



Restorative Practices in Schools Implementation Checklist

The purpose of this document is to provide school staff with checklists for practice implementation and school teams with a school-level measure of perceived implementation. Completion of the measure should be used in conjunction with outcome and progress data and culminate in an action plan to improve fidelity of implementation.

A.	SYSTEMS	In Place	Partially In Place	Not In Place	Data source	Driver/leader
1.	There is documentation that a majority of staff (80%+) agree to adopt and implement Restorative Practices.					
2.	District discipline policy includes administrative and teacher use of restorative practices / restorative justice for both community building and response to problem behaviors.					
3.	School disciplinary policy describes process for classroom incidents in which the student is not responsive to the Restorative Conversation.					
4.	School has clear definitions for behaviors that interfere with academic and social success.					
5.	School / district has a restorative practices leader who works with both school and district teams.					
6.	All teachers, support staff and administrators receive ongoing professional development in use of restorative practices.					
8.	Written orientation information on RP is available for all volunteers, substitute teachers, and guest teachers who will be interacting with students.					
9.	School staff have agreed upon, and documented, which classroom behaviors are managed through classroom-based RP strategies and which behaviors are office managed, including when a behavior requires a Restorative Conference versus Restorative Questions.					

10.	School staff have agreed upon, and document, which types and severity of behavioral incidents will be addressed by the teacher alone in the classroom, and which behavioral incidents require co-facilitation of circle.					
11.	Office discipline referral includes option for “restorative practices” as a consequence / administrative decision.					
12.	Process has been defined for follow up meetings to Restorative Conferencing.					
13.	Process has been defined for organizing use of a peace room, a place other than the office or classroom to hold circles including (a) physical space, (b) staffing, and (c) invitation to attend.					
14.	Process has been defined for organizing use of Peer Conferencing that includes (a) a policy for when peer conferencing can be held, (b) physical space, (c) staffing, (d) invitation to attend.					
15.	District plan for RP implementation includes alignment of RP core features to SWPBIS /MTSS-B/ RTI framework. (EX: aligning SW expectations to classroom guidelines, teaching SW expectations within circle, etc.)					
16.	District plan for RP implementation includes planning for capacity building and sustainability.					

B.	DATA	In Place	Partially In Place	Not In Place	Data Source	Driver/Leader
1.	School staff and admin agree on process for documenting Restorative Practices, including teacher responsibilities.					
2.	School team(s) assess fidelity of RP at least once per quarter.					
3.	School team(s) review outcome data (ODRs, OSS, attendance, RP surveys, climate surveys, etc.) at least once per quarter.					
4.	School team(s) share RP fidelity and outcome data with school staff at least monthly.					
5.	School team(s) use fidelity and outcome data to create and update a yearly action plan for implementation and refinement of RP.					
6.	School team assesses SWPBIS/ MTSS-B/ RtI framework annually.					

C.	CIRCLES	In Place	Partially In Place	Not In Place	Data Source	Driver/Leader
1.	Circles are used both in classroom and non-classroom settings					
2.	Circles are used for community building / welcoming					
3.	Circles are used for restoring or repairing harm.					
4.	Purpose of circle is clearly stated before the circle begins					
5.	Restorative circles, or other circles to repair harm, are co-facilitated by a trained staff person, administrator or other person as agreed upon by staff.					
6.	Students have contributed to establishment of circle values					
7.	Circle keeper is identified for each circle event (can be staff or student)					
8.	Circle keeper consistently states circle guidelines					
9.	Circle keeper initiates dialogue using a talking piece					
10.	Circle keeper provides the opportunity for all participants to speak in turn					
11.	Circle guidelines have been aligned to SW Expectations.					

D.	RESTORATIVE CONVERSATIONS / CONFERENCING	In Place	Partially In Place	Not In Place	Data Source	Driver/ Leader
1.	School staff use informal Restorative <u>Conversations</u> in response to a behavioral infraction as agreed.					
2.	School staff use formal Restorative <u>Conferences</u> in response to a behavioral infraction as agreed.					
3.	School staff facilitate Restorative Conversations with whole class, small groups, and / or individual students.					
4.	School staff use the following questions, directed toward the <i>student who had the infraction</i> during Restorative Conversations / Conferences: 1. What happened? 2. What were you thinking of at the time? 3. What have you thought about since? 4. Who has been affected by what you have done? 5. In what way have they been affected? 6. What do you think you need to do to make things right?					
5.	School staff use the following questions, directed toward the <i>student(s) who was affected</i> during Restorative Conferences: 1. What did you think when you realized what had happened? 2. What impact has this incident had on you and others? 3. What has been the hardest thing for you? 4. What do you think needs to happen to make things right?					
6.	Follow Up meetings for Restorative Conferences happen within 1 week and include all relevant individuals 1. Person(s) affected 2. Person who harmed 3. Teacher and / or administrator 4. Advocate / support person for each the person affected and person who harmed 5. Advocates / support persons were selected by the person affected and the person who harmed					
7.	Follow up meetings includes all participants to make sure agreement had been followed and to discuss anything else that has come up since initial conference.					

8.	<p>Conferencing agreements includes consequences that are:</p> <ol style="list-style-type: none"> 1. Logically linked to infraction of classroom / school guidelines, 2. Are determined by consensus, and 3. Include activities to repair harm. 					
9.	<p>Conferencing agreements include measurable descriptions of:</p> <ol style="list-style-type: none"> 1. How the harm will be repaired, 2. How the harm will be avoided in the future, 3. How the person who did the harm will give back to the community, (d) Specific supports for the person who was affected, 4. Specific supports for the person who did the harm 5. Timeline for completion of responsibilities, including additional follow up meetings 					
10.	<p>School staff document Restorative Questions and / or Conferences as agreed upon / policy.</p>					

Using the Restorative Practices Implementation Checklist to Identify items that are Not in Place and Partially In Place. The Administration and school team should assist in prioritizing action steps for both short-term and long-term planning.

PRIORITY ITEM	ACTION STEP	WHO	BY WHEN	STATUS