San Francisco Unified School District

Restorative Practices Whole-School Implementation Guide

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

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SFUSD Restorative Practices

Directly supporting SFUSD Beyond the Talk 2.0 strategic plan, Restorative Practices, (Board Resolution No.96-23A1) contributes to our district commitment in making social justice a reality, engaging high achieving and joyful learners, and keeping our promises to our students and families.

RP Whole School Implementation Guide:

A Step by Step Guide to Planning and Implementation

Purpose of Guide: This Whole-School Implementation Guide is designed to offer a step by step evidence-based approach that ensures an inclusive, comprehensive, successful and sustainable change effort through the implementation of Restorative Practices.

Components of Whole-School Change Model: Incorporated into the step by step process, this whole-school implementation model includes the following critical stages of implementation:

- **Restorative Practices Introduction to Entire School Community**
- **Identifying Need and Preferred Outcomes**
- **Establishing School Site Implementation Team**
- **Collecting School Climate and Discipline Baseline data**
- **Establishing the Foundation for a Welcoming and Safe School Culture**
- **Restorative Practices Professional Development**
- **Systems of Support (Professional Learning Communities)**
- **Progress Checks (measuring outcomes)**
- **Sustainability**

This guide contains the following tools to assist SFUSD School Sites in facilitating thorough planning and implementation:

- Table of Contents
- Step by Step Overview
- Staff Meeting Agendas
- Team Meeting Agendas
- School Climate Reflection tools (surveys and fishbowls)
- Supporting worksheets and documents

SFUSD
Restorative Practices Whole-School Implementation Overview

Main Components of Whole School Implementation:

- Restorative Practices Introduction to entire school community
- Identifying Need and Preferred Outcomes for implementation
- Determining School Site Leaders and Implementation Team
- Collecting base-line data
- Establishing the foundation for a welcoming and safe school culture: RP Circle Series
- RP Professional Development
- RP Systems of Support:
  - Small group PLC meetings
  - Faculty meeting reinforcements- community building circles and check-ins
- Consistent Progress Checks
- Sustainability

Stage 1: **School Site Introduction to RP, Determining Need and Preferred Outcomes**	1. Introduction to Restorative Practices Presentation to entire school community 2. Identify School Implementation Support Team 3. RP Site Leaders and Team attend centralized RP training with SFUSD RP Team (RP Site Leaders attend monthly centralized PLC with other RP Site Leaders from across the district). 4. Determining need and preferred outcomes of whole-school RP implementation 5. Collect baseline school climate and discipline data
Stage 2: **School Site Planning of Whole- School Implementation and Timeline**	Site Leaders and RP Implementation Team, 1. Schedule 3, two hour Restorative Practices Professional Development workshops Workshop 1: Restorative Framework for Practice Workshop 2: Building/Strengthening Community- Affective Statements and Circles Workshop 3: Restorative Dialogue and Impromptu Conferencing- Repairing Harm 2. Identify plan for training yard staff and student families in restorative practices 3. Review RP Circle Series (to establish the foundation for a restorative school climate) and schedule. 4. Develop systems of support (PLC's) for continued RP Professional Development, authentic dialogue, problem solving, and support.

	5. Review school community preferred outcomes and develop/design tools for on-going progress checks.
Stage 3: **Whole-School Implementation**	(The following components of the implementation plan are non-linear and may occur simultaneously) • School community receives RP Professional Development workshops and implementation strategies. • Site RP Team facilitate scripted Circle Series with staff community- to establish strong restorative foundation • School families RP workshops • Restorative Practices infused into already existing structures (ex. staff protocol for conflict resolution) • PLC's for ongoing exploration of RP concepts, problem-solving, celebrations and practice support. • Consistent community building and celebrations • Maintenance and progress checking of site preferred outcomes and implementation process fidelity
Stage 4: **Sustainability**	1. Continued community building/strengthening 2. On-going and consistent progress checks to determine if on track towards achieving preferred outcomes 3. Realignment of school policy with new practice

SFUSD Restorative Practices
Whole School Implementation Guide

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Restorative Practices in SFUSD

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through restorative practices, members of the school community will:

1. have an opportunity to be heard
2. understand the greater impact of one's actions
3. learn to take responsibility
4. repair the harm one's actions may have caused
5. recognize one's role in maintaining a safe school environment
6. build upon and expand on personal relationships in the school community
7. recognize one's role as a positive contributing member of the school community.

Ultimately, people will learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a restorative practice.

"The underlying premise of restorative practices is that people are 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."
(The Restorative Practice Handbook, Costello and Wachtel)

A Response to, and Prevention of Harm

In schools, Restorative Practice/Approaches are multifaceted in nature. Restorative practices include interventions when harm has happened, as well as practices that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community.

Benefits of Restorative Approaches in the School Setting

* A safer, more caring environment.
* A more effective teaching and learning environment.
* A greater commitment by everyone to taking the time to listen to one another.
* A reduction in bullying and other interpersonal conflicts.
* A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults.
*Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
* Reductions in fixed term and permanent suspensions and expulsions.
* A greater confidence in the staff team to deal with challenging situations.

Restorative Paradigm Shift

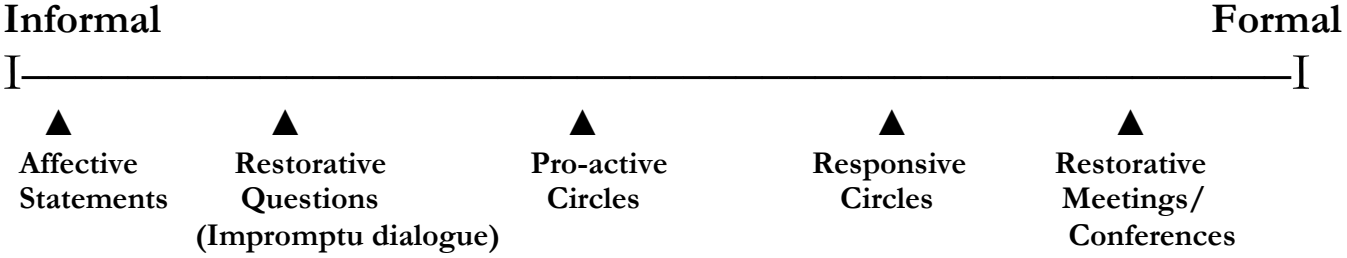
"What's fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There's a shift to: there was harm caused, or there's disagreement or dispute, there's conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It's a different orientation. It is a shift." Cheryl Graves- Community Justice for Youth Institute

Restorative Practices Continuum

Restorative practices range from informal to formal. On a restorative practices continuum, the informal practices include affective statements and questions that communicate peoples' feelings, and allow for reflection on how their behavior has affected others. Impromptu restorative conferences and circles are somewhat more structured, while formal conferences require more elaborate preparation. Moving from left to right on the continuum, as restorative processes become more formal, they involve more people, require more planning and time, and are more structured and complete.

"Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life." (Hanson, 2005)

The core of restorative practices is building and restoring r e l a t i o n s h i p s.



Affective Statements: the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.

Restorative Discussion: A restorative approach to help those harmed by other's actions, as well as responding to challenging behavior consists in asking key questions:

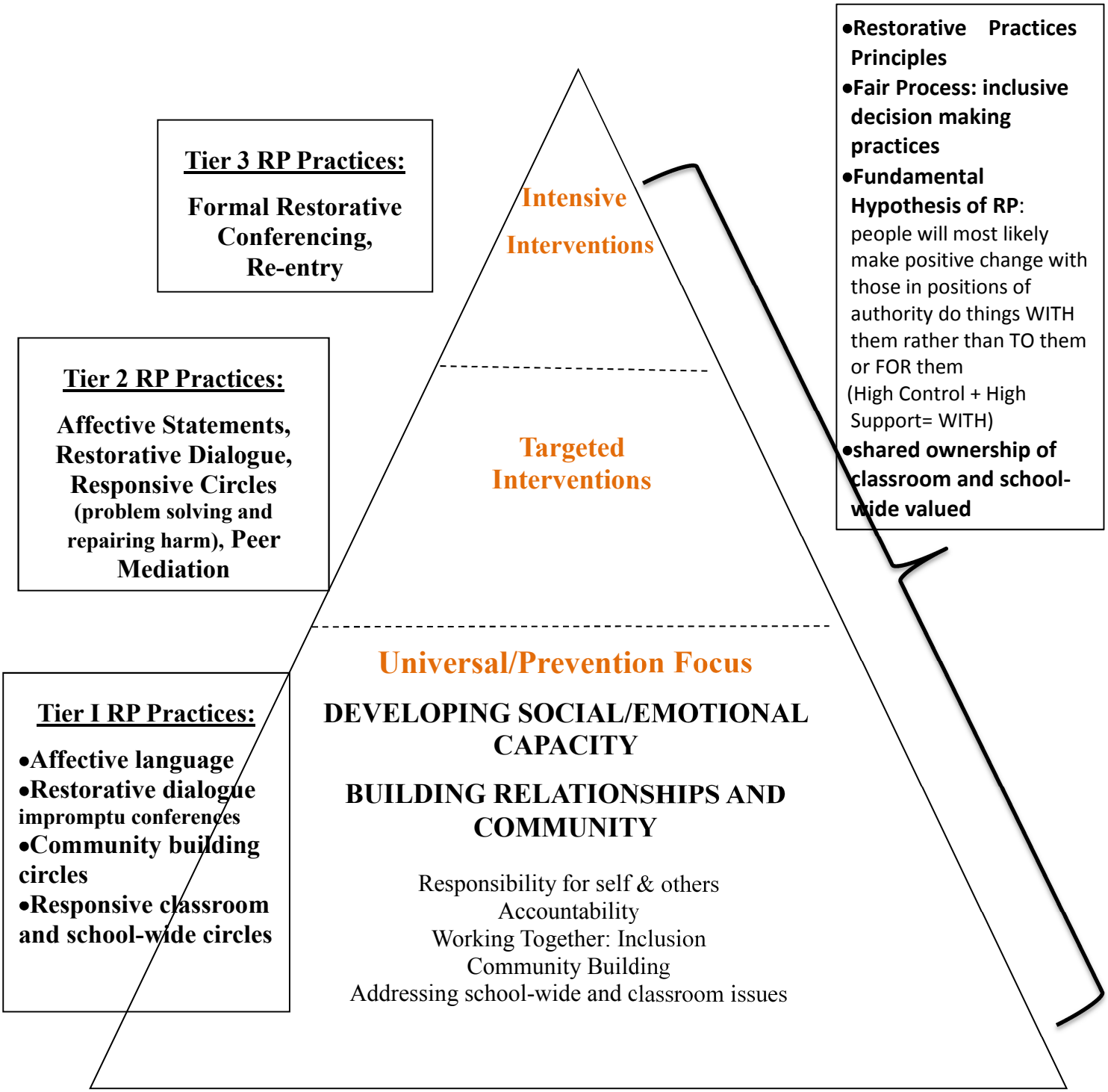
Restorative Questions:

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible?

Proactive and Responsive Circles: circles can be used for team building and problem solving. It enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect, trust, sharing, and concern. Circles provide students with opportunities to share their feelings, ideas, and experiences in order to establish relationships and develop social norms on a non-crisis basis. When there is wrongdoing, circles play an active role in addressing the wrong and making things right.

Restorative Meetings/Conferences: involves those who have acknowledged causing harm meeting with those they have harmed, seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

SFUSD Restorative Practices Multiple Tiered System of Supports



Stage 1

Step 1: School Site Introduction to Restorative Practices, Identifying Commitment and Determining Site Specific Need

A. SFUSD RP Team member or Site Administrator offers an Introduction to RP presentation to staff/faculty and parent/families and collects reflection questionnaire forms immediately following the presentation.

Supporting documents:

- How to schedule a RP presentation by SFUSD RP team (1-1)
- 2 hr. Introduction to Restorative Practices PD script (1-1A)
- Staff RP Reflection questionnaire (1-1B)
- Parent/Family RP Reflection questionnaire (1-1C)

B. Site Administration reviews reflection forms and analyzes level of RP interest from school site staff and parent community

Supporting documents:

- Staff RP Interest data analysis document (1-1D)
- Parent/Family RP Interest data analysis document (1-1E)
- Restorative Practices Reflection Outcomes Overview (1-1F)

C. At faculty meeting, site administration

- **facilitates community strengthening/building activity with staff**
- **reviews Reflection Outcomes Overview with staff/faculty,**
- **shares next steps of implementation plan,**
- **provides opportunity for shared decision making: gaining consensus of need and preferred outcomes for implementation of RP,**
- **offers staff opportunity to nominate themselves or colleagues for Site Implementation Team**
- **hands out and reviews RP language document.**

Supporting documents:

- Faculty meeting agenda and script (1- 1G)
- Restorative Practices Reflection Outcomes Overview (1-1F)
- RP Whole School Implementation Overview (1-1H)
- RP Implementation Team Overview (1-1I)
- RP Site Leader and RP Implementation Team Staff Nomination (1-1J)
- Determining Need and Preferred Outcomes worksheet: part 1(1-1K)
- RP Language document (1-1L)

Scheduling an Initial Introduction to Restorative Practices Workshop

1-1: for Site Admin or school site leadership

How: 1. Send an email request to the SFUSD Restorative Practices Team with available dates.

- Restorative Practices Coordinator
  Kerri Berkowitz: berkowitzk@sfusd.edu
- Restorative Practices Coaches
  Ben Kauffman: kauffmanb1@sfusd.edu
  Helen Parker: parkerh1@sfusd.edu
  Vickie Sargent

2. Call SFUSD Student, Family, Community Support Department at (415) 241-3030

What: Restorative Practices 1.5-2hr Overview Presentation

Who: All members of the school community

- All certificated school site teachers, administrators, Student, Family and Community Support staff
- All classified non teaching school site staff
- EED and after-school program staff
- Families and other major stakeholder groups

2hr. Community Building and Introduction to Restorative Practices Workshop

1-1A: to be facilitated by SFUSD RP team or school site staff member

The purpose of this Restorative Practices PD workshop is threefold:

1. provide staff/faculty an opportunity to build and strengthen community
2. offer a brief overview of Restorative Practices: RP DVD
3. introduce the RP Question cards

**Please keep in mind this is not an extensive RP training but a brief introduction. Additional training is required for proficiency using the continuum of practices.*
***The following script is extremely detailed and designed for someone with minimal knowledge of RP to facilitate. It is absolutely fine to read directly from the script, but please do run through it a couple times prior to facilitation.*

Workshop Objectives:

As a result of this Professional Development, participants will:

1. Build and strengthen staff community
2. Experience the circle process
3. Examine the definition, principles, and paradigm shift of Restorative Practices
4. Review the Restorative Questions

Agenda:

- Large group circle
- SFUSD RP DVD
- Restorative Practices Principles
- Paradigm Shift
- Restorative Language
- Responding to Harm: RP Questions
- Closing

Required Materials:

- Talking piece (find one that is meaningful to you)
- DVD player and TV
- RP handouts (RP Principles, RP Paradigm Shift, RP Language, see attached documents below the script)
- RP Question/Circle cards (receive from SFUSD RP team)
- Circle guidelines poster (receive from SFUSD RP team)
- PD agenda and objectives displayed on poster
- Boom box for playing music (if you choose to do Milling to Music community builder)

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts and RP card on table for pick up or placed on chairs in the circle

PD Script

Part 1. Welcome and Introduction

- **Introduce yourself**
- **Share**: *Today we are going to spend the next 2 hours learning about Restorative Practices. The purpose of this PD is to introduce you to the concepts and principles of RP. We will also be experiencing a couple of the main practices, the circle and the RP Questions.*
  Please note: there is a significant amount more to learn about restorative practices in our schools. We will be working with the SFUSD RP team to further our understanding of the RP framework and skill building utilizing the practices.
- **Review Objectives and Agenda on poster**

Part 2. Staff Community Circle: (20 min)

a) Share purpose for initial circle: *We are going to experience a couple community building circles to strengthen our staff community. Keep in mind that these circles can be taken back into your classrooms to do with your students as well.*

b) Introduce yourself as the circle keeper.
Share: *The role of the circle keeper is not to facilitate the circle, but to act as guide that introduces the circle prompts and ensures that the circle remains a safe space by reviewing the circle guidelines.*

c) **Share about Circle Guidelines:** *Before any circle begins it's critical to review the circle guidelines to express the importance of the circle being a safe space to share. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

d) **Point to the poster and read the Circle Guidelines:**

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

e) **Ask**: *Are these guidelines something we can all agree to?*
Is there anything missing from this list that we need to add?

Circle round 1:

a) **Introduce the talking piece. (Share the reason you selected the talking piece for today's circles.)**

b) **Introduce the first circle prompt:** *For our first circle round, please take no more than 15 seconds to share your name, your position, the number of years you have been a member of this school community, and one thing you did over the summer that you would like to share.*

- Ask for a volunteer to start and have them state what direction they will pass the talking piece before they answer.

Circle round 2: (Select one of the two options….or do both if you have the time)

Option 1: **"I love my neighbor who...."** (a great activity that is fun, gets people moving around, and allows everyone to get to know one another better)

Instructions: Explain that I love my neighbor is an interactive circle activity. Remove one chair from the circle. One person stands in the middle of the circle

and states something they like/love by first adding "I love my neighbor who…..(ex. enjoys going for walks on the beach). If the statement applies to the other circle participants, they have to get up from their seat and find a free seat somewhere else in the circle. They cannot move to their direct right or left. The last person standing with no seat left to grab is the new person who stands in the middle and states "I love my neighbor who…..". It is helpful for the circle keeper to model the first round. Continue for several more rounds.

Option 2: <u>Milling to Music</u> (boom box needed to play music)

Instructions: Explain that when the music starts everyone is to begin "milling" around the inside of the circle silently but greeting each other as they pass by. When the music stops (after about 10 seconds) they are to form triads with the people closest to them. A question will be read out loud and each person will take a short turn to respond to the question. After each person has had an opportunity to respond the music will start over and everyone begins milling around the circle again. This will continue for approximately 10 minutes with different questions being presented.

Milling questions:

1. *Describe three cities, towns or neighborhoods that you have lived in.*
2. *Share one way you like to relax or spend vacation time.*
3. *Share a favorite teacher you had/have.*
4. *What was your favorite subject in school and why?*
5. *What is one thing you look forward to about this new school year?*
6. *What is one school related goal you would like to set for yourself as the new year begins?*
7. *Share one appreciation you have for the school community.* (have everyone return to their seats after this last question.

Circle Reflection: ask the following reflection questions (not necessary to pass around the talking piece)

1. *What did you notice/observe during the circles?*
2. *How did it feel?*
3. *What does activities like this do for our community?*
4. *In what ways can we apply this?*

Part 3: Introduction to Restorative Practices : DVD

a) Play the SFUSD RP DVD: approx. 13 minutes
b) After DVD, ask: *Is there anything anyone would like to share in response to the DVD.*

Part 4: Restorative Principles

a) Ask for participants to turn in their handouts to the Restorative Principles document.
b) **<u>Share</u>**: *These principles lay the foundation for the actions/strategies of RP by highlighting the philosophy, values, and outcomes of using a restorative approach.*
c) <u>Small group discussion and reflection</u>
<u>Share</u>: *For the next couple minutes I would like to ask you to silently review the Principles.*
<u>After a couple minutes share:</u> *find 3 other people to discuss the following questions:*

- *What stood out most about the principles (thoughts/feelings/ personal experiences?)*
- *In what ways are they already being applied in the school setting?*
- *Imagine a school setting where all of these principles are being applied*

consistently. What would that look like, feel like, sound like?

- *What is one thing you can commit to doing (or continue to do) to incorporate these principles into your practice?*

d) **Large Group Reflection** (3 min):
Share: *Would anyone like to share what stood out to them about the principles, or key points of discussion that came up during your group dialogue?*

Part 5: Restorative Paradigm Shift

a) **Share**: *Restorative Practices is not a program or a curriculum. It is a shift in our approach, our way of doing things and reacting to situations that come up.*

b) **Quote:** Request a volunteer to read the Paradigm Shift quote in the handout out loud.

c) **Share:** *You have also received a handout with a chart that shows the difference between a traditional and restorative model of discipline.*

d) **Share:** *In summary, it is absolutely important to have strong guidelines that clearly define the behavior expectations of ALL members of the school and family community. The paradigm shift rests with what is emphasized when the guidelines/rules are not being followed. If a student is receiving a consequence or punishment specifically for breaking the rules then that is a traditional, punitive approach to discipline.*
If the student is brought into the conversation about how his/her actions impacted and potentially harmed the community as a result of not following the school behavior expectations and all parties involved in the incident come together to decide what actions and responsibility need to be taken in order to repair the harm and restore the community, then a restorative approach to discipline is occurring.

Part 6: Restorative Language

a) Have everyone turn to the Restorative Language handout

b) **Share**: Using the restorative language is one of the most simple and effective ways to bring restorative practices into our classrooms and school community. It can be very powerful if the entire school community are reinforcing the same values and using the same language.

c) **Share**: *Please review handout paying attention to the highlighted words in bold and the recommendations.*

Part 7: Responding to Harm: Restorative Questions

Share: *When harm occurs it's important to consider how the relationships between the individuals involved and the school community are impacted, and provide an opportunity to allow for those involved in the incident to express themselves, be held accountable and take responsibility to determine what needs to happen to repair the harm and prevent it from happening again.*

Introduce the Restorative Questions: Hand out the Restorative Practices Question card and have participants review the questions silently.

a) Ask: *How do these questions reflect the principles of Restorative Practices we just reviewed?* (allow for shout-outs)

b) RP Question Practice:

- **Share**: *You will now have the opportunity to practice using the questions with one another. One person will ask the questions and the other person will answer the questions, and then you will switch, so both people practice asking and responding to the questions*
- **Have participants form pairs.**

- **Question Topic**
  Share: *Think about a time you sent a student out of your class for misbehavior (or a time you had a negative interaction with a student). You will have 7 minutes each to interview one another about that particular experience using the question cards. Each person asks the entire set of questions before switching.*
  (Explain that is very important for them to ask each and every question in order!)
- After 7 minutes tell participants that it's time to switch.

c) Group Reflection:

After everyone has finished interviewing one another, **ask**:

- *How did it feel asking the questions?*
- *How did if feel being asked the questions?*
- *How can these questions be used in your day to day?*

Part 8: Closing Circle Round

a) **Reform large circle**

b) **Circle Prompt with talking piece:** *Share one thing you learned, were surprised by, or appreciate about the Restorative Practices workshop today.*

c) **Thank everyone for their participation.**

See attached RP Handouts below:

- RP Principles
- RP Paradigm Shift Quote
- RP Paradigm Shift chart
- RP Language

Restorative Practices Principles

The following principles reflect the values and concepts for implementing restorative practices in the school setting. Under each principle are some of its important implications.

1. Acknowledges that relationships are central to building community.

- Restorative practices seek to strengthen relationships and build community by encouraging a caring school climate.
- Every student, teacher, administrator, staff member, and parent/guardian is a valued member of the school community.
- Students should be involved in a process of naming the values and principles to live by within their school community.

2. Builds systems that address misbehavior and harm in a way that strengthens relationships.

- Schools establish policies to provide a safe place for learning. Real safety however comes from fostering and maintaining caring relationships.
- Policies should reflect the values and principles agreed to by the school community.
- Policies need to address the root causes of discipline problems rather than only the symptoms. The causes of misbehavior may be multiple and each should be addressed.

3. Focuses on the harm done rather than only on rule-breaking.

- Misbehavior is an offense against people and relationships, not just rule-breaking.
- The solution to the offense needs to involve all of those harmed by the misbehavior.
- The person harmed is the center of the primary relationship that needs to be addressed. Secondary relationships that may have been impacted might include other students, teachers, parents, the administration, and the surrounding community.
- Much misbehavior arises out of attempts to address a perceived injustice. Those who are victimized also feel they have been treated unjustly. Discipline processes must leave room for addressing these perceptions.

4. Gives voice to the person harmed.

- The immediate safety concerns of the person harmed are primary.
- Those harmed must be given an opportunity to have a voice in the resolution of the harm.

5. Engages in collaborative problem solving.

- All of us act to satisfy our human needs (for belonging, freedom, power, and fun). Students choose behaviors to meet these underlying needs.
- Family, students, and communities are encouraged to help identify problems and solutions that meet needs.
- Misbehavior can become a teachable moment if everyone is involved.

6. Empowers change and growth.

- In order for students to change and grow, we must help them identify their needs and assist them in finding alternative, life giving ways of meeting those needs.
- Interpersonal conflict is a part of living in relationship with others.
- Conflict presents opportunity for change if the process includes careful listening, reflecting, shared problem-solving, trust, and accountability structures that support commitments to work at relationship building.

7. Enhances Responsibility.

- Real responsibility requires one to understand the impact of her or his actions on others, along with an attempt to acknowledge and put things right when that impact is negative.
- Consequences should be evaluated based on whether they are reasonable, related to the offense, restorative, and respectful.
- Students should continually be invited to become responsible and cooperative.
- Some students choose to resist participation in a process that will allow for change and may need adults to support and guide them in decision-making concerning their accountability.

Restorative Practices Paradigm Shift

"What's fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There's a shift to: there was harm caused, or there's disagreement or dispute, there's conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It's a different orientation. It is a shift."

Cheryl Graves- Community Justice for Youth Institute

Traditional Approach	**Restorative Approach**
School and rules violated	***People and relationships*** **violated**
Justice focuses on *establishing guilt*	**Justice identifies *needs and obligations***
Accountability = punishment	**Accountability = understanding impact, repairing harm**
Justice directed at offender, victim ignored	**Offender, victim and school all have direct roles in justice process**
Rules and intent outweigh whether outcome is positive/negative	**Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes**
No opportunity for remorse or amends	**Opportunity given for amends and expression of remorse**

SFUSD Restorative Practices Language

Utilizing the language of Restorative Practices consistently among the school staff and the parent/family community is a simple and effective approach to reinforcing the core values of relationships, responsibility, accountability and community.

The words highlighted represent the key language of Restorative Practices.

We are a ***community.***

Recognizing that the strength and health of the community (among students, staff, and families) directly impacts school climate and academic achievement. Every member of the community is important and contributes greatly. Each person's actions affect the health of the community.
Recommendation: *constantly refer to the student, staff, and family groups as a "community", and stress the importance of having a strong, healthy community.*

What is the ***relationship*** like?

Reinforcing the importance of positive relationships is essential to the development of a strong community. Positive relationships lay the foundation for cooperation, skill development and learning.
Recommendation: *constantly inquire about the strength of the "relationship/s" between/among students, staff, and families. Celebrate positive relationships, and when challenged, specifically ask, "what is the relationship like between…..(students, yourself and your students, a particular student and his/her classroom peers, staff members…etc)". Self reflect on your own relationships with school community members and ask others to reflect on their relationships.*

What happened?

Ask open-ended questions that allow for a genuine retelling of an experience.
Recommendation: *do not ask the "why" question. Instead, ask "what happened" when inquiring about specific actions or behaviors.*

Who was ***impacted*** (harmed) by what happened?

For both positive and negative actions, recognizing impact helps to teach that one's actions affect the greater community. It is equally important to reinforce positive impact, as it is to teach that negative behavior harms relationships and the health of the community.
Recommendation*: Consider age appropriate language to use in response to students and staff actions/behaviors, reinforcing the importance of positive relationships and community.*

What ***needs*** do those involved have?

When conflict or harm occurs, it is important to recognize that ALL parties involved have resulting needs. Often times the needs of those "harmed" and those who "harmed" have similar needs. Giving individuals an opportunity to voice their needs is an important step towards identifying what must happen to repair the relationships.

Recommendation: *Using age appropriate language, ask ALL individuals involved in an incident (including the teacher/family member) to share/reflect on what needs they have/had (both during the time of the incident as well as after the incident).*

What needs to happen to ***repair the harm*** *(make things as right as possible)*?

Reinforcing the importance of repairing harm (when one's actions have negatively impacted the community) is a critical component for the restoration of community/relationships when harm has occurred. Giving those involved in the incident an opportunity to identify what they are going to do to make things right teaches responsibility and holds one accountable for their actions.

Recommendation: *Allow for the people involved in an incident to share what they need to see happen in order to address and repair the harm caused by hurtful/negative behavior. Accountability stems from following-through with the identified plan after taking into consideration all that everyone needs to feel satisfied with the situation.*

Restorative Practices Presentation Reflection (Staff)

1-1B: to be completed by Staff and faculty immediately after RP presentation

School Name: _____

Date: _____

Please take a couple minutes to complete this reflection form. Your feedback will be considered and taken into account when deciding on a plan for how to move forward with restorative practices at your site.

2. What do you know now about Restorative Practices that you did not know prior to this workshop?

3. What do you think/ how do you feel about our district's commitment to restorative practices?

3. On a scale from 1-10, what is your interest in seeing whole-school implementation of restorative practices at your site?

1	2	3	4	5	6	7	8	9	10
Not at all				50/50					Extremely High

4. Knowing that Restorative Practices is about building/strengthening school community and repairing harm to restore relationships and community when conflict/misbehaviors occur, in what ways do you foresee RP making a difference at your school community?

5. Please share any additional thoughts, questions, concerns, or compliments you may have.

Thank you! Your feedback is important.

Restorative Practices Presentation Reflection (Parent/Family members)

1-1C: to be completed by Parents and Family members immediately after RP presentation.

School Name: _____

Date: _____

Please take a couple minutes to complete this reflection form. Your feedback will be considered and taken into account when deciding on a plan for how to move forward with restorative practices at your site.

1. What do you know now about Restorative Practices that you did not know prior to this workshop?

2. What do you think/ how do you feel about our district's commitment to restorative practices?

3. On a scale from 1-10, what is your interest in seeing whole-school implementation of restorative practices at your school?

1	2	3	4	5	6	7	8	9	10
Not at all				50/50				Extremely High	

4. Knowing that Restorative Practices is about building/strengthening school community and repairing harm to restore relationships and community when conflict/misbehaviors occur, in what ways do you foresee RP making a difference at your school community?

4. Please share any additional thoughts, questions, concerns, or compliments you may have.

Thank you! Your feedback is important.

1-1D: for Site Admin, school site leadership, or RP Site Leader to complete

Staff/Faculty
Level of Interest Data Analysis

Using the collected Staff RP reflections (document 1B) collected after the initial Introduction to RP workshop, calculate the level of interest, need, and preferred outcomes for site implementation of RP using the tables below.

1. **Identifying level of Whole-School RP Implementation Interest: RP Reflection question #3.**
   Review Staff response to question: "On a scale from 1-10, what is your interest in seeing whole-school implementation of restorative practices at your site?" and calculate the # of staff interested in whole-school RP implementation.
   1= Not at all 5= 50/50 10= Extremely high

Level of Interest	# of Staff Response	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Number of Staff members who selected an 8 or above: _____
Total # of staff members who completed reflection: _____

The majority of the staff and faculty are interested in seeing whole-school implementation of restorative practices at an 8 or above. Yes / No

***Note:** It is not necessary for the majority of staff/facluty to be highly interested (8+) in Restorative Practices in order to move forward with RP implementation. This is a fair process approach that provides the opportunity for all voices to be taken into consideration.
It is essential for School Site Leadership to consider the RP implementation feedback of the school community and explicitly share the reason for the decision to move forward with RP.

1-1E: for Site Admin, school site leadership, or RP Site Leader to complete

Parent/Family
Level of Interest Data Analysis

Using the collected Parent/Family RP reflections (document 1C) collected after the initial Introduction to RP workshop document the level of interest, need, and preferred outcomes for site implementation of RP.

1. Identifying level of Whole-School RP Implementation Interest: RP Reflection question #3.

Review Parent/Family response to question: "On a scale from 1-10, what is your interest in seeing whole-school implementation of restorative practices at your school?" and calculate the # of family members interested in whole-school RP implementation.

1= Not at all 5= 50/50 10= Extremely high

Level of Interest	# of Staff Response	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Number of family members who selected an 8 or above: _____
Total # of family members who completed reflection: _____

The majority of the parents/family members are interested in seeing whole-school implementation of restorative practices. Yes / No

****_Note:_** It is not necessary for the majority of parents/families to be highly interested (8+) in Restorative Practices in order to move forward with RP implementation. This is a fair process approach that provides the opportunity for all voices to be taken into consideration.
It is essential for School Site Leadership to consider the RP implementation feedback of the school community and explicitly share the reason for the decision to move forward with RP.

1-1F: For Site Admin or Site Leader to complete and share with staff at Faculty mtg

Restorative Practices Reflection Outcomes Overview

Level of Staff/Faculty and Parent Interest in RP Implementation

Level of Interest	# of Total Staff Response	# of Total Parent Response
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

1-1G: Staff Agenda
to be used by Admin

Restorative Practices Implementation Overview
Staff/Faculty Meeting Agenda

Staff Meeting Objectives:

1. Strengthen staff community
2. Review the results of the Staff reflection and interest questionnaire
3. Review RP Implementation next steps and planning process
4. inspire a shared vision by determining staff consensus of need and preferred outcomes for implementation of RP,
5. Introduce role of the School Site RP Leaders, School Site RP Implementation Team and Parent Leader
6. *(Optional)* Receive nominations for School Site RP Leaders and School Site RP Team

Agenda:

- Community building/strengthening
- Review of RP Reflection response to level of implementation interest
- Implementation next steps
- RP Implementation Site Support Team overview and nomination
- Closing circle

Materials:

- Talking piece
- SFUSD Restorative Practices card with sample circle prompts
- Circle Guidelines poster
- RP Reflection Data Analysis (1-1F)
- RP Whole-School Implementation Next Steps (1-1H) as a handout
- RP Implementation Site Support Team Overview (1-1I) as a handout
- *(Optional)* RP Site Leader and Implementation Team Nomination (1-1J) as a handout

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Handouts on table for pick up or placed on chairs in the circle

Script

Staff Community Circle: (10 min)

a) Site Admin acts as the circle keeper.

b) Circle keeper reviews guidelines with group:

Say: *Before any circle begins it's critical to review the circle guidelines to express the importance of the circle being a safe space to share. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

Point to the poster and read the Circle Guidelines:

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

c) Ask: *Are these guidelines something we can all agree to?*
Is there anything missing from this list that we need to add?

Circle round 1:

a) **Introduce the talking piece.** (Share the reason you selected the talking piece for today's circles.)

b) **Introduce the first circle prompt:** *For our first circle round, please take no more than 15 seconds to share one highlight from your week. (*or select your own circle prompt)

- Ask for a volunteer to start who can model responding within the expected time frame and have them state what direction they will pass the talking piece before they answer.

To review with staff: **Implementation Stages**

1. **Review the results of the Staff RP Presentation Reflection (1-1F) and state whether or not the majority of the staff/faculty showed interest in seeing RP implemented whole-school.**

2. **As the leader of the school share your specific interest, reason and expectations for RP implementation.**

3. **Hand out and review implementation overview- Next Steps (1-1H)**

Say:

The Whole-School Implementation model consists of 4 different phases. The first phase is about making sure EVERYONE in our school community understands what RP is and is given an opportunity to contribute to the reason why we are wanting to implement RP as well as determine what we would like to see happen at our school as a result.

The second phase of the implementation model allows for thoughtful planning of the implementation approach to ensure it is personalized to fit the needs of our school. This process will take some time and it's important for us to remain patient. While we are carefully planning to situate ourselves in a position for a successful implementation we can all study the language of RP and try our best to incorporate it into our communication with one another. This will be a great start for us as it will directly bring a restorative relational approach into our practice and will help us all be on the same page by using the same language.

The third phase of the implementation is to actually follow through with the plan. We will receive professional development and form professional learning communities to further support and solidify our learning and practice, and lastly, the final stage is about sustainability to ensure that this is something that becomes embedded into our school culture.

4. **Announce School RP Site Leader and RP Implementation Team as a critical component of RP implementation (1-1I) and review the roles and responsibilities.**

5. **(Optional) Offer staff opportunity to nominate themselves or colleagues as Site Leaders or Team members (1-1J)**

Determining Need and Preferred Outcomes

1. **SAY:** *We are currently in the first phase of our implementation of Restorative Practices. As we have heard, Restorative Practices is about doing things "with" one another, it's important for all of us to work together to develop our shared vision. We need to explicitly identify the need for RP in our community and spend time thinking about what we want to see happen here as a result, both in short term and long term. It is important for us to understand that cultural change does not happen overnight. It's a process that on average can take 3-5 years. The key to our success is that we recognize that we are all in this together, and continue to work with one another. We need to know we are working towards and what we would like to see change around here.*

2. Hand out Determining Need and Preferred Outcomes worksheet (1-1K).
3. Give staff members 5 minutes to complete the worksheet (anonymous) and collect.
4. SAY: *"Once we get our RP Implementation Team together, we will be grouping your responses and at one of our upcoming meetings we will participate in a consensus activity to determine as a community what we agree to work towards."*

Closing

a) **Hand out RP Language document** (1-1K) and encourage everyone to learn the key words and incorporate into their communication with one another, students, and families as best as possible.

Closing Circle Round:

a) Remind everyone about the circle guidelines
b) **Circle Prompt with talking piece:** *Share one thought or feeling you have about RP implementation here at our school. (*or come up with your own)
c) **Thank everyone for their participation.**

DON'T FORGET TO COLLECT THE RP TEAM NOMINATIONS I F YOU CHOSE TO HAND THEM OUT AND THE DETERMINING NEED AND OUTCOMES WORKSHEET!

1-1H: to be handed out to staff at staff meeting

Restorative Practices Whole-School Implementation Overview

Stage 1: **School Site Introduction to RP, Determining Need and Preferred Outcomes**	1. Introduction to RP Presentation to entire School Community 2. Identify School Implementation Support Team 3. RP Site Leaders and Team attend centralized RP training with SFUSD RP Team (RP Site Leaders attend monthly centralized PLC with other RP Site Leaders from across the district). 4. Determining need and preferred outcomes of whole-school RP implementation 5. Collect baseline school climate and discipline data
Stage 2: **School Site Planning of Whole- School Implementation and Timeline**	Site Leaders and RP Implementation Team, 1. Schedule 3, two hour Restorative Practices Professional Development workshops Workshop 1: Restorative Framework for Practice Workshop 2: Building/Strengthening Community- Affective Statements and Circles Workshop 3: Restorative Dialogue and Impromptu Conferencing- Repairing Harm 2. *(Optional)* Identify plan for training yard staff and student families in restorative practices 3. Review RP Circle Series (to establish the foundation for a restorative school climate) and schedule. 4. Develop systems of support (PLC's) for continued RP Professional Development, authentic dialogue, problem solving, and support. 5. Review school community preferred outcomes and develop/design tools for on-going progress checks.
Stage 3: **Whole-School Implementation**	(The following components of the implementation plan are non-linear and may occur simultaneously) • School community receives RP Professional Development workshops and implementation strategies. • Site RP Team facilitate scripted Circle Series with staff community- to establish strong restorative foundation • School families RP workshops • Restorative Practices infused into already existing structures (ex. staff protocol for conflict resolution)

	• PLC's for ongoing exploration of RP concepts, problem-solving, celebrations and practice support. • Consistent community building and celebrations • Maintenance and progress checking of site preferred outcomes and implementation process fidelity
Stage 4: **Sustainability**	1. Continued community building/strengthening 2. On-going and consistent progress checks to determine if on track towards achieving preferred outcomes 3. Realignment of school policy with new practice

Restorative Practices Implementation Site Support Team Overview

1-1I: to be handed out to staff at staff meeting

1. School Site Leader/s

Identification of two RP School Site Leaders is a necessary component for effective whole-school implementation of restorative practices.
The RP Site Leaders will assist in the coordination of restorative practices at the school, guide the school RP implementation team, receive on-going support and professional learning/development and act as the liaison between the school site and SFUSD centralized RP team.

RP Site Leader Role and Responsibilities

- Attend RP training with SFUSD RP Team
- Attend centralized monthly Site Leader Professional Learning Community
- Plan, lead, and monitor the individualized site RP implementation plan (as outlined in step by step process of SFUSD Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings
- Act as circle keepers for School Community Circle Series (see whole-school implementation guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and central SFUSD RP Team
- Assist SFUSD RP central team with on-site professional development opportunities at the school site

RP Site Leader Qualifications

- High social capital among staff
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional Development facilitation skills

Stipend

- $1000 per school site

2. Restorative Practices Site Implementation Team

Role and Responsibilities of the RP Site Implementation Team: follows the Restorative Practices Whole-School Implementation Guide to,

- Attend RP training with SFUSD RP Team
- Work with identified RP School Site Leaders
- Attend on-site RP Implementation planning meetings to:
  - collect baseline school site data
  - plan for RP Professional Development
  - brainstorm options for systems of support (PLC's)
  - determine options and tools for progress checks of RP implementation outcomes and process fidelity

Who sits on the RP Implementation Team?

- School staff/faculty
- Parents
- Stakeholder Group Representatives
- (Anyone in the school community)

Requirements for participation: a genuine interest and willingness to commit to participate in the process of RP Whole-School Implementation.

Commitment of Working Group members:

- Meeting frequency and times will depend on school site, but one can expect to meet on average every 2-3 weeks. **Extended hours will be available for after-school hour meetings.** (*The meetings will likely need to occur more often during the initial needs assessment and planning process.*)

Restorative Practices Site Leader and Implementation Team Nomination

1-1J: to be handed out to staff at staff meeting

School Site Name: _____ Date: _____

Staff Name (optional): _____

RP Site Leader

Are you interested in being a Restorative Practices Site Leader? Yes / No

Please be sure to review the roles and responsibilities of this position prior to making a decision.

If yes, please be sure to write your name here or above.

If you would like to nominate a colleague to be a RP Site Leader, please write their names below:

1. _____

2. _____

3. _____

RP Implementation Team member

Are you interested in being a member of the RP Implementation Team? Yes / No

Please be sure to review the roles and responsibilities of this position prior to making a decision.

If yes, please be sure to write your name here or above.

If you would like to nominate a colleague to be a member of the RP Implementation Team, please write their names below:

1._____

2._____

3._____

RP Parent Leader

Do you have a recommendation/s for the RP Parent Leader role?

1. _____

2. _____

1-1K: to be handed out to staff at staff meeting

Determining Need and Preferred Outcomes: Part 1

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

> **"The underlying premise of restorative practices is that people are 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."**
> (The Restorative Practice Handbook, Costello and Wachtel)

Determining Need:

Identify 5 areas of need that you would like to see addressed through the implementation of RP (ex. high rates of counseling office referrals, disproportionate # of African American students referred for special ed., student bullying, staff absences, academic performance, lack of student engagement)

Determining Need #1	**Determining Need #2**
Determining Need #3	**Determining Need #4**
Determining Need #5	

Determining Preferred Outcomes:

Identify 5 preferred outcomes you would like to see occur as a result of restorative practices implementation (ex. increased options for managing behavior, students are self-regulating and better problem-solvers, improvement in student statistics- out-of-classroom referrals, suspensions, attendance, reduction in # of African American student suspensions, quality and nature of dialogue about students is supportive and not blaming…etc.)

Preferred Outcomes #1	**Preferred Outcomes #2**
Preferred Outcomes #3	**Preferred Outcomes #4**
Preferred Outcomes #5	

1-1L: to be handed out to staff at staff meeting

SFUSD Restorative Practices Language

Utilizing the language of Restorative Practices consistently among the school staff and the parent/family community is a simple and effective approach to reinforcing the core values of relationships, responsibility, accountability and community.

The words highlighted represent the key language of Restorative Practices.

We are a ***community.***

Recognizing that the strength and health of the community (among students, staff, and families) directly impacts school climate and academic achievement. Every member of the community is important and contributes greatly. Each person's actions affect the health of the community.
Recommendation: *constantly refer to the student, staff, and family groups as a "community", and stress the importance of having a strong, healthy community.*

What is the ***relationship*** like?

Reinforcing the importance of positive relationships is essential to the development of a strong community. Positive relationships lay the foundation for cooperation, skill development and learning.
Recommendation: *constantly inquire about the strength of the "relationship/s" between/among students, staff, and families. Celebrate positive relationships, and when challenged, specifically ask, "what is the relationship like between…..(students, yourself and your students, a particular student and his/her classroom peers, staff members…etc)". Self reflect on your own relationships with school community members and ask others to reflect on their relationships.*

What happened?

Ask open-ended questions that allow for a genuine retelling of an experience.
Recommendation: *do not ask the "why" question. Instead, ask "what happened" when inquiring about specific actions or behaviors.*

Who was ***impacted*** (harmed) by what happened?

For both positive and negative actions, recognizing impact helps to teach that one's actions affect the greater community. It is equally important to reinforce positive impact, as it is to teach that negative behavior harms relationships and the health of the community.
Recommendation*: Consider age appropriate language to use in response to students and staff actions/behaviors, reinforcing the importance of positive relationships and community.*

What ***needs*** do those involved have?

When conflict or harm occurs, it is important to recognize that ALL parties involved have resulting needs. Often times the needs of those "harmed" and those who "harmed" have similar needs. Giving individuals an opportunity to voice their needs is an important step towards identifying what must happen to repair the relationships.

Recommendation: *Using age appropriate language, ask ALL individuals involved in an incident (including the teacher/family member) to share/reflect on what needs they have/had (both during the time of the incident as well as after the incident).*

What needs to happen to ***repair the harm*** *(make things as right as possible)*?

Reinforcing the importance of repairing harm (when one's actions have negatively impacted the community) is a critical component for the restoration of community/relationships when harm has occurred. Giving those involved in the incident an opportunity to identify what they are going to do to make things right teaches responsibility and holds one accountable for their actions.

Recommendation: *Allow for the people involved in an incident to share what they need to see happen in order to address and repair the harm caused by hurtful/negative behavior. Accountability stems from following-through with the identified plan after taking into consideration all that everyone needs to feel satisfied with the situation.*

Stage 1

Step 2: Identifying School RP Site Leaders and Implementation Team

A. Administrators identify two RP School Site Leaders (recommended: 1 classroom teacher and non-classroom staff member) and one RP Parent Lead
**** PLEASE NOTE: It is critical for identified Site Leaders to have high social capital among the school community.**

Supporting Documents:

- Restorative Practices School Site Leader Roles and Responsibilities (1-2A)
- Restorative Practices School Site Leader Notification (1-2B)
- Restorative Practices School Site Parent Leader Role and Responsibility (1-2C)
- Restorative Practices School Site Parent Leader Notification (1-2D)

B. Site forms RP Implementation Team of RP Site Leaders, RP Parent Lead, and additional individuals from various stakeholder groups in school community (suggested: administrators, additional teachers, after-school coordinator... etc)

Supporting Documents:

- RP Site Implementation Team Roles and Responsibilities Overview (1-2E)
- RP Site Implementation Team Notification (1-2F)

C. RP Team Meeting #1:

Supporting Documents:

- Team meeting #1 agenda (1-2G)
- Needs and Preferred Outcomes Data Analysis Summary (1-2J)

D. RP Implementation Team attends RP centralized training

Supporting Documents:

- RP Training Date Options and Registration Links (1-2H)

E. Ongoing- RP Site and Parent Leaders attend monthly centralized RP Professional Learning Community

Supporting Documents:

- RP Centralized PLC Dates (1-2I)

1-2A: to be completed by Site Leader and kept on site

Restorative Practices School Site Leader/s

Identification of two RP School Site Leaders is a necessary component for effective whole-school implementation of restorative practices.

The RP Site Leaders will assist in the coordination of restorative practices at the school, guide the school RP implementation team, receive on-going support and professional learning/development and act as the liaison between the school site and SFUSD centralized RP team.

RP Site Leader Role and Responsibilities

- Attend RP centralized training with SFUSD RP Team
- Attend centralized monthly Site Leader Professional Learning Community
- Plan, lead, and monitor the individualized site RP implementation plan (as outlined in step by step process of SFUSD Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings
- Act as circle keepers for School Community Circle Series (see whole-school implementation guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and central SFUSD RP Team

Assist SFUSD RP central team with on-site professional development opportunities at the school site

RP Site Leader Qualifications

- High social capital among staff
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional Development facilitation skills

Stipend

- $1000 per school site

School Site Name: _____
Date: _____

The SFUSD RP team encourages two people to share the role of the Site Leader.

Name of Restorative Practices Site Leader #1:

_____

Name of Restorative Practices Site Leader #2:

_____

Restorative Practices School Site Leader Notification

1-2B: to be completed by Site Leader and faxed to SFUSD RP Team

School Name: _____

Restorative Practices Site Leader name #1 : _____
Restorative Practices Site Leader name #2 : _____

RP Site Leader Role and Responsibilities

- Attend RP centralized training with SFUSD RP Team
- Attend centralized monthly Site Leader Professional Learning Community
- Plan, lead, and monitor and the individualized site RP implementation plan (see step by step process in SFUSD Whole-School RP Implementation Guide) with assistance of Site RP Implementation Team.
- Facilitate RP Site Implementation Team meetings (on average bi-weekly during planning phase)
- Act as circle keepers for School Community Circle Series (see whole-school implementation guide)
- Facilitate community building/strengthening circles
- Work with Site RP Implementation Team to collect school site data and progress reports
- Act as liaison between school site and central RP Team
- Assist SFUSD RP central team with on-site professional development opportunities at the school site

RP Site Leader Qualifications

- High social capital among staff
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional Development facilitation skills

Stipend: $1,000 per school site

Site Leader #1:

_____ _____ _____
Name Signature Date

_____
Email address

Site Leader #2:

_____ _____ _____
Name Signature Date

_____
Email address

_____ _____ _____
Name of Site Administrator Signature Date

PLEASE FAX TO KERRI BERKOWITZ AT 241-6213

Restorative Practices Parent Site Leader

1-2C: to be completed by Site Leader and faxed to SFUSD RP Team

Identification of a Parent Site Leader is a necessary component for effective whole-school implementation of restorative practices as it is critical to ensure all major stakeholders and school community members' voice is heard.

The RP Parent Leader will assist in the coordination of restorative practices at the school, help guide the school RP implementation team, and act as the liaison between the school site, SFUSD centralized RP team and parent/family members of the school community.

RP Parent Leader Role and Responsibilities

- Attend RP centralized training with SFUSD RP Team
- Participate on Site RP Implementation Team and attend scheduled meetings (on average bi-weekly during planning phase)
- Assist in the planning and monitoring of the individualized site RP implementation plan (as outlined in step by step process of SFUSD Whole-School RP Implementation Guide) with assistance of Site RP Leaders and Team.
- Act as liaison between school staff community and parent/family community
- Facilitate community building/strengthening circles during parent meetings
- Work with Site RP Implementation Team to collect school climate site data and progress reports
- Assist SFUSD RP central team and school site family liaisons with parent/family professional development opportunities

RP Parent Leader Qualifications

- High social capital among parent/family community members
- Positive working relationship with school staff community and administration
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional Development facilitation skills

School Site Name: _____
Date: _____

Name of Restorative Practices Parent Leader:

_____

Parent Leader contact information:

phone number: _____

email address: _____

Restorative Practices School Parent Leader Notification

1-2D: to be completed by Parent Leader and faxed to SFUSD RP Team

School Name: _____

Restorative Practices Parent Leader name: _____

The RP Parent Leader will assist in the coordination of restorative practices at the school, help guide the school RP implementation team, and act as the liaison between the school site, SFUSD centralized RP team and parent/family members of the school community.

RP Parent Leader Role and Responsibilities

- Attend RP centralized training with SFUSD RP Team
- Participate on Site RP Implementation Team and attend scheduled meetings (on average bi-weekly during planning phase)
- Assist in the planning and monitoring of the individualized site RP implementation plan (as outlined in step by step process of SFUSD Whole-School RP Implementation Guide) with assistance of Site RP Leaders and Team.
- Act as liaison between school staff community and parent/family community
- Facilitate community building/strengthening circles during parent meetings
- Work with Site RP Implementation Team to collect school climate site data and progress reports
- Assist SFUSD RP central team and school site family liaisons with parent/family professional development opportunities

RP Parent Leader Qualifications

- High social capital among parent/family community members
- Positive working relationship with school staff community and administration
- Strong interest in restorative practices and willingness to be a champion cheerleader of RP
- Professional Development facilitation skills

Parent Leader:

_____ _____ _____

Name Signature Date

_____

Email address

_____ _____ _____

Name of Site Administrator Signature Date

PLEASE FAX TO KERRI BERKOWITZ AT 241-6213

Restorative Practices Site Implementation Team

1-2E: to be completed by Site Leader and kept on file

In addition to the two School Site RP Leaders, it is critical that additional school community members participate in the decision making and planning process of RP implementation to ensure equitable representation of all members of the school community.

****It is highly recommended to have the following people represented on the team:**

- **School Site Administrator**
- **2 RP Site Leaders**
- **RP Parent Leader**
- **additional classroom teacher**
- **additional non-classroom teacher/ classified staff**
- **After-school program coordinator**
- **other major stakeholder representation**

Role and Responsibilities of the RP Site Implementation Team: follows the Restorative Practices Whole-School Implementation Guide to,

- Attend RP centralized training with SFUSD RP Team
- Work with identified RP School Site Leaders
- Attend on-site RP Implementation planning meetings to:
    - collect baseline school site data
    - determine plan for RP Professional Development
    - brainstorm systems of support (PLC's) for on-going professional development and support
    - determine options and tools for progress checks of RP implementation outcomes and process fidelity
    - ensure sustainability

Requirements for participation:

- A genuine interest and willingness to commit to participate in the process of RP Whole-School Implementation
- Commitment to attend scheduled Site RP Team meetings
- Participation at centralized RP training offered by SFUSD RP Team

Commitment of RP Implementation Team members:

- Meeting frequency and times will depend on school site, but one can expect to meet on average every 2-3 weeks. **Extended hours will be available for after-school hour meetings.** (*The meetings will likely need to occur more often during the initial needs assessment and planning process.*)

Name of Site RP Team Members:

1. _____ **2. _____**
3. _____ **4. _____**
5. _____ **6. _____**
7. _____

Restorative Practices Site RP Implementation Team Notification

1-2F: to be completed by Site Leader and faxed to 695-5565

School Name: _____

Role and Responsibilities of the RP Site Implementation Team: follows the Restorative Practices Whole-School Implementation Guide to,

- Work with identified RP School Site Leaders
- Attend on-site RP Implementation planning meetings to:
  - collect baseline school site data
  - determine plan for RP Professional Development
  - brainstorm systems of support (PLC's) for on-going professional development and support
  - determine options and tools for progress checks of RP implementation outcomes and process fidelity
  - ensure sustainability

Requirements for participation:

- A genuine interest and willingness to commit to participate in the process of RP Whole-School Implementation
- Commitment to attend scheduled Site RP Team meetings
- Participation at centralized RP training offered by SFUSD RP Team

Commitment of RP Implementation Team members:

- Meeting frequency and times will depend on school site, but one can expect to meet on average every 2-3 weeks. **Extended hours will be available for after school hour meetings.**

RP Implementation Team member 1:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 2:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 3:

_____ _____ _____

Name Signature Date

_____

Email address

RP Implementation Team member 4:

_____ _____ _____
Name Signature Date

_____
Email address

RP Implementation Team member 5:

_____ _____ _____
Name Signature Date

_____
Email address

RP Implementation Team member 6:

_____ _____ _____
Name Signature Date

_____
Email address

RP Implementation Team member 7:

_____ _____ _____
Name Signature Date

_____
Email address

RP Implementation Team member 8:

_____ _____ _____
Name Signature Date

_____
Email address

_____ _____
Name of Site Administrator **Signature**

_____
Date

PLEASE FAX TO KERRI BERKOWITZ AT 241-6213

RP Implementation Team Meeting #1

1-2G: to be used by Site leaders to facilitate first RP Team meeting

Overall RP Team Meeting Objectives:
As a result of the RP Implementation Team meetings, participants will:

- Build/strengthen community
- Assist and support the school site in RP planning and implementation
- Plan next steps and coordinate details of the implementation process as per the SFUSD RP Implementation Guide

Format of meetings:

- RP Site Leaders alternate or co-facilitate meetings
- Meeting frequency and times will depend on school site, but one can expect to meet on average every 1-2 weeks during the planning stage of implementation and then approximately every 2-3 weeks during implementation stage.
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- SFUSD RP Implementation guide
- Sign-in sheet
- Talking piece
- Circle Guideline poster
- Specified supporting documents (1-2H), (1-2I), (1-2J)

Meeting #1: Agenda

- All members sign-in
- Community Building intro circle round
- Review roles and responsibilities of RP Team
- Identify date for team to attend centralized Introduction to Restorative Practices training
- Site and Parent Leaders review centralized monthly PLC dates
- Review needs and preferred outcomes worksheets collected from staff meeting
    - cut out determining need and preferred outcomes boxes
    - group responses according to similarity keeping need and outcomes separate
    - identify top10 areas of need and top 10 preferred outcomes using Data Analysis Summary Worksheet
    - complete Needs and Preferred Outcomes Data Analysis Summary
- Plan next Team meeting for following week.
- Review next steps (see below)
- Closing circle round

Supporting documents

- RP Training Date Options and Registration Links (1-2H)
- RP Centralized PLC Dates (1-2I)
- Needs and Preferred Outcomes Data Analysis Summary (1-2J)

Next Steps:

1. Team members register for Intro to RP training and submit Sub requests
2. At next staff/faculty meeting, Site Leaders and RP Team introduce themselves to staff/faculty
3. Planning ahead: Site Leaders schedule 30 minutes at upcoming staff/faculty meeting for needs and outcomes consensus activity and collecting baseline data.
4. Parent Leader schedules 40 minutes at upcoming parent meeting for needs and outcomes discussion and consensus activity

School Site Restorative Practices Implementation Team Meeting
Sign-In Sheet

School Site: _____
Date of meeting: _____
Time of meeting: _____
Meeting #: _____

Print Name	Position	Certificated or Classified	Employee ID #	Signature

RP Training Date Options and Registration Links

1-2H: to be used at first RP Team meeting

The following Introduction to Restorative Practices trainings are available for your RP Site Implementation Team to attend.
Please register for the date that works best for your team.
**It is highly recommended for your team to attend together if possible.

** Note: **Substitute coverage will be available for this training.**
If you would like to request coverage please email Kerri Berkowitz at berkowitzk@sfusd.edu with the following information no later than the stated sub coverage request deadline (2 weeks prior to the training date).
Please indicate "training sub coverage" in the subject line of the email.

1. Date of training
2.Name and Employee ID #
3. School Site
4. Name of preferred sub and ID # (not required)
5. Y/N. Have you checked availability of and confirmed coverage of preferred sub? (not required)

Training Date Options

Date: Nov 1, 2012
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 4
Registration Link: http://nov1restprac.eventbrite.com/
Sub request deadline:

Date: Nov 7, 2012
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 8
Registration Link: http://nov7restprac.eventbrite.com/
Sub request deadline:

Date: Nov 14, 2012
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 8
Registration Link: http://nov14restprac.eventbrite.com/
Sub request deadline: Oct 31, 2012

Date: Nov 28, 2012
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 8
Registration Link: http://nov28restprac.eventbrite.com/
Sub request deadline: Nov 12, 2012

Date: December 4, 2012
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 8
Registration Link: http://dec4restprac.eventbrite.com/
Sub request deadline: Nov 19, 2012

Date: Dec 6, 2012
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 4
Registration Link: http://dec6restprac.eventbrite.com/
Sub request deadline: Nov 20, 2012

Date: Dec 11, 2012
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 8
Registration Link: http://dec11restprac.eventbrite.com/
Sub request deadline: Nov 26, 2012

Date: January 15, 2013
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 4
Registration Link: http://jan15restprac.eventbrite.com/
Sub request deadline: Dec 19, 2012

Date: January 16, 2013
Time: 8:45-4pm
Location: 1515 Quintara (School Health Programs) Room 4
Registration Link: http://jan16restprac.eventbrite.com/
Sub request deadline: Dec 19, 2012

1-2I: to be used by Site and parent leaders

Restorative Practices Centralized Professional Learning Community Schedule for Site and Parent Leaders

October
Wednesday, October 17- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 8

November
Thursday, November 8- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 8

December
Wednesday, December 12- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 8

January
Thursday, January 10- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 8

February
Wednesday, February 13- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 4

March
Wednesday, March 13- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 8

April
Thursday, April 18- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 8

May
Thursday May 16- 4:15-6:15pm
at 1515 Quintara (School Health Programs) room 8

1-2J: to be used at first RP Team meeting

Needs and Preferred Outcomes Data Analysis Summary

Areas of Need	**Preferred Outcomes**
Top 10 Identified Areas of Need for RP Implementation by **Staff/Faculty members**	Top 10 Identified Preferred Outcomes for RP Implementation by **Staff/Faculty members**
1. _____	**1.** _____
2. _____	**2.** _____
3. _____	**3.** _____
4. _____	**4.** _____
5. _____	**5.** _____
6. _____	**6.** _____
7. _____	**7.** _____
8. _____	**8.** _____
9. _____	**9.** _____
10. _____	**10.** _____

Stage 1
Step 3: Determining Need and Preferred Outcomes for RP Implementation

F. RP Team Meeting #2:

Supporting Documents:

- Team meeting #2 agenda (1-3A)
- School Discipline/ attendance record (1-5K)

G. At Staff/Faculty meeting Site Leaders facilitate Determining Need and Preferred Outcomes for RP Implementation Consensus activity

Supporting Documents:

- RP Need and Preferred Outcomes Staff Agenda and Script (1-3B)
- Needs and Preferred Outcomes Data Analysis Summary (1-2J)

C. Site Leaders chart and post RP Need and Preferred Outcomes for school community to view

Supporting Documents:

- Finalized School Staff RP Need and Preferred Outcomes (1-3C)

D. At School Site Council/PTA Meeting, Site Parent Lead

- **shares results of staff/faculty RP Implementation top 5 areas of need and preferred outcomes and,**
- **facilitates circle to identify additional parent/family areas of need and preferred outcomes**

Supporting Documents:

- RP Need and Preferred Outcomes Parent/Family Agenda and Script (1-3D)
- Finalized School Staff RP Need and Preferred Outcomes (1-3C)

1-3A: to be used at second RP Team meeting

RP Implementation Team Meeting #2

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- Prepare for Needs and Preferred Outcome consensus activity with staff
- Review School Climate Reflection tools, and
- Plan next steps for collecting baseline school climate and discipline data

Format of meetings:

- RP Site Leaders alternate or co-facilitate meetings
- Meeting frequency and times will depend on school site, but one can expect to meet on average every 1-2 weeks during the planning stage of implementation and then approximately every 2-3 weeks during implementation stage.
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- SFUSD RP Implementation guide
- Sign-in sheet
- Talking piece
- Circle Guideline poster
- Specified supporting documents (1-2J), (1-3B), (all documents from stage 1, step 4), (1-4K)
- 20 large pieces of butcher paper
- Colored markers

Meeting #2: Agenda

- All members sign-in
- Community Building intro circle round
- Review Needs and Preferred Outcomes Data Analysis Summary (1-2J)
- Prepare for the upcoming staff meeting consensus activity (see staff meeting script 1-3B for review)
    - For each of the identified top 10 needs and preferred outcomes, write out the need or outcome in large print using colored markers on pieces of butcher paper (be careful not to mix up the needs and outcomes)
- Prepare for Collecting Baseline School Site Data
    - Review the school climate data collecting tools (see supporting documents from stage 1, step 4)
    - determine which tools to use (highly recommended to use the staff and student school climate reflections and fishbowls if time permitted)
    - identify next steps for collecting the data (recommended to have all staff complete on-line School Climate Reflection together in the computer lab at the end of a staff meeting)
    - Assign member/s of team to partner with additional school site staff to collect school discipline data/attendance record (1-4K)
- Plan next Team meeting for one week after scheduled staff meeting (consensus activity and collecting baseline data).
- Review next steps (see below)
- Closing circle round

Supporting documents

- Needs and Preferred Outcomes Data Analysis Summary (1-2J)
- RP Need and Preferred Outcomes Staff Agenda and Script (1-3B)
- See all of Stage 1, Step 4 supporting documents
- School Discipline/ attendance record (1-4K)

Next Steps:

- Facilitate consensus activities at staff meeting (staff meeting #2 script)
- Collect baseline data
- Request survey monkey links for School Climate Reflection surveys from Kerri Berkowitz at berkowitzk@sfusd.edu

School Site Restorative Practices Implementation Team Meeting
Sign-In Sheet

School Site: _____
Date of meeting: _____
Time of meeting: _____
Meeting #: _____

Print Name	Position	Certificated or Classified	Employee ID #	Signature

1-3B: for Site Leaders/Admin to facilitate at Staff/Faculty mtg

Restorative Practices Determining Need and Preferred Outcomes Staff/Faculty Meeting Agenda/Script

Staff Meeting Objectives:

- Strengthen staff community
- Provide opportunity for all school community members to participate in shared decision making
- Gain consensus for top 5 needs and preferred outcomes for RP implementation

Agenda:

- Community building/strengthening
- Review of top ten areas of need and preferred outcomes for RP implementation
- Consensus activity #1: Determining Need for RP implementation
- Consensus activity #2: Determining Preferred Outcomes of RP Implementation
- Closing circle

Materials:

- Talking piece
- Circle Guidelines poster
- RP Reflection Outcomes Overview (1-1F)
- Completed Needs and Preferred Outcomes Data Analysis Summary- as a handout (1-2J)
- Posters with Needs and Outcomes written out
- stickers x6 total per person

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall
- Posters of Needs displayed around room

Staff Community Circle: (10 min)

a) Site Leaders act as the circle keeper.

b) Circle keeper reviews guidelines with group:

Say: *Before any circle begins it's critical to review the circle guidelines to develop and support the sense of safety in the circle. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

Point to the poster and read the Circle Guidelines:

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

c) Ask: *Are these guidelines something we can all agree to?*
Is there anything missing from this list that we need to add?

Circle round 1:

c) **Introduce the talking piece.** (Share the reason you selected the talking piece for today's circles.)

d) **Introduce the first circle prompt:** *For our first circle round, please take no more than 10 seconds to share one fact about yourself that no one knows about you. (*or select your own circle prompt)

- Ask for a volunteer to start who can model responding to the prompt in the requested amount of time and have them state what direction they will pass the talking piece before they answer.

Consensus Activity #1: Determining Areas of Need for RP Implementation

a) Remind staff/faculty that they each had an opportunity to identify areas of need and preferred outcomes for RP implementation at prior staff meeting.

b) Hand out summary of top 10 areas of need and outcomes based on their previous responses.

c) Explain the following consensus activity instructions:

1. Each person will receive 3 stickers per activity.
2. Each person selects their top 3 areas of need for RP implementation and places their stickers on the corresponding poster.
3. After everyone has placed their stickers on the posters, Site Leaders count the number of stickers per poster and writes the total number of votes on the top corner of the poster.
4. Order the identified areas of need from highest # of votes to lowest # of votes. The 5 posters with the most stickers gain consensus from staff/faculty as the greatest areas of need.

Consensus Activity #2: Determining Preferred Outcomes for RP Implementation

Follow same process as above for determining areas of need, only use the posters stating the identified top 10 preferred outcomes for RP implementation.

Closing Circle Round:

a) **Circle Prompt with talking piece:** *Share one thing you are surprised by, learned, or appreciate. (*or come up with your own)

c) **Thank everyone for their participation.**

School Site Areas of Need and Preferred Outcomes of Restorative Practices Implementation

1-3C: for Site Leader and Parent Leader to complete after consensus activities

Areas of Need	**Preferred Outcomes**
Top 5 Identified Areas of Need for RP Implementation by **Staff/Faculty members** **1.** _____ _____ **2.** _____ _____ **3.** _____ _____ **4.** _____ _____ **5.** _____ _____	Top 5 Identified Preferred Outcomes for RP Implementation by **Staff/Faculty members** **1.** _____ _____ **2.** _____ _____ **3.** _____ _____ **4.** _____ _____ **5.** _____ _____

Areas of Need	**Preferred Outcomes**
Top 5 Identified Areas of Need for RP Implementation by **Parents/Family members** **1.** _____ _____ **2.** _____ _____ **3.** _____ _____ **4.** _____ _____ **5.** _____ _____	Top 5 Identified Preferred Outcomes for RP Implementation by **Parents/Family members** **1.** _____ _____ **2.** _____ _____ **3.** _____ _____ **4.** _____ _____ **5.** _____ _____

Restorative Practices Determining Need & Preferred Outcomes Parent/Family Meeting Agenda

1-3D: for Parent Leader to use during parent meeting

Meeting Objectives:

- Strengthen parent/family community
- Provide opportunity for all parent/family community members to participate in shared decision making
- Share school staff/faculty consensus for RP need and preferred outcomes
- Gain consensus for top 5 needs and preferred outcomes for RP implementation

Agenda:

- Community building/strengthening
- Review of top five areas of need and preferred outcomes for school staff RP implementation
- Activity #1: Determining Need for RP implementation
- Activity #2: Determining Preferred Outcomes of RP Implementation
- Closing circle

Materials:

- Talking piece
- Circle Guidelines poster
- RP Reflection Outcomes Overview (1-3C)
- RP overview document
- notecards (x2 per person)

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall

Staff Community Circle: (10 min)

a) Site Leaders act as the circle keeper.

b) Circle keeper reviews guidelines with group:

Say: *Before any circle begins it's critical to review the circle guidelines to develop and support the sense of safety in the circle. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

Point to the poster and read the Circle Guidelines:

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

c) Ask: *Are these guidelines something we can all agree to?*
Is there anything missing from this list that we need to add?

Circle round 1:

e) **Introduce the talking piece.** (Share the reason you selected the talking piece for today's circles.)

f) **Introduce the first circle prompt:** *For our first circle round, please take no more than 10 seconds to share one fact about yourself that no one knows about you. (*or select your own circle prompt)

- Ask for a volunteer to start who can model responding to the prompt in the requested amount of time and have them state what direction they will pass the talking piece before they answer.

Consensus Activity #1: Determining Areas of Need for RP Implementation

a) Hand out RP overview document for review

b) Parent Leader shares, the importance of providing an opportunity for members of the parent community to participate in the initial planning of RP implementation. One of the first steps towards successful implementation is being clear on the reason and need for RP implementation as well as concluding what outcomes the community are working towards.

c) Parent Leader,

- **reads out loud the top five areas of need according to the staff/faculty,**
- **shares additional examples,** such as high rates of counseling office referrals, disproportionate # of African American students referred for special ed., student bullying, teacher-parent relationships, academic performance, lack of student engagement
- **hands out notecards to family members and requests that they write down one reason/area of need for RP implementation at the school and among the parent community.**

d) Circle Round: Parent Leader invites family members to share their area of need for RP implementation during a circle round if they choose. All participants have the right pass!

e) Parent Leader collects cards, and states that their input will be shared with the staff community.

Consensus Activity #2: Determining Preferred Outcomes for RP Implementation

Follow same process as above for determining preferred Outcomes.

Examples of preferred outcomes are: increased options for managing behavior, students are self-regulating and better problem-solvers, improvement in student statistics- out-of-classroom referrals, suspensions, attendance, reduction in # of African American student suspensions, quality and nature of dialogue about students is supportive and not blaming…etc.

Closing Circle Round:

a) **Circle Prompt with talking piece:** *Share one thing you are surprised by, learned, or appreciate. (*or come up with your own)

c) **Thank everyone for their participation.**

School Discipline /Attendance Record
2009-2012

1-4K: to be completed by identified members of RP Team

Date: _____

2009-2010	2010-2011	2011-2012
Student Behavior: Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____	Student Behavior: Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____	Student Behavior: Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____
Attendance:	Attendance:	Attendance:
Academic data per subgroup	Academic data per subgroup	Academic data per subgroup
Other:	Other:	Other:

Stage 1
Step 4: Collecting Baseline School Site Data

Site RP Implementation team,

- **review school climate data collecting tools, and**
- **determine a plan for collecting school climate and discipline/attendance data**

Supporting Tools and Documents:

- School Climate Reflection Tools overview (1-4)
- Staff School Climate Reflection -paper (1-4A)
- Staff School Climate Reflection -electronic request (1-4B)
- Staff School Climate Reflection -Data Collection/Analysis Paper request (1-4C)
- Student School Climate Reflection -paper (for grade 6+) (1-4D)
- Student School Climate Reflection -electronic request (1-4E)
- Student School Climate Reflection -Data Collection/Analysis Paper request (1-4F)
- (*optional*) Student Fishbowl (1-4G)
- (*optional*) Student Fishbowl Staff Reflection (1-4H)
- (*optional*) Parent Fishbowl (1-4I)
- *(optional)* Parent Fishbowl Staff Reflection (1-4J)
- School Discipline/ attendance record (1-4K)

1-4: to be reviewed by RP Site Leaders

School Climate Reflection Overview

To gather a complete picture of your current school climate, the SFUSD Restorative Practices team encourages gathering data from school staff/faculty, students and families. The following tools will assist your school site in the collection of this data.

1. Staff/Faculty School Climate Reflection survey:

Survey Purpose: for ALL staff/faculty to reflect on the current school climate. The data will be used to determine areas of strength and prioritize areas in need of improvement and strengthening.

Survey details: The survey takes approximately ten minutes to complete.
The survey is organized into four sections. In each section, participants will be asked to respond in a range from "Strongly Agree" to "Strongly Disagree" or "Does not apply."

- Section 1: Participant awareness and understanding of the School-wide Vision and Mission Statement.
- Section 2: Participant awareness and understanding of the relationships between students, between students and staff, between staff members, between administrators and staff, and between parents and staff.
- Section 3: Participant awareness and understanding regarding *classroom* management and discipline.
- Section 4: Participant awareness and understanding regarding *school-wide* discipline procedures and protocol.

*After each section or sub-section, there is a scale from 1-10 in which you are asked to rate your response, and participants are requested to offer three strengths of the school community.

2. Student survey:

Survey Purpose: for all or a random sample of students to reflect on the current school climate. The data will be used to determine areas of strength and prioritize areas in need of improvement and strengthening.

Survey details: The survey takes approximately ten minutes to complete and follows the same structure as the staff/faculty survey.

3. Student Fishbowl:

Purpose: The student fishbowl activity will allow staff/faculty to listen actively to the experiences and perspectives of a select group of the student community. Educators will have an opportunity to hear the experiences, ideas, and feedback of current students while giving the students an opportunity to be active in the dialogue on school climate and educational equity.

4. Parent Fishbowl:

Purpose: The parent fishbowl activity will allow staff/faculty to listen actively to the experiences and perspectives of a select group of the school parent community. Educators will have an opportunity to hear the experiences, ideas, and feedback of parents while giving the parents an opportunity to be active in the dialogue on school climate and educational equity.

Staff/Faculty School Site Climate Reflection

1-4A: to be completed by ALL staff and faculty

Your voice is important!!

Honest reflection on your school's current climate is an important step in the Restorative Practices implementation planning process. The results will be analyzed and used to recognize and celebrate successes of the school, as well as determine priority areas in need of improvement.

This survey is anonymous and responses cannot be traced back to you.

Please respond to the following statements based on YOUR experience and perceptions.
This reflection will take approximately ten minutes to complete.

School Site Name: _____ **Date: _____**

Position title: _____

Years Working In Education: _____ 1-3 Years _____4-6 Years _____7-9 Years
_____ 10-12 Years _____12-15 Years _____16+ Years

Section 1: School-wide: Vision and Mission Statement

In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) My school has a well thought out vision and relevant school mission statement.					
b) I know what my school's vision and mission statement is.					
c) The student and parent community are aware of the school's vision and mission statement.					
d) My school creates opportunities for teachers and staff to collaborate to achieve the school vision.					
e) The vision and mission statement are discussed and reinforced consistently throughout the year.					

On a scale from 1-10, please state the extent to which you believe your schools' *vision and mission statement* is an area in need of improvement at this time.

|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
1 2 3 4 5 6 7 8 9 10
Extremely low 50/50 Extremely high

(Optional) **Comments about the School Vision and Mission statement:**_____
_____
_____
_____-
_____

Section 2: Relationship and Community

2.1 Your Perceptions of Interactions Between *Students* In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Students engage in activities that aid in learning about diversity.					
b) Students learn to cooperate in groups with one another.					
c) Students feel a sense of belonging in each of their classes.					
d) Students engage in activities that allow for them to get to know one another and develop positive relationships.					
e) Students effectively resolve conflict with one another.					

On a scale from 1-10, please state the extent to which you believe relationships among *students* in your school community is an area in need of improvement at this time.

|----------|----------|----------|----------|----------|----------|----------|----------|----------|

1 2 3 4 5 6 7 8 9 10

Extremely low 50/50 Extremely high

(Optional) **Comments about the interactions among students in the school:**_____

_____

_____

_____-

_____

2.2 Your Perceptions of Interactions Between *Students and Staff* In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Staff views ALL students as valued members of the school community consistently throughout the school year.					
b) Staff has high expectations for ALL students.					
c) Staff is supportive of student needs.					
d) Students are recognized for their unique skills and talents by the staff and school community.					
e) Staff and students listen to one another, and communicate in a respectful manner.					

On a scale from 1-10, please state the extent to which you believe relationships among *students and staff members* in your school community is an area in need of improvement at this time.

|----------|----------|----------|----------|----------|----------|----------|----------|----------|

1 2 3 4 5 6 7 8 9 10

Extremely low 50/50 Extremely high

(Optional) **Comments about the interactions between students and staff in the school*:***

_____

_____

_____

_____

_____

2.3 Your Perceptions of the Interactions Between *Staff Members* In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Staff members effectively communicate with and treat one another in a respectful manner.					
b) Staff views one another as valued members of the school community.					
c) Staff engages in activities that allow for the development of positive relationships with one another.					
d) Structured time is provided for collaboration among staff, along with the opportunity for discussion of professional best practices.					
e) I look forward to coming to school (work) in the morning.					

On a scale from 1-10, please state the extent to which you believe relationships among *staff members* in your school community is an area in need of improvement at this time.

|----------|----------|----------|----------|----------|----------|----------|----------|----------|

1 2 3 4 5 6 7 8 9 10

Extremely low 50/50 Extremely high

(Optional) **Comments about the interactions between teachers/staff in the school*:***_____

_____

_____

_____

_____

2.4 Your Perceptions of the Interactions Between *Administrators and Staff Members* In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Administrators and staff members communicate with one another in a respectful manner.					
b) Staff members feel acknowledged and appreciated by the administrators.					
c) Administrators feel acknowledged and appreciated by staff members.					
d) Administrators give staff members opportunities to participate in decision-making.					
e) Staff members feel comfortable seeking support and assistance from administration.					

On a scale from 1-10, please state the extent to which you believe relationships among *administrators and staff members* in your school community is an area in need of improvement at this time.

```
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
1          2          3          4          5          6          7          8          9          10
Extremely low                                50/50                                    Extremely high
```

(Optional) **Comments about the interactions between administrators and staff in the school*:***

_____
_____
_____
_____
_____

2.5 Your Perceptions of the Interaction Between Parents and Staff Members. In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Parents/Guardians are considered valued members of the school community.					
b) Parents/Guardians feel welcome at the school.					
c) Staff members communicate with parents/guardians in a respectful manner.					
d) Parents/guardians communicate with staff members in a respectful manner.					
e) Staff members and parents form a close partnership to address the needs of students.					

On a scale from 1-10, please state the extent to which you believe relationships among *parents/guardians and staff members* in your school community is an area in need of improvement at this time.

|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|

1 2 3 4 5 6 7 8 9 10

Extremely low 50/50 Extremely high

(Optional) **Comments about the interactions between school staff and parent community in the school:**

_____

_____

_____

_____

_____

What additional ways do members of your school community foster interpersonal trust and positive interactions with one another, with students, and with parents/guardians? Please list any successful programs, services, partnerships...etc.

_____

_____

_____

_____

_____

Section 3: Your Perceptions Regarding Classroom Management and Discipline

In general...	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Teachers/staff communicate with students in a manner that reinforces positive and de-escalates negative behavior.					
b) All classrooms have established explicitly clear guidelines, procedures, and expectations of behavior.					
c) Students have opportunities to participate in classroom decision-making and offer input.					
d) Students respect and follow the classroom guidelines, procedures, and expectations of behavior.					
e) A common language is used by ALL teachers to reinforce classroom and school-wide norms and expectations.					
f) Fair and equitable classroom consequences suitably address the unwanted/harmful behavior for ALL students.					
g) Classroom consequences result in a change of student's unwanted/harmful behavior.					
h) Classroom issues are effectively handled within the classroom setting.					
i) Students are welcomed back into the classroom community after being away (referrals, suspensions, absences...etc.)					

On a scale from 1-10, please state the extent to which you believe effective *classroom management structures* in your school community is an area in need of improvement at this time.

|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
1 2 3 4 5 6 7 8 9 10
Extremely low 50/50 Extremely high

(Optional) **Please add any additional comments / relevant information that address classroom management structures.**

_____
_____
_____
_____

Section 4: Your Perceptions Regarding School-wide Discipline Procedures and Protocol

In general…	***Strongly Agree***	***Agree***	***Disagree***	***Strongly Disagree***	***Does not apply***
a) Students learn how to solve problems among themselves within the school community.					
b) Discipline procedures are consistent, fair, and equitable.					
c) Discipline procedures address the root causes of behaviors.					
d) Students learn how their actions impact the community.					
e) Students take responsibility for their actions.					
f) School and/or community members who are harmed are given opportunities to express themselves and voluntarily participate in a restitution process.					
g) Student consequences appropriately match the offense.					
h) A clear system of communication exists among all members of the school community.					
i) Students feel comfortable reporting harassment, bullying, and racial slurs/abuse to school officials.					
j) Students know and understand the school's discipline procedures and protocol.					
k) Staff know and understand the school's discipline procedures and protocol.					
l) When do conflicts occur most between students? (may select more than one box) □ Before School □ Morning classes □ During passing periods □ Lunch □ Afternoon classes □ After school					
m) Where do conflicts occur most between students? (may select more than one box) □ classrooms □ hallways □ gymnasium □ yard □ bathrooms □ library □ cafeteria					

On a scale from 1-10, please state the extent to which you believe effective *school-wide discipline procedures and protocols* in your school community is an area in need of improvement at this time.

|----------|----------|----------|----------|----------|----------|----------|----------|----------|

1 2 3 4 5 6 7 8 9 10

Extremely low 50/50 Extremely high

(Optional) **Please add any additional comments / relevant information that address school-wide discipline structures.**

_____

_____

_____

_____

Please state 3 strengths of your school community.

1._____

2._____

3._____

Thank you for your contribution!

Please note: Many of the questions in this survey tool were adopted from the School Citizenship Education Assessment (National Center for Learning and Citizenship: www.ecs.org) and the California School Climate Survey (http://cscs.wested.org/).
This tool contains the essential elements that comprehensively measure school climate.

1-4B: to be reviewed by RP Site Leaders and Team

Staff/Faculty School Climate Reflection
On Survey Monkey
(Highly Recommended)

If your school site would prefer to administer the School Climate Reflection survey to the staff/faculty on-line, you may request for a site specific survey link from the SFUSD RP Team.

Please email Kerri Berkowitz at berkowitzk@sfusd.edu for your personalized survey link, or call the RP Team at Student, Family, Community Support Department at 415) 695-5543.

School Site Survey link is :

_____

*** If you choose to administer the survey on-line, please notify the SFUSD Restorative Practices Team (at the above email address) for assistance with your site data analysis and summary of results.*

Staff School Climate Reflection
Data Collection/Analysis Paper request

1-4C: to be used by Site Leaders and RP Team

****(It is not recommended to collect data using the paper-based survey due to the heavy workload in analyzing the data)**

If your school site would prefer to administer the School Climate Reflection survey to the staff/faculty by paper, you may request a tool to assist in the data collection and analysis from the SFUSD RP Team.

Please email Kerri Berkowitz at berkowitzk@sfusd.edu or call the RP Team at Student, Family, Community Support Department at 415) 695-5543.

Student Survey

1-4D: for students in grade 6+

What you think and feel is important!!

Please answer the following questions about your experience at school as honestly as possible. This will let your school know what you like and what you think should be improved.

This survey is confidential. Your answers will be combined with those of other students at your school. No one at your school will ever see your individual answers. This is not a test and there are no wrong answers. The survey will take you about ten minutes to complete.
Thank you!

School: _____ **Date: _____**

Gender: Male / Female / Transgender (Circle One) **Grade:_____**

Section 1: What Do You Like About Your School?

Please say 3 things you like about your school.

1._____

2._____

3._____

Section 2: Relationship and Community

2.1 Student Relationships In general, how strongly do you agree or disagree with the following statements at school?	***Strongly Disagree***	***Disagree***	***Neither Disagree Nor Agree***	***Agree***	***Strongly Agree***
a) Students learn about other students' cultures.					
b) Students get along with other students.					
c) I like going to this school					
d) Students get to know other student during class.					
e) Students can solve problems that come up with other students in the school.					
f) There is at least one adult in your school that cares about you.					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that relationships between students are a problem in your school?

```
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
1          2          3          4          5          6          7          8          9          10
Extremely low                                50/50                                    Extremely high
```

*Is there anything else you want to say about the relationships between students in the school :*_____
_____
_____
_____
_____

2.2 Student and Teacher relationships In general, how strongly do you agree or disagree with the following statements at school?	***Strongly Disagree***	***Disagree***	***Neither Disagree Nor Agree***	***Agree***	***Strongly Agree***
a) Students feel valued (appreciated) by ALL teachers/staff in the school.					
b) The teachers/school staff expect for ALL students to succeed.					
c) Students ask the teachers/school staff for help if they need it.					
d) The teachers/school staff help students if they need help.					
e) Students and teachers/school staff speak respectfully with one another.					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that relationships between students and teachers/school staff are a problem in your school?

|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|

1 2 3 4 5 6 7 8 9 10

Extremely low 50/50 Extremely high

*Is there anything else you want to say about the relationships between students and teachers/school staff in the school?:*_____
_____
_____
_____
_____

2.3 Teacher and school staff relationships In general, how strongly do you agree or disagree with the following statements at school?	***Strongly Disagree***	***Disagree***	***Neither Disagree or Agree***	***Agree***	***Strongly Agree***
a) Your teachers/school staff get along with one another.					
b) Your teachers/school staff respect each other.					
c) Your teachers/school staff like being teachers.					
d) Your teachers/school staff and your principal get along with each other.					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that relationships between your teachers and school staff are a problem in your school?

|----------|----------|----------|----------|----------|----------|----------|----------|----------|

1 2 3 4 5 6 7 8 9 10

Extremely low 50/50 Extremely high

*Is there anything else you want to say about the relationships between teachers/school staff in the school?:*_____

_____

_____

_____

_____

2.4 Relationship between school and families In general, how strongly do you agree or disagree with the following statements at school?	***Strongly Disagree***	***Disagree***	***Neither Agree or Disagree***	***Agree***	***Strongly Agree***
a) Families feel welcome in the school.					
b) Your teachers and family members respect one another.					
c) Your teachers and family discuss how you are doing in school.					
d) Your family members are happy with your school.					
e) Your family and your teachers know one another.					

*Is there anything else you want to say about the relationships between your teachers and parents/families in the school?:*_____

_____

_____

_____

_____

Section 3: Your classroom experience

In general, how strongly do you agree or disagree with the following statements about your experience in your classrooms?	***Strongly Disagree***	***Disagree***	***Neither Agree or Disagree***	***Agree***	***Strongly Agree***
a) Teachers/staff talk to students in a respectful way.					
b) Students talk to teachers/staff in a respectful way.					
b) Students are asked what they think about decisions that are made.					
c) Students follow the behavior guidelines (class rules) in the classroom.					
d) Each of your classes has the same behavior guidelines (class rules).					
e) Teachers/staff treat students fairly when they do not follow the behavior guidelines.					
f) When there is classroom conflict, students respond positively to teacher intervention.					
g) Classroom issues/problems are handled well within the classroom.					
h) Students are welcomed back into the classroom after being away (referrals, suspensions, absences...etc.)					

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that classroom issues are a problem in your school?

```
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
1          2          3          4          5          6          7          8          9          10
```

Extremely low 50/50 Extremely high

*Is there anything else you want to say about your classroom experiences in the school?:*_____

_____

_____

_____

_____

Section 4: School Discipline

In general, how strongly do you agree or disagree with the following statements about your experience in your classrooms?	***Strongly Disagree***	***Disagree***	***Neither Disagree Nor Agree***	***Agree***	***Strongly Agree***
a) Students learn how to solve problems among themselves while at school.					
b) School discipline and consequences are fair.					
c) The school staff help students identify causes and solutions of school problems.					
d) Students learn how their actions affect the school when the school rules are not followed.					

e) Students take responsibility for their actions.					
f) People in the school who are hurt by others are given an opportunity to share how they were hurt and say what they want/need to see happen.					
g) Students feel comfortable reporting harassment, bullying, and racial slurs/abuse to the school staff.					
h) Students feel good about the way the school responds to problems.					

i) When do conflicts occur most between students? (may select more than one box)
□ Before School □ Morning classes □ During passing periods
□ Lunch □ Afternoon classes □ After school

j) Where do conflicts occur most between students? (may select more than one box)
□ classrooms □ yard □ hallways □ gymnasium
□ yard □ bathrooms □ library □ cafeteria

From 1 to 10 (1=extremely low, 10=extremely high) how much do you believe that school discipline issues are a problem in your school?

|----------|----------|----------|----------|----------|----------|----------|----------|----------|
1 2 3 4 5 6 7 8 9 10
Extremely low 50/50 Extremely high

*Is there anything else you want to say about school discipline experiences in the school?*_____
_____
_____
_____
_____

Thank you for taking this important survey!
YOUR VOICE IS IMPORTANT!

1-4E: to be used by Site Leaders and RP Team

Student School Climate Reflection
On Survey Monkey
(Highly Recommended)

If your school site would prefer to administer the School Climate Reflection survey to the students on-line, you may request for a site specific survey link from the SFUSD RP Team.

Please email Kerri Berkowitz at berkowitzk@sfusd.edu for your personalized survey link, or call the RP Team at Student, Family, Community Support Department at 415) 241-3030.

School Site Survey link is :

_____

*** If you choose to administer the survey on-line, please notify the SFUSD Restorative Practices Team (at the above email address) for assistance with your site data analysis and summary of results.*

Student School Climate Reflection Data Collection/Analysis Paper request

1-4F: to be used by Site Leaders and RP Team

****(It is not recommended to collect data using the paper-based survey due to the heavy workload in analyzing the data)**

If your school site would prefer to administer the School Climate Reflection survey to the staff/faculty by paper, you may request a tool to assist in the data collection and analysis from the SFUSD RP Team.

Please email Kerri Berkowitz at berkowitzk@sfusd.edu or call the RP Team at Student, Family, Community Support Department at 415) 241-3030.

Student Fishbowl Instructions

1-4G: to be used by Site Leaders and RP Team and presented to staff at faculty mtg

This activity requires approximately 60 minutes.

Purpose: The student fishbowl activity will allow staff/faculty to listen actively to the experiences and perspectives of a select group of the student community. Educators will have an opportunity to hear the experiences, ideas, and feedback of current students while giving the students an opportunity to be active in the dialogue on educational equity.

Structure of fishbowl: The fishbowl students sit in a circle in the middle of the room with the staff/faculty "observers" sitting in a larger circle surrounding the students.

Pre-fishbowl Preparation:

1. Identify a staff member to facilitate the fishbowl activity.
2. Confirm the date and time for the fishbowl activity with Site Administration (Recommended approx. 60 min at a staff meeting)
3. Select a group of approx. 6-8 students to participate in the fishbowl. (It is important to select a diverse group of students with varying experiences)
4. Select the questions to ask of students during the fishbowl.
   Sample questions:
   1. Describe the classroom that you enjoyed being in and why.
   2. Describe the classroom in which you learned to your best ability. What did it look like? Sound like? Feel like? Why did you do your best in this classroom?
   3. What can your teachers do to help you learn better?
   4. Share a story about when one of your teachers did something that made you feel especially included in the learning process.
   5. Share a story about when you felt you were especially excluded from your own learning process.
   6. Describe a school in which you feel safe and respected. What does it look like and what kinds of relationships do you have with your teachers and school staff?
   7. To what extent do you feel that your school listens to the students and acts on the information students give?
   8. What aspects of your school do you feel should be improved?
   9. What do you like most about your school?
   10. What do you feel is the role of school in your life?
5. Facilitator meets with students prior to the fishbowl to introduce the activity and confirm all students are interested and willing to participate.
6. Facilitator shares the questions with the students and allows them an opportunity to prepare their responses ahead of time. (It is encouraged to meet with the students on 2 occasions prior to the fishbowl to ensure readiness of the students).
7. Facilitator explains that once the question is read out loud each student will have an opportunity to respond to the question. Consider using a talking piece to help ensure that one person speaks at a time.
8. If possible, assign one of the fishbowl students the role of facilitator. It will be her or his responsibility to ask questions, facilitate the fishbowl discussion, and make sure everyone has an opportunity to talk. If necessary, you can play the role of facilitator.

Room Set-up:

1. Prior to students and staff entering the room, have one small circle with enough chairs for all students and facilitator set up in the middle of the room with a larger circle of chairs surrounding the inner circle for staff/faculty.
2. Post Fishbowl Guidelines for all to see.
   Guideline: Staff/faculty and "observers" are to remain silent during the student fishbowl activity.
   Circle Guidelines poster on display (for students):
   - **Respect the talking piece**
   - **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
   - **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental
   - **Trust you will know what to say:** no need to rehearse
   - **Say just enough:** be considerate of the time when sharing

Fishbowl Instructions:

1. Introductions: Introduce the purpose (see above) of the fishbowl to the staff/faculty and explain that during the fishbowl the staff members and any guests are considered to be "observers" and/or "learners".
2. Guidelines: **During the course of the fishbowl, observers are expected to remain silent**. Their role is to listen and learn from the fishbowl students. Mention that the observers will have an opportunity to ask questions if time allows and will be able to discuss any issues that emerge in later processing dialogue.
3. Resources: Hand out the fishbowl note-taking and reflection forms for staff to complete during the activity.
4. Introduce the students- Students enter the room and take a seat in the middle of the circle. The facilitator allows for each student to introduce themselves. (The fishbowl activity begins)
5. Student guidelines: Prior to starting the first circle round, review the circle guideline poster with the students and ensure that all students agree to follow the guidelines.
6. Introduce the talking piece
7. Fishbowl Rounds: Begin fishbowl circle rounds using a round robin format.
8. Make sure everybody in the fishbowl has an opportunity to talk and allow opportunities for additional responses from students after each question round.
9. Allow the fishbowl discussion to continue for at least 30 minutes. You can allow it to continue longer if time permits.
10. Inviting observers into the discussion: After the students have shared responses to all the questions, add one additional chair into the student circle. Open the invitation for staff members to enter the student circle only to ask a follow-up question. Once they have asked the question they are to return to their seat and the students take turns responding to the question.
11. Continue to invite additional staff questions if time permits.
12. Thank the students for their participation.
13. Group reflection and processing: *Be sure to have someone scribing the responses*
    A variety of questions can guide this conversation lead by the facilitator:
    - To the observers: Was it difficult to not respond to the fishbowl students' comments during the fishbowl? Why?
    - To the fishbowl students: How did it feel to share your feelings about school, knowing that these teachers were listening closely?
    - To the fishbowl students: Do you usually have opportunities to share your perspectives on school and your education?
    - To the observers: Did you hear anything from the fishbowl that surprised you?
    - To both the students and observers: What is one thing you have learned from this experience

Facilitator Notes:
A few simple strategies will help you facilitate this activity smoothly.
First, remember that this activity is as much about reminding teachers that students are their most important resource as it is about providing the staff an educational experience. As mentioned above, it is thus crucial that observers show maximum respect to the fishbowl students by following the silence ground rule. It may take some effort to enforce this ground rule, as many teachers are not fully ready to play the role of learner from people who may be their own students. Consider writing something on a poster such as "We are all teachers. We are all learners."

Please note: Contents in this fishbowl activity write-up were modified from:
http://www.edchange.org/multicultural/activities/fishbowl.html

Student Fishbowl Staff Reflection

1-4H: to be used by Staff/Faculty during staff meeting

Date: _____
Name: (optional) _____

Please use this sheet to take notes during the fishbowl activity. Your responses will be collected and used as a contribution to the School Climate reflection process.

Common Themes:	**Questions to ask students during Q and A portion of the fishbowl activity:**
Personal reflections, thoughts, feelings, lessons learned:	**Other notes:**

Parent Fishbowl

1-4I: to be used by Site Leaders and RP Team and presented to staff at faculty mtg

This activity requires approximately 60 minutes.

Purpose: The student fishbowl activity will allow staff/faculty to listen actively to the experiences and perspectives of a select group of the parent community. Educators will have an opportunity to hear the experiences, ideas, and feedback of current parents/guardians while giving them an opportunity to be active in the dialogue on school climate and educational equity.

Structure of fishbowl: The fishbowl parents/guardians sit in a circle in the middle of the room with the staff/faculty "observers" sitting in a larger circle surrounding the students.

Pre-fishbowl Preparation:

1. Identify a staff member to facilitate the fishbowl activity.
2. Confirm the date and time for the fishbowl activity with Site Administration
   (recommended approx. 60 min at a staff meeting)
3. Select a group of approx. 6-8 parents/guardians to participate in the fishbowl.
   (It is important to select a diverse group of parents with varying experiences)
4. Select the questions to ask of parents during the fishbowl.
   Sample questions:
   - Introduce name and length of time you have been a part of the parent community at the school.
   - When reflecting on your experience as a parent/guardian of your child at this school, please share what you appreciate about the school staff community.
   - Are you aware of what the school vision and mission statement is?
   - Do you feel welcomed at the school?
   - Do you feel informed about your child's academic and behavior progress? In what ways do the teachers/staff communicate with you? Is this an effective approach?
   - Have you been offered opportunities for participation and involvement during the school day, such as classroom volunteering, participation on PTA…etc?
   - How would you describe your relationships with the teachers and staff in the school? Do you feel a sense of mutual partnership with staff to address and meet the needs of your child?
   - How would you describe your child's relationships with the teachers and staff in the school? Does he/she like coming to school?
   - Do you have any suggestions for the school community that would strengthen your and your child's experiences while at the school?
   - Additional comments?

5. Facilitator meets with parents prior to the fishbowl to introduce the activity and confirm all parents are interested and willing to participate.
6. Facilitator shares the questions with the parents and allows them an opportunity to prepare their responses ahead of time.
7. Facilitator explains that once the question is read out loud each participant will have an opportunity to respond to the question. Consider using a talking piece to help ensure that one person speaks at a time.

Room Set-up:

1. Prior to parents/guardians and staff entering the room, have one small circle with enough chairs for all parents and facilitator set up in the middle of the room with a larger circle of chairs surrounding the inner circle for staff/faculty.
2. Post Fishbowl Guidelines for all to see.

   Guideline: Staff/faculty and "observers" are not allowed to speak during the fishbowl activity.

Fishbowl Instructions: The following steps will set the ground rules, then initiate and process the dialogue for the parent fishbowl activity:

1. Introduce the purpose of the fishbowl to the staff/faculty and explain the process and guidelines.

2. One important ground rule must guide the participation of the observers: During the course of the fishbowl, observers are not allowed to speak. Their job is to listen and learn from the fishbowl parents. Mention that the observers will have an opportunity to ask questions if time allows and will be able to discuss any issues that emerge in later processing dialogue.

3. Hand out the fishbowl note-taking and reflection forms for staff to complete during the activity.

4. Introduce the parents.

5. Introduce the talking piece to the parents and begin asking the questions in a series of circle rounds.

6. Make sure everybody in the fishbowl has an opportunity to share and allow the option for additional responses from parents after each question round.

7. Allow the fishbowl discussion to continue for at least 30 minutes. You can allow it to continue longer if time permits.

8. After the parents have shared responses to all the questions, add one additional chair into the inner circle.

9. Invite staff members to enter the circle only to ask a follow-up question. Once they have asked the question they are to return to their seat while the parents take turns responding to the question.

10. Continue to invite additional staff questions if time permits.

Post Fishbowl Activity Reflection:

Group reflection and processing: *Be sure to have someone scribing the responses*

A variety of questions can guide this conversation lead by the facilitator:

- To the observers: Was it difficult to not respond to the fishbowl parents' comments during the fishbowl? Why?
- To the fishbowl parents: How did it feel to share your feelings and experiences?
- To the fishbowl parents: Do you usually have opportunities to share your perspectives on school and your child's education?
- To the observers: Did you hear anything from the fishbowl that surprised you?
- To both the parents and observers: What is one thing you have learned from this experience?

Please note: Contents in this fishbowl activity write-up were modified from:
http://www.edchange.org/multicultural/activities/fishbowl.html

Parent Fishbowl Staff Reflection

1-4J: to be used by Staff/Faculty during staff meeting

Date: _____
Name: (optional) _____

Please use this sheet to take notes during the fishbowl activity. Your responses will be collected and used as a contribution to the School Climate reflection process.

Common Themes:	**Questions to ask students during Q and A portion of the fishbowl activity:**
Personal reflections, thoughts, feelings, lessons learned:	**Other notes:**

School Discipline /Attendance Record
2009-2012

1-4K: to be completed by identified members of RP Team

Date: _____

2009-2010	2010-2011	2011-2012
<u>Student Behavior:</u> Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____	<u>Student Behavior:</u> Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____	<u>Student Behavior:</u> Counseling Office Referrals: • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ _____ • Common location/s of problem behaviors: _____ _____ _____ • Common problem behavior events by time of day: _____ _____ _____ • Percentage of ethnic representation of counseling office referrals: _____ _____ _____ _____
Attendance:	Attendance:	Attendance:
Academic data per subgroup	Academic data per subgroup	Academic data per subgroup
Other:	Other:	Other:

Stage 2:
School Site Planning of Whole-School Implementation

Step 1: Scheduling Restorative Practices Professional Development and RP Circle Series (to establish the foundation for a strong restorative school culture)

A. RP Site Leaders and Administrators review school calendar and schedules three, 2hr PD Restorative Practices workshops with entire faculty (certificated, classified, after-school program, Early Education program)

Workshop 1: Restorative Framework for Practice
Workshop 2: Building/Strengthening Community- Affective Statements and Circles
Workshop 3: Restorative Dialogue and Impromptu Conferencing- Repairing Harm

Supporting Documents:

- Restorative Practices Workshop Descriptions (2-1A)
- SFUSD RP Team Workshop Request and Schedule (2-1B)

B. RP Site Implementation Team meeting #3:

- **determines plan for introducing yard staff to RP**
- **works with Family Liaison to determine plan for offering RP workshop to student families**
- **reviews RP Community Circle Series Overview,**
- **determines facilitation plan of circle series during faculty meetings and/or extended PD time**

Supporting Documents:

- RP Team meeting #3 agenda (2-1C)
- Yard Staff and Parent/Family PD Planning (2-1D)
- RP Circle Series Overview (2-1E)
- RP Circle Series Schedule (2-1F)
- RP Circle Series Scripts (Request RP Team)

C. RP Site Leaders and Administration schedule dates and times for the Circle Series facilitation with staff/faculty

Supporting Documents:

- RP Circle Series Schedule (2-1F)

2-1A: for RP Team and Admin to review

Restorative Practices Professional Development Workshop Descriptions

The following workshops are designed to be interactive and experiential. Each workshop requires 2hrs to effectively convey the concepts and provide opportunities for processing and practice.
The SFUSD RP Team will happily visit your school site to facilitate the workshops.

It is recommended to schedule the workshops approximately 1-2 months apart, time permitted.

*Please note: It is critical for support systems (PLC's) to be in place prior to receiving the workshops as these structures will reinforce the commitment to whole-school implementation by providing on-going and consistent opportunities to practice, deepen one's understanding and skill development, engage in authentic dialogue, support, and problem-solve.

Workshop 1: Restorative Framework for Practice

- Defining restorative practices
- Restorative practices principles
- Restorative paradigm: Traditional discipline vs. Restorative discipline
- Social Discipline Window and Fundamental Hypothesis of Restorative Practices
- Inclusive Decision Making: Fair Process
- Overview of restorative continuum of practices

Workshop 2: Building/Strengthening Community- Affective Statements, Circles, and Restorative Dialogue

- Review of restorative continuum of practices
- Affective Statements
- Pro-active Circles (Community building/strengthening)
- Restorative Language

Workshop 3: Restorative Dialogue, Responsive Circles, and Impromptu Conferencing- Repairing Harm

- Restorative questions
- Impromptu conferences
- Responsive/Repairing harm circles

RP Workshop Request and Schedule

2-1B: for RP Team and Admin to review

****To schedule a RP workshop, please contact the SFUSD Restorative Practices Team at Pupil Services Department.**
695-5543

Kerri Berkowitz: berkowitzk@sfusd.edu
Helen Parker: parkerh1@sfusd.edu
Ben Kauffman: kauffmanb1@sfusd.edu
Vickie Sargent: rhodesv@sfusd.edu

Restorative Practices Workshop Schedule

Workshop	Scheduled Date and Time	Confirmed with
Workshop 1		
Workshop 2		
Workshop 3		

RP Implementation Team Meeting #3

2-1C: for RP Team and Admin to review

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- Review collecting baseline school site data plan
- Review schedule for RP Professional Development workshops
- Plan for RP workshop to yard monitors
- Plan for RP workshop for parents/families
- Review RP Community Circle Series: Establishing a Strong Restorative Foundation

Format of meeting:

- RP Site Leaders alternate or co-facilitate meetings
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- SFUSD RP Implementation guide
- Sign-in sheet
- Talking piece
- Circle Guideline poster
- Specified supporting documents

Meeting #3: Agenda

- All members sign-in
- Community Building intro circle round
- Review finalized staff and parent consensus of need and preferred outcomes for RP Implementation (1-3C)
- Celebrate accomplishments towards whole-school implementation so far!!
- Collecting baseline School Climate Data
    - Review plan and finalize to do's
    - Update on completion of School Discipline/Attendance record data (1-4K)
- Restorative Practices Professional Development
    - Review scheduled staff workshop dates and times (2-1B)
    - Discuss need and plan for providing RP overview and strategies to yard monitors (2-1D)
    - Determine plan for partnering with site Family Liaison (if possible) to schedule RP workshop for parent/family community (2-1D)
- Review RP Circle Series Overview: Establishing a Strong Restorative Foundation (2-1E)
    - Identify and select which circle topics will benefit the school community (2-1F)
- Plan next Team meeting (recommended one week later time permitting)
- Review next steps (see below)
- Closing circle round

Supporting documents

- Needs and Preferred Outcomes Data Analysis Summary (1-2J)
- RP Need and Preferred Outcomes Staff Agenda and Script (1-3B)
- See all of Stage 1, Step 4 supporting documents
- School Discipline/attendance record (1-4K)

Next Steps:

- Continue to collect baseline school climate data
- Schedule RP PD for yard monitors and parents/family members
- Work with administration to review selected RP Circle Series/topics and schedule time at Faculty meeting
- Site Leaders meet with Administration to plan and schedule PLC Fair Process activity (see staff agenda/script 2-2A)

School Site Restorative Practices Implementation Team Meeting
Sign-In Sheet

School Site: _____
Date of meeting: _____
Time of meeting: _____
Meeting #: _____

Print Name	Position	Certificated or Classified	Employee ID #	Signature

2-1D: for RP Team planning

Restorative Professional Development Planning

Lunch Yard Monitors
Recommended time for PD: **Person/s who will offer PD** (see Intro to RP script 1-1A for resources): **Person/s who will be invited to attend workshop:**

Parent/Family Members
Recommended time for PD: **Person/s who will offer PD** (see Intro to RP script 1-1A for resources): **Person/s who will be invited to attend workshop:**

2-1E: for RP Team planning

RP Circle Series:
Establishing the Foundation for Building and Sustaining a Positive School Community Culture

Through a series of scripted circle processes facilitated by the Site RP Implementation Team, school community members engage in authentic dialogue to establish a strong foundation for a positive and welcoming school climate.
Each circle requires approximately 1-1.5 hrs.

**Request circle scripts from SFUSD RP Team.

Circles address the following:

School Community	There is a shared understanding and recognition of who constitutes the school community including roles and contributions. Community members identify what a "welcoming" school environment looks like, sounds like, and feels like.
School Values	The development of school-wide values guide the behavioral and academic expectations of all members of the school community. These values are reinforced and modeled consistently throughout the school year among all stakeholders.
School Vision and Mission Statement	The school vision and mission statements are current and relevant. All members of the school community contributed to its creation and there is a shared commitment by all (including students and families) to achieve the vision.
School-Wide Behavior Expectations	Core school behavior expectations are based on and supported by the school values. The behavior expectations are taught and modeled among and between the school staff, students, families, after-school programming, community groups…etc. When behavior infractions occur, the school values that govern behavior expectations are reinforced and re-taught as opposed to an emphasis and enforcement of school rules.
Cultural Congruence ***(Coming soon)***	To engage each other in honest, authentic conversation and relationship among and between all cultures.
Trauma Informed Response (***Coming soon)***	Understanding the impact of complex trauma on school functioning for students, staff, and school systems.

2-1F: for RP Team planning

Scheduling RP Circle Series

Circle Series topics	School Site Interest in Facilitation of Circle Yes/No	If yes, identify date and time for circle facilitation and person to facilitate following provided script
School Community: There is a shared understanding and recognition of who constitutes the school community including roles and contributions. Community members identify what a "welcoming" school environment looks like, sounds like, and feels like		
School Values: The development of school-wide values guide the behavioral and academic expectations of all members of the school community. These values are reinforced and modeled consistently throughout the school year among all stakeholders.		
School Vision and Mission Statement: The school vision and mission statements are current and relevant. All members of the school community contributed to its creation and there is a shared commitment by all (including students and families) to achieve the vision.		
School-Wide Behavior Expectations: Core school behavior expectations are based on and supported by the school values. The behavior expectations are taught and modeled among and between all members of the school community. When behavior infractions occur, the school values that govern behavior expectations are reinforced and re-taught as opposed to an emphasis and enforcement of school rules.		
Cultural Congruence: To engage each other in honest, authentic conversation and relationship among and between all cultures. *(Coming soon)*		
Trauma Informed Response: Understanding the impact of complex trauma on school functioning for students, staff, and school systems. (*Coming soon)*		

Stage 2:
School Site Planning of Whole-School Implementation Plan and Timeline

Step 2: Determining Systems of Support

A. Staff /Faculty Meeting: (20min) **Professional Learning Community Fair Process Activity**

- **Site Administration and Site RP Leaders share an analysis of Professional Learning Communities supporting the importance and necessity of PLC's for successful implementation**
- **Fair Process Activity to determine options for PLC formation**

Supporting Documents:

- Staff/Faculty meeting (2-2A)
- Professional Learning Communities: An analysis (2-2B)
- Fair Process handout (2-2C)
- Fair Process: PLC Planning and Final Decision Explanation (2-2D)

B. Staff/Faculty Meeting: (15min) **Sharing Final Decision of PLC Formation**

- **Site Administrator shares,**
  - **Final decision regarding PLC formation for RP implementation support**
  - **Reason for decision**
  - **Expectations**

Supporting Documents:

- Fair Process: PLC Planning and Final Decision Explanation (2-2D)
- Restorative Practices Prof Learning Community Groups (2-2E)

2-2A: to be used by Site Administration during Faculty meeting

Restorative Practices PLC formation:
Fair Process
Staff/Faculty Meeting

****Pre-Planning:** Prior to faculty meeting Site Administrator and Site Leaders,

1. Review the analysis of Professional Learning Communities and gain a clear understanding of the importance and direct connection of PLC's and successful RP Implementation. (2-2B)
2. Review Fair Process decision making strategy (2-2C)

Meeting Objectives:

- Strengthen staff/faculty community
- Review important role of Professional Learning Communities in RP implementation
- Model Fair Process: inclusive decision making strategy
- Provide opportunity for staff community members to participate in shared decision making
- Collect ideas for small group restorative practices PLC formation

Agenda:

- Community building/strengthening
- Professional Learning Communities: An Analysis
- Fair Process activity
- Closing circle

Materials:

- Talking piece
- Circle Guidelines poster
- Professional Learning Communities: An analysis (2-2B)
- Fair Process handout (2-2C)
- Chart paper
- Markers

Room Set-Up:

Prior to the workshop, set up the room as following:

- Chairs situated in a large circle for all participants (preferably no furniture in the middle)
- Agenda and objectives posted on the wall
- Circle Guidelines posted on the wall

Staff Community Circle: (10 min)

a) Site Leaders or Administrator act as the circle keeper.

b) Circle keeper reviews guidelines with group:

Say: *Before any circle begins it's critical to review the circle guidelines to develop and support the sense of safety in the circle. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.*

Point to the poster and read the Circle Guidelines:

- **Respect the talking piece**
- **Speak from the heart:** share only your experiences, perspectives, feelings-not those of others
- **Listen from the heart:** let go of stories that make it hard to hear one another, be open and non-judgmental

- **Trust you will know what to say:** no need to rehearse
- **Say just enough:** be considerate of the time when sharing

c) Ask: *Are these guidelines something we can all agree to?*
Is there anything missing from this list that we need to add?

Circle round 1:

g) **Introduce the talking piece.** (Share the reason you selected the talking piece for today's circles.)

h) **Introduce the first circle prompt:** *For our first circle round, please take no more than 10 seconds to share a couple words that describe how it felt when you were supported by a peer at some point in your life. (*or select your own circle prompt)

- Ask for a volunteer to start who can model responding to the prompt in the requested amount of time and have them state what direction they will pass the talking piece before they answer.

Professional Learning Communities:

a) **Hand out** the document Professional Learning Community: An analysis

b) **SAY:** *Research has shown that when we receive professional development, unless we build a PLC/Peer Coaching component into it, the transference of the skills and knowledge into our practice remains less than 5%. When a peer coaching component is incorporated, transference of skills and knowledge becomes embedded into practice at 95%. Therefore, it is critical for us to incorporate PLC's into our RP implementation strategy if we truly want to create a restorative culture in our whole-school.*

The PLC's at the SFUSD RP Demonstration Schools (Rosa Parks, SF Community, and James Lick MS) have emerged as one of the best practices of their implementation. Their ENTIRE staff community (certificated and classified have formed small groups and meet every other week to support their learning and practice of RP.

We are going to do the same, and we are going to use Fair Process, an inclusive shared-decision making strategy to determine the plan that will work best for our community. Our PLC's will begin right after we receive our first RP Professional Development workshop.

Fair Process: An Inclusive Shared-Decision Making Strategy

a. **Hand out** the Fair Process review (2-2C)

b. **Read** the stages of Fair Process out loud.

c. **SAY:** *Fair Process is not a consensus decision making strategy, but allows for all individuals to participate in the process by sharing their thoughts, suggestions, and feedback. Ultimately, the Administration will make the final call, but I want to take all your input into consideration before any decisions are made.*
We need to decide on the best way to form our small group PLC's. *I am open to all suggestions and ideas and will write them all down. Once I review the different options I will make a decision and then share the decision with you all at our next staff meeting.*

d. **Accept staff input and document all ideas on chart paper**

e. **After all ideas are shared, allow final comments and feedback**

f. **Thank everyone for their participation.**

Closing Circle Round:

a) **Circle Prompt with talking piece:** *Share one thing you are surprised by, learned, or appreciate. (*or come up with your own)

c) **Thank everyone for their participation.**

Professional Learning Communities: An analysis

2-2B: to be reviewed by RP Team and Admin and shared at staff meeting

Research indicates that without having systems of support structures in place, such as Professional Learning Communities (peer coaching and support), the knowledge and skill transference into practice remains extremely low after receiving professional development.

Components of Professional Development	Knowledge	Skill	Transference into practice
Theory	10%	5%	0%
Modeling/Demonstration	30%	20%	0%
Practice	60%	60%	5%
Peer Coaching (Professional Learning Communities)	95%	95%	95%

National Staff Development Council and Stanford University, 2002

Establishing strong systems of support is a critical component of Restorative Practices implementation to ensure a collaborative approach to building and sustaining a restorative school culture that provides opportunities for deep reflection, practice, support, problem solving, authentic dialogue, and celebration.

Fair Process

2-2C: to be reviewed by RP Team and Admin and shared at staff meeting

Three core components of Fair Process:

1 - **Engagement:** Involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another's ideas.

2 - **Explanation:** Everyone involved and affected should understand why final decisions are made as they are. Creates powerful feedback loop that enhances learning.

3 **- Expectation Clarity**: Once decisions are made, new rules are clearly stated, so that everyone understands the new boundaries and consequences of failure.

Kim & Mauborgne, 1997, Fair Process: Managing in the Knowledge Economy' for the Harvard Business Review

What Fair Process Achieves:

- Fair process builds trust and commitment which
    - Produces voluntary co-operation, which
    - Drives performance, which
    - Leads individuals to go beyond the call of duty by sharing their knowledge and applying creativity.

Fair Process is about interacting WITH others and allowing them to the space to be heard and treated with dignity and respect.

Fair Process: PLC Planning and Final Decision

2-2D: to be completed by Admin and shared at next staff meeting

1. **Review the PLC group formation suggestions and input from the staff/faculty and write down the suggestions that interest you most.**

   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. **Select one option that you believe will be the best for the community.**

   _____
   _____
   _____

3. **Explain your reason for selecting this option for PLC formation.**

   _____
   _____
   _____

4. **Expectation Clarity: Now that you have selected the best option for the PLC's to support Restorative Practices implementation, what do you expect to see happen, and how will you convey this to your staff/faculty.**

   _____
   _____
   _____

At next staff meeting, present the following:

1. The final decision for how to form PLC's to support RP implementation
2. The reason why this final decision was made
3. What you expect as a result
   (PLC's will begin immediately following the first RP Professional Development workshop)

Restorative Practices Professional Learning Community Groups

2-2E: to be completed by Admin, School Leadership team, Site Leaders

Place ALL members of the school staff community (including classified support staff) into Professional Learning Communities.
It is recommended for approximate 7 people per group.

Group 1:	**Group 2:**
Group 3:	**Group 4:**
Group 5:	**Group 6:**
Group 7:	**Group 8:**
Group 9:	**Group 10:**
Group 11:	**Group 12:**

Group 13:	**Group 14:**
Group 15:	**Group 16:**

Stage 2:
School Site Planning of Whole-School Implementation Plan

Step 3: Determining Progress Checks for Preferred Outcomes of Restorative Practices Implementation

A. Site RP Team Meeting #4:
To review school community preferred outcomes for RP implementation and determine a plan and timeline for regular progress checks towards measuring outcomes and implementation process fidelity

Supporting Documents:

- Team Meeting #4 Agenda (2-3A)
- Restorative Practices Reflection Outcomes Overview (1-3C)
- Progress Check Planning worksheet (2-3B)

B. Site RP Team designs tool for school site progress checks (ex. reflection forms, review of discipline data, PLC meeting reflections, focus groups...etc.)

2-3A: for RP Team and Admin to review

RP Implementation Team Meeting #4

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- PLC formation plan
- Review restorative practices need and outcomes overview
- Brainstorm possibilities and timeline for regular progress checks towards measuring outcomes and process fidelity
- Create data gathering tools to measure preferred outcomes

Format of meeting:

- RP Site Leaders alternate or co-facilitate meetings
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- SFUSD RP Implementation guide
- Sign-in sheet
- Talking piece
- Circle Guideline poster
- Specified supporting documents (1-3C), (2-3B)

Meeting #4: Agenda

- All members sign-in
- Community Building intro circle round
- Review finalized decision for small group PLC formation and discuss additional steps that need to be taken to situate all staff members into PLC groups.
- Review Preferred Outcomes of RP Implementation (1-3C)
    - Discuss/brainstorm suggestions for possible approaches/tools and frequency to measure progress towards preferred outcomes (2-3B)
    - Identify progress check strategy and assign team members the task of creating draft measuring tools for next meeting.
- Plan next Team meeting (recommended one-two weeks later)
- Review next steps (see below)
- Closing circle round

Supporting documents

- Restorative Practices Reflection Outcomes Overview (1-3C)
- Progress check planning (2-3B)

Next Steps:

- Submit baseline school climate data results/overview to SFUSD RP Team
- Work with administration to assist in staff grouping for PLC's (2-2E)
- Create draft tools for progress checks to measure preferred outcomes

School Site Restorative Practices Implementation Team Meeting
Sign-In Sheet

School Site: _____
Date of meeting: _____
Time of meeting: _____
Meeting #: _____

Print Name	Position	Certificated or Classified	Employee ID #	Signature

2-3B: for RP Team and Admin to review

Progress Check Planning: Preferred Outcomes

Using the Restorative Practices Reflection Outcomes Overview document (1-3C) complete the following progress check planning worksheet.

Examples of progress checking tools:

- brief surveys (staff, student, parents)
- review of discipline data
- PLC meeting reflections
- Focus groups
- Fishbowls
- Staff meeting or student exit slips

It may be helpful to keep in mind the following questions when considering measuring tools.

- Are we having the impact we hoped we would?
- Is the school community benefiting?
- What have we learned?

Preferred Outcomes	**Progress Check Plan**	**Person responsible for creating draft of measurement tool**
1.	**a) Brainstorm ideas for various ways to measure this outcome:** _____ _____ _____ _____ _____ **b) Select one or two from the list above:** _____ _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
2.	**a) Brainstorm ideas for various ways to measure this outcome:** _____ _____ _____ _____ _____	

2. continued	**b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
3.	**a) Brainstorm ideas for various ways to measure this outcome: _____** _____ _____ _____ _____ **b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
4.	**a) Brainstorm ideas for various ways to measure this outcome: _____** _____ _____ _____ _____ **b) Select one or two from the list above: _____** _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	
5.	**a) Brainstorm ideas for various ways to measure this outcome: _____** _____ _____	

	b) Select one or two from the list above: _____ _____ _____ **c) When will the tool be administered, to whom and how often?** _____ _____ _____	

Stage 2:
School Site Planning of Whole-School Implementation Plan and Timeline

Step 4: Whole-School RP Implementation Plan Overview

B. **RP Site Team Meeting #5:**
To complete Whole-School Implementation Overview
Supporting Documents:

- RP Site Team Meeting #5 Agenda (2-4A)
- Whole-School Implementation Overview document (2-4B)

B. RP Site Team shares whole-school implementation plan with all members of school community during Staff/Faculty meeting
Supporting Documents:

- Whole-School Implementation Overview document (2-4B)

C. RP Parent Leader shares whole-school implementation with Parents/Family at Site Council/PTA or other Family meeting
Supporting Documents:

- Whole-School Implementation Overview document (2-4B)

2-4A: to be used by Site leaders for RP Team meeting

RP Implementation Team Meeting #5

RP Team Meeting Objectives:

As a result of this meeting, RP Team members will:

- Build/strengthen community
- Review progress checking tools for preferred outcomes
- Summarize whole-school implementation plan

Format of meeting:

- RP Site Leaders alternate or co-facilitate meetings
- It is highly recommended to begin and close each meeting with community building check-in and check-out circle rounds.

Materials:

- SFUSD RP Implementation guide
- Sign-in sheet
- Talking piece
- Circle Guideline poster
- Specified supporting documents (2-3B), (2-4B)

Meeting #5: Agenda

- All members sign-in
- Community Building intro circle round
- Review draft measuring tools for preferred outcomes
    - Finalize tools and plan for measuring outcomes
- Complete Whole-School Implementation Overview (2-4B)
- CELEBRATE GREAT ACCOMPLISHMENTS!!!!
- Schedule next meeting time if there are still items left to finish planning
- Review next steps (see below)
- Closing circle round

Supporting documents

- Progress check planning for preferred outcomes (2-3B)
- Whole-School Implementation Overview (2-4B)

Next Steps:

- Finalize tools for progress checks to measure preferred outcomes
- Schedule time to share whole-school implementation plan at staff meeting and next school site council/PTA meeting
- Celebrate
- RP Implementation Stage 3 begins!

School Site Restorative Practices Implementation Team Meeting
Sign-In Sheet

School Site: _____
Date of meeting: _____
Time of meeting: _____
Meeting #: _____

Print Name	Position	Certificated or Classified	Employee ID #	Signature

2-4B: to be used by RP Team meeting

Whole-School Implementation Plan Overview

Identified Areas of Need and Preferred Outcomes for RP Implementation

Areas of Need: Staff/Faculty Members	Areas of Need: Parents/Family members Preferred Outcomes: Staff/Faculty Members
1. _____ **2. _____** **3. _____** **4. _____** **5. _____**	**1. _____** **2. _____** **3. _____** **4. _____** **5. _____**

Preferred Outcomes: Staff/Faculty Members	Measuring Outcomes Plan (progress checks)
1.	
2.	
3.	
4.	
5.	

Restorative Practices Professional Development

Staff/Faculty After-School programming:	**Workshop 1:** Restorative Framework for Practice	**Scheduled:** **Facilitator:**
	Workshop 2: Building/Strengthening Community	**Scheduled:** **Facilitator:**
	Workshop 3: Restorative Dialogue and Impromptu Conferencing Repairing Harm	**Scheduled:** **Facilitator:**
Yard Duty Staff	**Introduction to RP**	**Scheduled:** **Facilitator:**
Parent/Family	**Introduction to RP**	**Scheduled:** **Facilitator:**

Restorative Practices Circle Series: Building and Sustaining a Positive School Community Culture

School Community	Scheduled: Facilitator:
School Values	Scheduled: Facilitator:
School Vision and Mission Statement	Scheduled: Facilitator:
School-Wide Behavior Expectations	Scheduled: Facilitator:
Cultural Congruence	Scheduled: Facilitator:
Trauma Informed Response	Scheduled: Facilitator:

Restorative Practices Professional Learning Community Formation

Plan:

Stage 3:

Whole-School Restorative Practices Implementation

The following components of the implementation plan are non-linear and may occur simultaneously.

- **School community receives RP Professional Development workshops and implementation strategies.**
- **Site RP Team facilitate scripted Circle Series with staff community- to establish strong restorative foundation**
- **School Parent/Family community RP workshops**
- **Restorative Practices infused into already existing structures (ex. staff protocol for conflict resolution)**
- **PLC's for ongoing exploration of RP concepts, problem-solving, celebrations and practice support.**
- **Consistent community building and celebrations among whole-school community**
- **Maintenance and progress checking of site preferred outcomes and implementation process fidelity**

Stage 4:

Restorative Practices Implementation Sustainability

1. **Continued community building/strengthening among whole school community**
2. **On-going Professional Development**
3. **Continued Professional Learning Communities**
4. **On-going and consistent progress checks to determine if on track towards achieving preferred outcomes**
5. **Realignment of school policy with new practice**