

Restorative Justice Practices TFI Companion Guide (v1.4)



Developed by Portland Public Schools, Department of Climate and Discipline, with Resolutions Northwest, 2016

Introduction and Purpose

The purpose of the Restorative Justice Practices Companion Guide is to guide school teams who are implementing restorative justice practices as part of their school climate.

I've heard of Restorative Justice. Is it different from Restorative Practices?

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities.

In a school community the philosophy and practice shift the punitive nature of discipline towards a relational and community response to hold us accountable for behaviors that create harm in supportive and inclusive ways. But first, we have to build a strong community, filled with authentic and real relationships between students, staff, parents, and caregivers.

The philosophy and practices are ancient and have lived and continue to live in indigenous communities around the world. They have informed how these practices have been adopted in the criminal justice, school & workplace contexts.

What Are Restorative Practices?¹

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values.

Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future.

Restorative practices also represent a mindset that can help guide adult and youth behavior and relationship management in schools, not another program. They are not intended to replace current initiatives and evidence-based programs like Positive Behavior Interventions and Supports (PBIS) or social and emotional learning models that assist in building a foundation and culture of caring. Programs and initiatives like PBIS complement restorative practices. Restorative practices work when they are implemented school wide and integrated into the fabric of the school community. When the whole school is infused with restorative strategies, it becomes easier to address issues faster and respond in a thoughtful way because the caring and supportive culture is already present.

1. *NEA/AFT Restorative Practices Workgroup*; Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, 2014

Tier I: Universal SWPBIS Features

This section describes the features of tier 1 restorative practices which are foundational to developing targeted and intensive practices.

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
RJ Committee	<p>1A. Restorative Justice Committee Composition (Aligns with TFI feature 1.1)</p> <p>The tier I climate team has designated members who are to trained to coordinate and deliver professional development in Restorative Justice Practices and are charged with developing systems for effective implementation.</p> <p><i>Training Component: Intro to RJ for Teams (2 days)</i></p>	<ul style="list-style-type: none"> School organizational chart School climate handbook Climate team meeting minutes RJ committee meeting minutes 	<p>0= RJ committee does not exist or does not include members who have been trained in restorative practices</p> <p>1= RJ committee exists, but not all members have been trained in restorative practices</p> <p>2= All committee members are trained in restorative practices. Committee includes a member with dedicated FTE to lead RJ work. (e.g. Restorative Justice Specialist, SMS, Dean, School Climate Specialist)</p>
	<p>1B. Restorative Justice Values & Philosophy (Aligns with TFI features 1.3, 1.7, 1.10, 1.11)</p> <p>RJ Committee has knowledge of the values and philosophy of restorative justice, and can lead and teach practices.</p> <p><i>Training Component: Intro to RJ for Teams (2 days)</i></p> <p>RJ committee provides school staff training on RJ values, philosophy and practices to all stakeholders: staff (certified and classified), students and families.</p> <p><i>Training Component: Restorative Justice Values & Philosophy</i></p>	<ul style="list-style-type: none"> School PD calendar School climate handbook Student handbook 	<p>0= Not all RJ committee members have attended Intro to RJ training</p> <p>1= RJ committee has attended full Intro to RJ training. Committee has delivered less than one hour of training and not to all stakeholders.</p> <p>2= RJ committee has delivered more than one hour of training to all stakeholders</p>
Implementation of RJ Practices	<p>1C. Classroom Circles (Aligns with TFI features 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11)</p> <p>Classroom circles are used for community building, reinforcing schoolwide values, developing and teaching classroom expectations, and engagement with curriculum. There is a defined process for teachers to receive training, coaching and feedback. Administration supports the implementation of classroom circles by: (a) providing professional development, (b) establishing an expected frequency, (c) ensuring coaching and feedback opportunities.</p> <p><i>Training Component: Community Building Circles for Classroom Teachers & integrated into Creating Classroom Community with Classroom Management</i></p>	<ul style="list-style-type: none"> Documented process for teachers to access coaching support School climate handbook Teacher lesson plans Teacher survey School PD calendar 	<p>0= <80% of teachers have been trained. Classroom circles are not implemented or are informal</p> <p>1= 80% teachers have been trained in classroom circles for community building, expectations, and curriculum. There is no defined process for teachers to receive coaching, feedback and support.</p> <p>2= 80% of teachers are regularly using classroom circles for community building, expectations, and curriculum at the the expected frequency. Teachers receive coaching, feedback and support according to the defined process</p>

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation of RJ Practices	1D. Restorative Chats <i>(Aligns with TFI features 1.3, 1.4, 1.5, 1.6, 1.8, 1.9)</i> All staff, classified and certified, understand and are skilled in brief 1:1 restorative chats, which can include gathering information, facilitating reflection, building empathy and relationship, and encouraging accountability.	<ul style="list-style-type: none"> Restorative process flowchart School climate handbook School discipline plan 	0= No staff training for restorative chats 1= Less than 50% of school staff, certified and classified, are trained and familiar basic elements of restorative chats, but are not utilized consistently 2= 80% of school staff, certified and classified, are trained and familiar with the elements of restorative chats and are utilized consistently across all areas of the school
	<i>Training Component: Restorative Chats</i>		

Tier II: Targeted Restorative Justice Practices

This section describes targeted restorative justice practices that develop skills to implement as a response to harm. These practices are focused on small group interventions to rebuild relationships and community.

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation of RJ Practices	2A. Restorative Inquiry <i>(Aligns with TFI features 1.6, 2.3-2.11)</i> Staff who respond to situations or incidents are skilled in 1:1 conversations to gather information, facilitate reflection, build empathy, or prepare for a restorative meeting/conference. There is a defined procedure that outlines process, roles & responsibilities, documentation, communication, and flow with respect to classroom and disciplinary usage.	<ul style="list-style-type: none"> Restorative process flowchart School climate handbook School discipline plan 	0= No training or designated staff for restorative inquiry 1= Designated and skilled staff, but no process or structure to case build and facilitate restorative meetings. May be over-utilized for crisis management 2= Designated, skilled staff whose responsibilities and schedule has flexibility to case build and facilitate restorative inquiry.
	<i>Training Component: Restorative Inquiry Series</i>		
Implementation of RJ Practices	2B. Restorative Circles <i>(Aligns with TFI features 1.6, 2.3-2.11)</i> The school has a defined structure and designated staff who are skilled in case building and leading circle activities, (e.g. problem solving, healing, accountability circles), that respond to situations or incidents that have caused stress or harm to staff, students and/or families.	<ul style="list-style-type: none"> Restorative process flowchart School climate handbook School discipline plan 	0= No training or designated staff for restorative circles 1= Designated and skilled staff, but no process or structure to case build and facilitate restorative circles. May be over-utilized for crisis management 2= Designated, skilled staff whose responsibilities and schedule has flexibility to case build and facilitate restorative circles. Defined process and structure for staff and stakeholders to access restorative circles
	<i>Training Component: Advanced Circle Training</i>		

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation of RJ Practices	<p>2C. Restorative Peer Mediation (Aligns with TFI features 1.6, 1.11, 2.3-2.11) Designated staff to develop a restorative peer mediation program. Trains and leads Youth Restorative Practices team to mediate peer-to-peer conflict. There is a structure to request peer mediation, scheduled mediation times and mediators, ongoing skill development, outreach to ensure student body involvement and commitment.</p> <p><i>Training Component: TBD</i></p>	<ul style="list-style-type: none"> • School climate handbook • Student handbook • Youth RP team meeting notes 	<p>0= No Youth RP team or team has not been fully trained in peer mediation 1= Designated staff are identified. Youth RP team has been trained but there are no program structures in place 2= Youth RP team is trained in peer mediation, has capacity to facilitate, has defined roles, and program structure is in place</p>
	<p>2D Restorative Meetings (Aligns with TFI features 1.6, 2.3-2.11) Staff who respond to situations or incidents are skilled in facilitating small group restorative meetings responding to harm or conflict between staff, students and/or families.</p> <p><i>Training Component: Restorative Meeting Facilitation</i></p>	<ul style="list-style-type: none"> • School climate handbook • Student handbook • Youth RP team meeting notes 	<p>0= No training or designated staff for restorative meetings 1= Designated and skilled staff, but no process or structure to case build and facilitate restorative meetings. May be over-utilized for crisis management 2= Designated, skilled staff whose responsibilities and schedule has flexibility to case build and facilitate restorative meetings.</p>
	<p>2E Restorative Community Service (Aligns with TFI features 1.6, 1.11, 2.3-2.11) Restorative community service provides natural and logical activities to repair harm, while fostering relationships, mentorship, and positive connection to the school community. Youth and family input to determine potential menu of community service projects.</p> <p><i>Training Component: TDB</i></p>	<ul style="list-style-type: none"> • School climate handbook 	<p>0= No restorative community service options or adult support 1= Only one or two adults support restorative community service. Limited community service activities that may not be culturally responsive 2= Restorative community service activities are developed with youth and family input, and are meaningful, culturally mindful, and natural activities. Schools could draw from a menu of Restorative Community Service projects. Multiple adults engage in supporting students in restorative community service</p>

Tier III: Intensive Restorative Justice Practices

This section describes individualized restorative justice practices that develop skills to implement as a response to harm. These practices are focused on more individualized interventions to rebuild relationships and community.

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation of RJ Practices	<p>3A Restorative Conferencing Designated staff are skilled in case building and facilitate restorative conferences which bring together those impacted by an incident. Defined criteria for engaging in restorative conferencing. A process to create a restorative conference agreement with clear designation of support and responsibilities.</p> <p><i>Training Component: Restorative Group Conferencing: "A How To"</i></p>	<ul style="list-style-type: none"> Restorative process flowchart School climate handbook School discipline plan 	<p>0= No designated staff, defined criteria or process in place 1= Designated staff are trained, but no defined criteria or process in place 2= Designated staff are trained and skilled in facilitation. School has criteria for when to engage in restorative process.</p>

Tier I RJ Practices Implementation Action Plan

1A. RJ Committee Composition			
The tier I climate team has designated members who are to be trained to lead RJ work by coordinating and delivering professional development in Restorative Justice Practices and are charged with developing systems for effective implementation. PD for: Designated committee members attend 2 day Intro to RJ Training			
Score	Who is on committee? <ul style="list-style-type: none"> • • 	Who will coordinate and deliver PD? Who will develop systems? <ul style="list-style-type: none"> • • 	When? <ul style="list-style-type: none"> • •
1B. Restorative Justice Values & Philosophy			
RJ committee provides school staff training (>1 hour) on RJ values, philosophy and practices to all stakeholders: staff (certified and classified), students and families. PD for: Teachers, Classified Staff, Students, Families			
Score	Who will facilitate trainings? <ul style="list-style-type: none"> • • • 	Who is the target audience for each training? <ul style="list-style-type: none"> • • • 	When will the trainings occur? <ul style="list-style-type: none"> • • •
1C. Classroom Circles			
Classroom teachers receive a 2-hour training “Community Building for Classroom Teachers”. There is a defined process for teachers to receive training, coaching and feedback. Administration supports the implementation of classroom circles by: (a) providing professional development, (b) establishing an expected frequency, (c) ensuring coaching and feedback opportunities. PD for: Teachers			
Score	Who is responsible developing a process for teachers to receive training, coaching & feedback? <ul style="list-style-type: none"> • Who will facilitate the training? <ul style="list-style-type: none"> • How will classroom circles be implemented? (scheduled times, topics, scope & sequence) <ul style="list-style-type: none"> • • 	When will the trainings occur? <ul style="list-style-type: none"> • • 	

	<p>How will we monitor the frequency of classroom circles?</p> <ul style="list-style-type: none"> • • <p>How will staff be supported with coaching?</p> <ul style="list-style-type: none"> • • • <p>How will we measure the fidelity of implementation?</p> <ul style="list-style-type: none"> • • • <p>How will we determine the impact on community building?</p> <ul style="list-style-type: none"> • • • 	
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1D. Restorative Chats

All staff, classified and certified, receive a 60-90 minute training to understand and develop skills in brief 1:1 restorative chats. **PD for: Teachers, Classified Staff**

Score	<p>Who will facilitate the training?</p> <ul style="list-style-type: none"> • • 	<p>When?</p> <ul style="list-style-type: none"> •
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