improve your relationships with one another?

Step 8 Final Invitation to participants:
What have you found useful from today's meeting?

Step 9 Closing the meeting:
Thank you for being involved. It has allowed us to share and understand what has happened and provided an important opportunity to find positive ways of building better relationships with one another.

Formal Conference Facilitator's Script

1. Preamble

"Welcome. As you know, my name is (your name) and I will be facilitating this conference."

Now introduce each conference participant and state his/her relationship to the offender/s or victim/s.

"Thank you all for attending. I know that this is difficult for all of you, but your presence will help us deal with the matter that has brought us together. This is an opportunity for all of you to be involved in repairing the harm that has been done."

"This conference will focus on an incident which happened (state the date, place and nature of offense without elaborating). **It is important to understand that we will focus on what** (offender name/s) **did and how that unacceptable behavior has affected others. We are not here to decide whether** (offender name/s) **is/are good or bad. We want to explore in what way people have been affected and hopefully work toward repairing the harm that has resulted. Does everyone understand this?"**

"(Offender name/s) **has**/have **admitted his**/her/their **part in the incident.**"

Say to offender/s: **"I must tell you that you do not have to participate in this conference and are free to leave at any time, as is anyone else. If you do leave, the matter may be referred to court/handled by the school disciplinary policy**/handled in another way."

"This matter, however, may be finalized if you participate in a positive manner and comply with the conference agreement."

Say to offender/s: **"Do you understand?"**

2. Offender/s

"We'll start with (one of offenders' names)**."**
If there is more than one offender, have each respond to all of the following questions.

- **"What happened?"**
- **"What were you thinking about at the time?"**
- **"What have you thought about since the incident?"**
- **"Who do you think has been affected by your actions?"**
- **"How have they been affected?"**

3. Victim/s

If there is more than one victim, have each respond to all of the following questions.

• **"What was your reaction at the time of the incident?"**
• **"How do you feel about what happened?"**
• **"What has been the hardest thing for you?"**
• **"How did your family and friends react when they heard about the incident?"**

4. Victim Supporters

Have each respond to all of the following questions.

• **"What did you think when you heard about the incident?"**
• **"How do you feel about what happened?"**
• **"What has been the hardest thing for you?"**
• **"What do you think are the main issues?"**

5. Offender Supporters

To parent/caregiver ask: **"This has been difficult for you, hasn't it? Would you like to tell us about it?"**

Have each respond to all of the following questions.

• **"What did you think when you heard about the incident?"**
• **"How do you feel about what happened?"**
• **"What has been the hardest thing for you?"**
• **"What do you think are the main issues?"**

6. Offender/s

Ask the offender/s: **"Is there anything you want to say at this time?"**

7. Reaching an Agreement

Ask the victim/s: **"What would you like from today's conference?"**

Ask the offender/s to respond.

At this point, the participants discuss what should be in the final agreement. Solicit comments from participants.

It is important that you ask the offender/s to respond to each suggestion before the group moves to the next suggestion, asking **"What do you think about that?"** Then determine that the offender/s agree/s before moving on. Allow for negotiation.

As the agreement develops, clarify each item and make the written document as specific as possible, including details, deadlines and follow-up arrangements.

As you sense that the agreement discussion is drawing to a close, say to the participants:

"Before I prepare the written agreement, I'd like to make sure that I have accurately recorded what has been decided."

Read the items in the agreement aloud and look to the participants for acknowledgment. Make any necessary corrections.

8. Closing the Conference

"Before I formally close this conference, I would like to provide everyone with a final opportunity to speak. Is there anything anyone wants to say?"

Allow for participants to respond and when they are done, say:
"Thank you for your contributions in dealing with this difficult matter. Congratulations on the way you have worked through the issues. Please help yourselves to some refreshments while I prepare the agreement."

Allow participants ample time to have refreshments and interact. The informal period after the formal conference is very important.

Restorative Circle/Conference Agreement Form

The restorative circle or conference agreement is a critical part of any circle or conference involving a serious incident. The agreement must be agreed to by all parties involved, and it is strongly recommended that facilitators ensure that the plan is agreed to in writing and signed off upon by all relevant parties. A sample of a restorative circle/conference agreement form has been included on the following pages.

Restorative Circle/Conference Agreement Form
(To be filled out during each circle/conference as agreement is reached)

Background Information	Date: Participants (name, grade):
Incident or Concern	
Agreement Details	How the harm will be repaired: How the harm will be avoided in the future: How the person who did the harm will give back to the community: What support will be given to the person who was harmed:

Monitoring Plan	<u>Tasks (include final check-in as last task) By Who? By When?</u>
Additional Notes	
Signatures	I have read the above agreement and understand and agree to all of the terms. I intend to fulfil any obligations detailed above for which I am responsible. _____ Signature of Person who did the Harm and Signature of Person Harmed _____ Signature of Circle/Conference Facilitator and Signature of Other Participant _____ Signatures of Other Participants

Restorative Practices Assessment Tool

In 2013, Erik Bandzak, Coordinator of Prevention and Intervention for City Schools began an initiative to train and support Baltimore City schools in Restorative Practices (RP). After learning that there were no known tools to monitor progress and fidelity in implementing RP, he worked with the International Institute of Restorative Practices (IIRP) to create a Restorative Practices Assessment Tool. The tool was designed in 2014, and was first tested during the 2014-2015 school year. Significant revisions were made after its initial pilot, and the tool was again utilized during the 2015-2016 school year. Further redesign of the tool has been paused so that a year over year analysis of the data collected can be conducted.

The Assessment Tool captures baseline data regarding a given school's stage of implementation in the fall of a given school year. This baseline data is used to create school-specific RP implementation plans and plans of support. The Assessment Tool is used again in the spring of the same school year to analyze progress made from the time the baseline data was collected.

How to complete the Restorative Practices Assessment

Step 1. Reach out to the Principal and coordinate scheduling and availability for staff. Send a copy of the assessment (Not the rubric document with scores) to the Principal so they know what to expect. Suggest to the Principal that if they can schedule each section it can help to ensure staff availability to minimize disruption.

Helpful Tips:

- Provide dates of your availability (try to give 2 or 3 options)
- Remember to include point of contact for Restorative Practices if not Principal
- Allow 2 to 3 hours to complete assessment
- Remind administrator you will need access to students and staff (5 to 10 minutes per section per person)
- You will need to observe a circle
- Should have products gathered and ready to present

Step 2. Do the assessment

Helpful Tips:

- Remember that this tool does not have to be completed in any particular sequence, but it would be best practice to Complete Section 1: Administrator first (although not essential)
- Stick to the tool and ask questions objectively, recording their responses with minimal prompting. There are no "Wrong" answers.
- When interviewing teachers and students remind them that all responses are anonymous, so there will not be any retribution for negative perceptions.

Step 3. Send a follow up email to the administrator with the results of the assessment. Try to arrange a face to face sit down to discuss the outcomes and next steps. For example: If you did the Fall Assessment identify areas of opportunity for growth, use this data to inform an action plan to improve the school's framework. If it is the Spring Assessment, it is making a determination about what works well and what has not trended positively. Attempt to strategize early Fall roll out to address any shortcomings.

Restorative Practice School-Wide Implementation & Effectiveness Rubric

PURPOSE:

This rubric is meant to accompany the RP School-Wide Assessment (RPSW-A) to:
- Facilitate scoring of interviews and observations and
- Provide school administrators, SST/504 Coordinators, PBIS Chairs, and Climate Specialists with data and feedback regarding implementation and effectiveness of the RP model following the Assessment.

METHOD:

The Assessment is to be conducted and scored by a RP qualified assessor. After gathering assessment information from all sources, the assessor will score and summarize the data and deliver feedback to the school team (Administrators, SST/504 Coordinators, PBIS Chairs, and Climate Specialists) to identify strengths and support need identification and planning.

DATA GATHERING:

(The items below should be gathered from administrators and staff.)
- Administrator Interview
- 10 Staff interviews
- 10 Student interviews
- Circle observation
- School community observation
- Schedule of Collaborative Community Development sessions (CCD's) and supporting document (e.g., meeting minutes, CCD pacing guide)
- Lesson plans demonstrating implementation/instruction regarding Core Components
- Record of circles held (circle logs)
- Climate report/office referrals
- Other (e.g., log of positive phone calls home)

Contact Information	School Contact	Assessor Contact
Name		
Position		
Email		
Phone #		

PART I: Principal/Administrator Interview

Item Ask Principals to rate themselves on the items below using the scale to the right.	Ineffective /Not Evident (0 Points)	Developing (1 Point)	Effective (2Points)	Highly Effective (3 Points)
1) Do you model desired behaviors through the use of:				
a) Affective Statements				
b) Restorative Questions				
c) Staff Circles				
d) Fair Process				
i. Engagement – involve individuals that are affected				
ii. Explanation – explain why decisions are made				
iii. Expectation Clarity – clearly state rules so they and penalties for failure are understood				
2) Which of the 11 Core Components do you incorporate into your routine? Which of the Core Components are you most comfortable with (interviewer circle those items)?				
a) Use Affective Statements				
b) Ask Restorative Questions				
c) Hold Small Impromptu Conference				
d) Implement Proactive Circles				
e) Facilitate Responsive Circles				
f) Hold Restorative Conferences when needed				
g) Adhere to Fair Process				
h) Separate the deed from the doer/welcome the offender back to the community (Re-integrative Management of Shame)				
i) Utilize Restorative Approach with Families				
j) Stay in the "With Box" (Fundamental Hypothesis)				
3) Are you using Circles routinely? (How often do you use Circles? _____)				
4) Does your staff use proactive circles at least once a week?				
5) Do teachers complete the Circle Log each time they use a Circle? (Percent completing log_____)				
6) Does your Guiding Team meet at least monthly to review progress? (How often do they meet? _____)				

7) Do your Collaborative Community Development sessions (CCD's) meet regularly? (How often do they meet? _____)				
8) Do you review the CCD meeting minutes form monthly? (How often do you review? _____)				

9) How does staff participate in the implementation process? (e.g., Fair Process)

10) How is your staff supported to improve their restorative practices? (e.g., training, one-to-one consultation/conferencing)

11) How do you monitor & document implementer fidelity? (e.g., Circle Log, observation)

12) How do you monitor & document student progress? (e.g., office referrals, attendance)

13) How do you monitor climate improvements? (e.g., teacher attendance, turnover, parent complaints, bullying complaints)

14) How do Restorative Practices benefit your students, families, classrooms, staff & overall climate?

Total of scores for items 1-8 = _____

(Sum of points for the following items: 1a, 1b, 1c, 1di, 1dii, 1diii, 2a-j, 3, 4, 5, 6, 7, 8)

Scoring: (Indicates principal's perception of level of implementation of critical factors, procedures and effectiveness)

49 to 69 points – effective to highly effective implementation

23 to 48 points – developing stage of implementation

0 to 22 points – ineffective or not implemented

*Performance Level	Quality Standard
Ineffective/Not in Effect	Not a practice or system that has been adopted and/or implemented or the level of adoption/implementation has not improved effectiveness
Developing	Practice or system is emerging at the school, but has not been at a level that has increased effectiveness or can't determine level of effectiveness
Effective	Practice or system has been adopted at the school, is implemented and is improving effectiveness
Highly Effective	Practice or system has been fully adopted, is implemented at a level that has a strong significant impact on effectiveness

PART II: Staff Interview

Item Ask Staff to rate the items below using the scale to the right.	Ineffective/Not Evident (0 Points)	Developing (1 Point)	Effective (2Points)	Highly Effective (3 Points)
1) Do you use Affective Statements throughout the day?				
2) Do you use Circles consistently (at least twice weekly)?				
3) Does your administration use Circles with staff?				
4) Do students have a chance to hear about how their actions affect others?				
5) Does the administration lead in a restorative manner?				
6) Do you believe the school is orderly and well-managed?				
7) After misbehaving, are students provided a meaningful chance to help make things right?				
8) Do you think students believe their voices matter?				
9) Do staff members interact with students respectfully?				

10) What are you doing differently as a result of implementing a restorative approach?
11) How has this practice benefitted you and your class?

Total of scores for items 1-9 = _____

Scoring: (Indicates staff member's perception of level of implementation and effectiveness)

18 to 27 points – effective to highly effective implementation and effectiveness

9 to 17 points – developing stage of implementation and effectiveness

0 to 8 points – ineffective or not implemented

*Performance Level	Quality Standard
Ineffective/Not in Effect	Not a practice or system that has been adopted and/or implemented or the level of adoption/implementation has not improved effectiveness
Developing	Practice or system is emerging at the school, but has not been at a level that has increased effectiveness or can't determine level of effectiveness
Effective	Practice or system has been adopted at the school, is implemented and is improving effectiveness
Highly Effective	Practice or system has been fully adopted, is implemented at a level that has a strong significant impact on effectiveness

PART III: Student Interview

Item Ask Students to rate the items below using the scale to the right. You may need to explain some items or the ratings.	Never/Not at All (0 Points)	Sometimes (1 Point)	Often/A Lot (2Points)	It always happens (3 Points)
1) Do you feel welcome and like you belong at this school?				
2) Do your teachers listen to you when you express your opinion?				
3) Do your teachers care about your feelings?				
4) Do you get to ask your teachers questions about the reason things				

are being done?				
5) Do you have class Circles at least twice a week?				
6) How does your class seem different since you started having class Circles?				

Total of item scores for 1-5 = _____

Scoring: (Indicates student's perception of level of implementation and effectiveness)

10 to 15 points – effective to highly effective implementation and effectiveness

5 to 9 points – developing stage of implementation and effectiveness

0 to 5 – ineffective or not implemented

*Performance Level	Quality Standard
Never/Not at All	Not a practice or system that has been adopted and/or implemented or the level of adoption/implementation has not improved effectiveness
Sometimes	Practice or system is emerging at the school, but has not been at a level that has increased effectiveness or can't determine level of effectiveness
Often/A Lot	Practice or system has been adopted at the school, is implemented and is improving effectiveness
It always Happens	Practice or system has been fully adopted, is implemented at a level that has a strong significant impact on effectiveness

PART IV: Circle Observation

Item	Observed (1 Point)	Not Observed (0 Points)	Comments
1) Did the students transition into the circle in an orderly manner?			
2) Was a circle formed? Students sitting? _____ Students standing? _____			
3) Did the teacher sit in the circle?			
4) Did the teacher explain the purpose of the circle?			
5) Did the teacher review or teach the circle guidelines?			
6) Was a "talking piece" used in the circle?			
7) Did the teacher share their own thoughts or feelings regarding the circle topic or question?			
8) Did the teacher use strategies for students who were resistant or avoidant?			
9) Were the questions posed relevant to the needs of the community?			
10) Were the students engaged in the questions?			
11) Were there at least 2 circle "go arounds"?			

Total of item scores for 1-11 = _____

Scoring: (Indicates level of implementation of Circles)

9 to 11 points – effective to highly effective implementation

7 to 8 points – developing stage of implementation

6 or fewer points – ineffective or not implemented

PART V: Observation

Core Component	Item (If observed, provide examples in the Comments section)	Observed (1 Point)	Not Observed (0 Points)	No Opportunity to Observe	Comments
Restorative Approach with Families	1) Visitors are greeted by staff, provided with a visitor's pass and directed to the appropriate location upon entering the building.				
Fair Process	2) Students are being respectful to one another and to staff members.				
Restorative Staff Community	3) Staff members are being respectful to students and to one another.				
Fair Process	4) The hallways and/or classrooms include current examples of student work, accolades, or recognition, as well as expectations of student behavior.				
Fundamental Hypothesis	5) The classrooms are orderly and well-managed environments (i.e., the teacher is engaging with students and students are responding positively).				
Fundamental Hypothesis	6) Support staff, teachers and administrators are visible and engaging with students during transitions and at other times in the day.				

PART VI: Assessor Comments

Template for Assessment Feedback

SCHOOL:_____   **DATE:**_____

ASSESSOR:_____

Feature	Score/Trend	Comments/ Recommendations
Principal Interview		
Staff Interview		
Student Interview		
Circle Observation		
School Observation		

Restorative Practices Staff Survey

Restorative Practices is all about building relationships and holding students accountable by doing things with them, rather than to them, or for them, or not at all. "Human beings change behavior based on bonds they form with others."

Question	Yes (always)	NO	Sometimes
I understand key premises underlying Restorative Practices			
I understand and feel comfortable using Affective ("I feel") Statements			
I understand and feel comfortable using Restorative Questions			
I understand and am comfortable having a restorative dialogue/impromptu conference with students when an incident occurs			
I am comfortable facilitating proactive (e.g., community-building) circles			
I am comfortable facilitating responsive circles for classroom concerns			
I have tried using proactive circles			
I have tried using responsive circles			
I connect PBIS and Restorative Practices by using the PBIS language (e.g., respect)			
I welcome offenders back into the community			
I am familiar with Restorative Practices Formal Conferences			
I have participated in a Restorative Practices Formal Conference			

Staff Name: _____

Title: _____

Grade: _____

Restorative Practice Questions Poster/Handout

RESTORATIVE PRACTICE QUESTIONS

To Respond To Challenging Behavior

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To Help Those Harmed By Other's Actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Baltimore City Public Schools
Restorative Practices