

**RP in SWPBIS Fidelity Checklist
Restorative Practices Implementation Checklist,**

The purpose of this document is to provide (a) school staff with checklists for practice implementation, (b) school team with a school-level measure of perceived implementation (c) Restorative coach with an observation tool to assess level and accuracy of use amongst school staff. Data source column should be completed in conjunction with outcome and progress data and culminate in an action plan to improve fidelity of implementation.

A.	SYSTEMS	DATA SOURCE	0	1	2
			Not in Place	Partially in Place	In Place
1.	There is documentation that a majority of staff (80%+) agree to adopt and implement Restorative Practices.	<ul style="list-style-type: none"> • Interviews • Surveys • Staff meeting voting 			
2.	District School discipline policy includes administrative and teacher use of restorative practices / restorative justice for both community building and response to problem behaviors.	<ul style="list-style-type: none"> • Student / teacher handbook • Discipline flow chart 			
3.	School has clear definitions for behaviors that interfere with academic and social success.	<ul style="list-style-type: none"> • Student / teacher handbook • Discipline flow chart 			
4.	School has a behavior flow chart that identifies strategies, including restorative practices that teachers should use to prevent and redirect problem behavior.	<ul style="list-style-type: none"> • Discipline flow chart 			
5.	School has a PBIS team member who has been formally trained as a trainer of trainers in restorative practices and regularly participates in school team meetings.	<ul style="list-style-type: none"> • Team meeting log • School policy 			
6.	All teachers, support staff and administrators receive ongoing professional development in use of restorative practices.	<ul style="list-style-type: none"> • PD calendar • Staff meeting agendas 			

7.	Students have been taught the restorative practices in place within the school, including teacher and student responsibilities and follow up activities.	<ul style="list-style-type: none"> • Lesson schedule • Worksheets / Lesson materials • Student work 			
8.	Process clearly documents on the role students play in facilitating proactive, community building RP practices.	<ul style="list-style-type: none"> • Lesson schedule • Worksheets / Lesson materials • School policy 			
9.	Written orientation information on RP is available for all volunteers, substitute teachers, and guest teachers who will be interacting with students.	<ul style="list-style-type: none"> • Teacher handbook • PBIS / RP materials • Substitute teacher documents 			
10.	School staff have agreed up, and document, which classroom behaviors are managed through classroom-based RP strategies and which behaviors are office managed.	<ul style="list-style-type: none"> • Teacher handbook • Staff meeting minutes 			
11.	School staff have agreed upon, and documented, the restorative options for redirecting and re-teaching social behaviors.	<ul style="list-style-type: none"> • Teacher handbook • Discipline flow chart • Office Discipline referral 			
12.	Office discipline referral includes option for “restorative practices” as a consequence / administrative decision.	<ul style="list-style-type: none"> • Office Discipline referral • Teacher handbook 			
13.	Process has been defined for follow up meetings to Restorative Conferencing.	<ul style="list-style-type: none"> • Teacher handbook • RC fidelity check list 			
14.	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.	<ul style="list-style-type: none"> • Teacher handbook • Student handbook • Posted expectations • Substitute teacher handout 			
15.	School plan for RP installation includes alignment of RP core features to SWPBIS /MTSS-B/ RTI framework. (EX: SW Expectations and acknowledgements include relationships focus, teaching SW expectations within circle, etc.)	<ul style="list-style-type: none"> • District improvement plan • PD schedule • Org. flowchart 			

16.	District plan for RP installation includes planning for capacity building and sustainability.	<ul style="list-style-type: none"> District improvement plan 			
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B.	DATA	Data Source	0	1	2
			Not in Place	Partially in Place	In Place
1.	School staff and admin agree on process for documenting Restorative Practices, including teacher responsibilities.	<ul style="list-style-type: none"> Teacher handbook Office Discipline Referral SW intervention data Tier 1, 2, and 3 meeting minutes 			
2.	School team(s) assesses fidelity of RP strategies, and classroom management strategies, by school staff at least once per quarter.	<ul style="list-style-type: none"> Team meeting minutes SW discipline data SW intervention data Classroom/ self-assessment data 			
3.	School team(s) review multiple sources of student outcome data (ODRs, OSS, attendance, RP surveys, climate surveys, etc.) at least once per quarter, and have identified the data they intend to impact through RP implementation.	<ul style="list-style-type: none"> Team meeting minutes SW discipline data Attendance data Climate surveys 			
4.	School team(s) share RP fidelity and outcome data with school staff at least monthly.	<ul style="list-style-type: none"> Team meeting minutes Staff meeting minutes 			
5.	School team(s) use fidelity and outcome data to create and update a yearly action plan for implementation and refinement of RP.	<ul style="list-style-type: none"> Annual action plan Updates to action plan in team meeting minutes 			
6.	School team assesses SWPBIS/ MTSS-B/ RtI framework annually.	<ul style="list-style-type: none"> Fidelity scores: TFI, SET, BoQ, SIR, etc. 			

C.	CIRCLES	Data Source	0	1	2
			Not in Place	Partially in Place	In Place
1.	Staff has received Professional Development on how to facilitate a circle.	<ul style="list-style-type: none"> • PD schedule • Staff meeting agenda 			
2.	Circles are used both in classroom and non-classroom settings	<ul style="list-style-type: none"> • Circles schedule • Classroom obs. 			
3.	Proactive Circles are used a minimum of twice per week.	<ul style="list-style-type: none"> • Circles schedule • Classroom obs. 			
4.	There is a process established for students to contribute to establishment of circle values by grade level or classroom.	<ul style="list-style-type: none"> • Teacher handbook • Student handbook • Classroom rules 			
5.	Restorative Circles are used as agreed upon by staff.	<ul style="list-style-type: none"> • Teacher handbook 			
6.	Restorative circles, or other circles to repair harm, are co-facilitated by the RP Coach or administrator as agreed upon by staff.	<ul style="list-style-type: none"> • Teacher handbook • Discipline flowchart 			
7.	When circles are conducted the physical environment is structured as a circle.	<ul style="list-style-type: none"> • Classroom obs. 			
8.	The purpose of the circle was stated before the circle began.	<ul style="list-style-type: none"> • Classroom obs. 			
9.	Circle guidelines were posted, or referenced, and are in alignment with SW expectations.	<ul style="list-style-type: none"> • Classroom obs. 			
10.	A clearly definable "Talking Piece" was utilized.	<ul style="list-style-type: none"> • Classroom obs. 			
11.	Every person was offered the opportunity to share or pass.	<ul style="list-style-type: none"> • Classroom obs. 			
12.	Participants were given the opportunity to talk in turn or pass.	<ul style="list-style-type: none"> • Classroom obs. 			
13.	Students facilitate at least 50% of community building, proactive, or academic circles across the school year.	<ul style="list-style-type: none"> • 			
14.	The circle had a closing routine.	<ul style="list-style-type: none"> • Classroom obs. 			

D.	RESTORATIVE QUESTIONS and CONFERENCING	Data Source	0	1	2
			Not in Place	Partially in Place	In Place
1.	There is documentation that school staff use <i>informal</i> restorative <u>questions</u> in response to a behavioral infraction as agreed.	<ul style="list-style-type: none"> Teacher handbook 			
2.	There is documentation that school staff use <i>formal</i> Restorative <u>Conferences</u> in response to a behavioral infraction as agreed.	<ul style="list-style-type: none"> Teacher handbook Discipline flowchart 			
3.	There is documentation that school staff facilitate Restorative Conversations with whole class, small groups, and / or individual students.	<ul style="list-style-type: none"> Teacher handbook Discipline flowchart Classroom obs. 			
4.	80% of interviewed staff report using informal Restorative Chat.	<ul style="list-style-type: none"> RP Walk through interviews 			
5.	80% of interviewed students report teachers using informal Restorative Chat.	<ul style="list-style-type: none"> RP Walk through interviews 			
6.	80% of interviewed students report using Restorative Questions with peers.	<ul style="list-style-type: none"> RP Walk through interviews 			
7.	Restorative conference automatically triggers a review of academic and social behavior data by Tier 2 and 3 teams.	<ul style="list-style-type: none"> Teacher handbook Team handbook / guidelines 			
8.	Administrative staff, or other staff who are processing the disciplinary infraction, gather and review existing student data on behaviors and <i>consider function</i> for repeated patterns of behavior.	<ul style="list-style-type: none"> Discipline flowchart Office Discipline Referral Tier 1, 2, and 3 team meeting process/ TIPS 			
9.	School staff use the following questions, directed toward the <i>student who had the infraction</i> during Restorative Conversations / Conferences: 1. What happened?	<ul style="list-style-type: none"> Student handbook Teacher handbook Peace room expectations 			

	<p>2. What were you thinking of at the time?</p> <p>a. What were you hoping would happen? Get/avoid?</p> <p>3. Who has been affected by what you have done?</p> <p>4. In what way have they been affected?</p> <p>5. What do you think you need to do to make things right?</p> <p>6. How can we help you make it right?</p>	<ul style="list-style-type: none"> • Debrief worksheet 			
10.	<p>School staff use the following questions, directed toward the <i>student(s) who was affected</i> during Restorative Conferences:</p> <p>1. What did you think when you realized what had happened?</p> <p>2. What impact has this incident had on you and others?</p> <p>3. What has been the hardest thing for you?</p> <p>4. What do you think needs to happen to make things right?</p> <p>5. How can we help you make it right?</p>	<ul style="list-style-type: none"> • Student handbook • Teacher handbook • Peace room expectations • Debrief worksheet 			
11.	<p>Follow Up meetings for Restorative Conferences happen within 1 week and include all relevant individuals</p> <p>1. Person(s) affected</p> <p>2. Person who harmed</p> <p>3. Teacher and / or administrator</p> <p>4. Advocate / support person for each the person affected and person who harmed</p> <p>5. Advocates / support persons were selected by the person affected and the person who harmed</p>	<ul style="list-style-type: none"> • Student handbook • Teacher handbook • Peace room expectations • Debrief worksheet 			
12.	<p>Follow up meetings include a) all participants verbally or in writing describing how they can repair the harm, and what they need to happen</p>	<ul style="list-style-type: none"> • Student handbook • Teacher handbook • Peace room 			

	to feel as if the incident has been resolved, and b) what steps the school staff will take to support the plan, and c) any teaching, re-teaching, or interventions that will be put in place for skill building as necessary.	<p>expectations</p> <ul style="list-style-type: none"> • Debrief worksheet 			
13.	<p>Follow up plans 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. 4. Consider function of problem behavior 5. Include opportunities for additional skill development, increased feedback and reinforcement. 6. In alignment with, and/or build on existing Tier 2 or Tier 3 interventions in place in the building. 	<ul style="list-style-type: none"> • Student handbook • Teacher handbook • Peace room expectations • Debrief worksheet • Written follow up plan 			
14.	<p>Follow up action plans 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, 4. Specific supports for the person who was affected, 5. Specific supports for the person who did the harm 6. Timeline for completion of responsibilities, including additional follow up meetings 7. Natural and formal support 8. Relevant progress monitoring data 	<ul style="list-style-type: none"> • Student handbook • Teacher handbook • Peace room expectations • Debrief worksheet • Written follow up plan 			
15.	School staff document Restorative Questions	<ul style="list-style-type: none"> • Student handbook 			

	and/or Conferences as agreed upon / policy.	<ul style="list-style-type: none"> • Teacher handbook • Peace room expectations • Debrief worksheet • Written follow up plan 			
16.	School staff and/or administrators use data on completion rates of action steps for follow up plans to modify/ improve the process.	<ul style="list-style-type: none"> • Follow up data from plans • Tier 1, 2, 3 meeting protocol • Student outcome trackers 			