

TFI—Restorative Justice Practices Scale

(v1.6.3)



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

Purpose and Introduction

Purpose of this tool

The purpose of the TFI-Restorative Justice Practices Scale (TFI-RJP Scale) is to guide school teams who are implementing restorative justice practices as part of their school climate. This scale is designed to be utilized in addition to the CR-TFI in order to assess and plan the implementation of school wide restorative justice practices within a Multi-Tiered System of Supports (MTSS) framework. It is strongly recommended to begin with the tier 1 community building practices before developing tier 2 and 3 practices.

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

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

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

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

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

What Are Restorative Practices?¹

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

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

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

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

Tier I: Universal SWPBIS Features

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

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Teams	<p>1A. Restorative Justice Practices Committee Composition (Aligns with TFI feature 1.1)</p> <p>The tier I climate team has designated members (student leaders are on the team), who are trained to coordinate and deliver professional development in Restorative Justice Practices and are charged with developing systems for effective implementation.</p> <p><i>Training Component: Introduction to Restorative Justice for Teams (2 days)</i></p>	<ul style="list-style-type: none"> • School organizational chart • School climate handbook • Climate team meeting minutes • RJ committee meeting minutes • Student leaders are present on the team 	<p>0= RJ committee does not exist or does not include members who have been trained in restorative practices.</p> <p>1= RJ committee exists, but not all members have been trained in restorative practices.</p> <p>2= All committee members are trained in restorative practices. Committee includes a member with dedicated FTE to lead RJ work. (e.g. Restorative Justice Specialist, SMS, Dean, School Climate Specialist; youth are actively involved).</p>
	<p>1B. Restorative Justice Practices Values & Philosophy (Aligns with TFI features 1.3, 1.7, 1.10, 1.11)</p> <p>RJ Committee has knowledge of the values and philosophy of restorative justice, and can lead and teach practices. RJ committee provides school staff training on RJ values, philosophy and practices to all stakeholders: staff (certified and classified), students and families.</p> <p><i>Training Component: Introduction to Restorative Justice for Teams (2 days)</i></p>	<ul style="list-style-type: none"> • School PD calendar • School climate handbook • Student handbook • Parent information meetings • Survey stakeholders: staff (certified and classified), students and families. 	<p>0= Not all RJ committee members have attended Intro to RJ training.</p> <p>1= RJ committee has attended full Intro. to RJ training. Committee has delivered one hour of training and not to all stakeholders.</p> <p>2= RJ committee has delivered more than one hour of training to all stakeholders: staff (certified and classified), students and families and is available in multiple formats. RJ committee has attended full Intro. to RJ training.</p>
Implementation			

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation	<p>1C. Classroom Circles (Aligns with TFI features 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11)</p> <p>Classroom circles are used for community building, reinforcing schoolwide values, developing and teaching classroom expectations, and engagement with curriculum. There is a defined process for teachers to receive training, coaching and feedback. Administration supports the implementation of classroom circles by: (a) providing professional development, (b) establishing an expected frequency, (c) ensuring coaching and feedback opportunities. (d) Student leaders are facilitating circles.</p> <p><i>Training Component: Community Building Circles for Middle school & High school teachers, Community building circles for Elementary teachers & integrated into Creating Classroom Community with Classroom Management</i></p>	<ul style="list-style-type: none"> • Documented process for teachers to access coaching support • School climate handbook • Teacher lesson plans • Teacher survey • School PD calendar • Student leaders are leading community building circles 	<p>0= <80% of teachers have been trained. Classroom circles are not implemented or are informal.</p> <p>1= 80% teachers have been trained in classroom circles for community building, expectations, and curriculum. 80% or less of teachers are using community building circles on a frequency determined by the RJ committee. There is no defined process for teachers to receive coaching, feedback and support.</p> <p>2= 80% of teachers are regularly using classroom circles for community building, expectations, and curriculum at the the expected frequency. Teachers receive coaching, feedback and support according to the defined process.</p>
	<p>1D. Restorative Chats (Aligns with TFI features 1.3, 1.4, 1.5, 1.6, 1.8, 1.9)</p> <p>All staff, classified and certified, understand and are skilled in brief 1:1 restorative chats, which can include gathering information, facilitating reflection, building empathy and relationship, and encouraging accountability.</p> <p><i>Training Component: Harm and Conflict</i></p>	<ul style="list-style-type: none"> • Restorative process flowchart • School climate handbook • School discipline plan 	<p>0= No staff training for restorative chats</p> <p>1= Less than 50% of school staff, certified and classified, are trained and familiar basic elements of restorative chats, but are not utilized consistently.</p> <p>2= 80% of school staff, certified and classified, are trained and familiar with the elements of restorative chats and are utilized consistently across all areas of the school.</p>
	<p>1E. Restorative Justice Practices and Racial Consciousness/Racial Equity</p> <p>All staff have attended PPS District mandated Beyond Diversity Equity training. All staff have a clear understanding of Restorative Justice Practices and the importance of a racial equity lens as it relates to Restorative Justice practices. RJ committee provides RJ PD that incorporates racially conscious pedagogy (i.e., implicit bias, collectivism vs. rugged individualism). RJ Committee will use the CCAR protocol as a teaching tool for supporting staff in facilitating circles in staff meetings and with their students. RJ Committee will train and coach their RJ student leaders in supporting them in their racial consciousness journeys. Student leaders are leading community building circles.</p>	<ul style="list-style-type: none"> • Admin. checks that all staff have attended BD. • Admin. informally visit classrooms to see that racially equitable classroom practices are occurring. • Evidence of student facilitated circle activities 	<p>0= Admin. document cert. that not all staff have attended Beyond Diversity</p> <p>1= All staff have attended Beyond Diversity, staff meetings the CCAR Protocol is not regularly used. Student leaders are not trained in CCAR.</p> <p>2= Admin. document cert. that all staff have attended Beyond Diversity. Staff meetings the CCAR Protocol is used regularly and properly. Student Leaders are trained in CCAR. CCAR protocol is integrated into CR & Restorative classroom practices.</p>

Tier II: Targeted Restorative Justice Practices

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

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation	<p>2A. Restorative Inquiry (Aligns with TFI features 1.6, 2.3-2.11)</p> <p>Staff who respond to situations or incidents are skilled in 1:1 conversations to gather information, facilitate reflection, build empathy, or prepare for a restorative meeting/conference. There is a defined procedure that outlines process, roles & responsibilities, documentation, communication, and flow with respect to classroom and disciplinary usage. RJ Student leaders are trained to support students in repair processes with adult support.</p> <p><i>Training Component: Harm & Conflict</i></p>	<ul style="list-style-type: none"> Restorative process flowchart School climate handbook School discipline plan 	<p>0= No training or designated staff for restorative inquiry defined or written. (i.e. restorative inquiry are 5 questions used to gain deeper understanding around a situation that needs repair).</p> <p>1= Designated and skilled staff, but no process (defined or written) or structure to case build and facilitate restorative meetings. May be over-utilized for crisis management.</p> <p>2= Designated, skilled staff whose responsibilities and schedule has flexibility to case build and facilitate restorative inquiry.</p>
	<p>2B. Restorative Circles (Aligns with TFI features 1.6, 2.3-2.11)</p> <p>The school has a defined structure and designated staff who are skilled in case building and leading circle activities, (e.g. problem solving, healing, accountability circles), that respond to situations or incidents that have caused stress or harm to staff, students and/or families. RJ Student leaders are trained to support students in repair processes with adult support.</p> <p><i>Training Component: Strengthening your circle practice for teachers</i></p>	<ul style="list-style-type: none"> Restorative process flowchart School climate handbook School discipline plan 	<p>0= No training or designated staff for restorative circles.</p> <p>1= Designated and skilled staff, but no process(defined or written) or structure to case build and facilitate restorative circles. May be over-utilized for crisis management.</p> <p>2= Designated, skilled staff whose responsibilities and schedule has flexibility to case build and facilitate restorative circles. Defined process and structure for staff and stakeholders to access restorative circles.</p>
	<p>2C. Youth Restorative Practices Team (Aligns with TFI features 1.6, 1.11, 2.3-2.11)</p> <p>Designated staff to develop a restorative peer mediation program. Trains and leads Youth Restorative Practices team to mediate peer-to-peer conflict. There is a structure to request peer mediation, scheduled mediation times and mediators, ongoing skill development, outreach to ensure student body involvement and commitment. Students know & have access to a mediation process.</p> <p><i>Training Component: Two training manuals to use and discuss with administrators when the school is ready for implementation</i></p>	<ul style="list-style-type: none"> School climate handbook Student handbook Youth RJ team meeting notes 	<p>0= No Youth RJ team or team has not been fully trained in Restorative Justice philosophy and Restorative Practices & peer mediation.</p> <p>1= Designated staff are identified. Youth RJ team has been trained but there are no program structures in place.</p> <p>2= Youth RJ team is trained in peer mediation, has capacity to facilitate, has defined roles, and program structure is in place.</p>

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation	<p>2D. Restorative Meetings (Aligns with TFI features 1.6, 2.3-2.11)</p> <p>Staff who respond to situations or incidents are skilled in facilitating small group restorative meetings responding to harm or conflict between staff, students and/or families. RJ student leaders can (optional & when invited) be a silent participant support for the youth in these meetings.</p> <p><i>Training Component: Harm and Conflict</i></p>	<ul style="list-style-type: none"> • School climate handbook • Student handbook • Youth RJ team meeting notes 	<p>0= No training or designated staff for restorative meetings.</p> <p>1= Designated and skilled staff, but no process or structure to case build and facilitate restorative meetings. May be over-utilized for crisis management.</p> <p>2= Designated, skilled staff whose responsibilities and schedule has flexibility to case build and facilitate restorative meetings.</p>
	<p>2E. Restorative Community Service (Aligns with TFI features 1.6, 1.11, 2.3-2.11)</p> <p>Restorative community service provides natural and logical activities to repair harm, while fostering relationships, mentorship, and positive connection to the school community. Youth and family input to determine potential menu of community service projects. RJ Student leadership aid in building Restorative Community Service Opportunities, with staff.</p> <p><i>Training Component: Intro to RJ for teams (2days)</i></p>	<ul style="list-style-type: none"> • School climate handbook • RJ Student leadership aid in building Restorative Community Service Opportunities with staff. 	<p>0= No restorative community service options or adult support.</p> <p>1= Only one or two adults support restorative community service. Limited community service activities that may not be culturally responsive.</p> <p>2= Restorative community service activities are developed with youth and family input, and are meaningful, culturally mindful, and natural. activities. Schools could draw from a menu of Restorative Community Service projects. Multiple adults engage in supporting students in restorative community service.</p>

Tier III: Intensive Restorative Justice Practices

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

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

RJ Practices Implementation Action Plan (This is a sample. Use the Google Docs Template to create in your Google Drive School Climate Folder)

1A. RJ Committee Composition The tier I climate team has designated members who are to be trained to lead RJ work by coordinating and delivering professional development in Restorative Justice Practices and are charged with developing systems for effective implementation. PD for: Designated committee members attend 2 day Intro to RJ Training			
Score	Who is on committee? •	Who will coordinate and deliver PD? Who will develop systems? •	When? •
1B. Restorative Justice Values & Philosophy RJ committee provides school staff training (>1 hour) on RJ values, philosophy and practices to all stakeholders: staff (certified and classified), students and families. PD for: Teachers, Classified Staff, Students, Families			
Score	Who will facilitate trainings? • •	Who is the target audience for each training? • •	When will the trainings occur? • •
1C. Classroom Circles Classroom teachers can attend the community building circles for elementary and/or middle and high school. There is a defined process for teachers to receive training, coaching and feedback. Administration supports the implementation of classroom circles by: (a) providing professional development, (b) establishing an expected frequency, (c) ensuring coaching and feedback opportunities. PD for: Teachers			
Score	Who is responsible developing a process for teachers to receive training, coaching & feedback? Who will facilitate the training? How will classroom circles be implemented? (scheduled times, topics, scope & sequence) How will we monitor the frequency of classroom circles? How will staff be supported with coaching? How will we measure the fidelity of implementation? How will we determine the impact on community building?		When will the trainings occur? • •
1D. Restorative Chats All staff, classified and certified staff can/will attend the Harm & Conflict training that discusses understanding and developing skills in brief 1:1 restorative chats. PD for: Teachers, Classified Staff			
Score	Who will facilitate the training? • •		When? •
1E. Restorative Justice Practices and Racial Consciousness/Racial Equity All staff have attended PPS District mandated Beyond Diversity Equity training and the importance of a racial equity lens as it relates to Restorative Justice practices PD for: Teachers, Classified Staff			
Score	Who will facilitate the training? • •		When? •

2A. Restorative Inquiry

Staff who respond to situations or incidents are skilled in 1:1 conversations to gather information, facilitate reflection, build empathy, or prepare for a restorative meeting/conference. There is a defined procedure that outlines process, roles & responsibilities, documentation, communication, and flow with respect to classroom and disciplinary usage

PD for: Teachers, Classified Staff (Harm & Conflict district training)

Score	Current Status Next Steps •	Who will coordinate and deliver PD? •	When?
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2B. Restorative Meetings

The school has a defined structure and designated staff who are skilled in case building and small group meetings and circle activities, (e.g. problem solving, healing, accountability circles), that respond to situations or incidents that have caused stress or harm to staff, students and/or families.

PD for: Teachers, Classified Staff, Students, Families (Harm & Conflict district training)

Score	Current Status Who will facilitate trainings? •	Who is the target audience for each training? •	When? •
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2C. Restorative Peer Mediation

Designated staff to develop a restorative peer mediation program. Trains and leads Youth Restorative Practices team to mediate peer-to-peer conflict. There is a structure to request peer mediation, scheduled mediation times and mediators, ongoing skill development, outreach to ensure student body involvement and commitment.

PD for: Students, Teachers (set a meeting with Climate TOSA and District RJ Coordinator to discuss curriculum for student leadership)

Score	Current Status Next Steps Who will facilitate trainings? •	Who will coordinate and deliver PD? • TBA	When? •
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2C. Restorative Community Service

Restorative community service provides natural and logical activities to repair harm, while fostering relationships, mentorship, and positive connection to the school community. Youth and family input to determine potential menu of community service projects.

PD for: Teachers, Classified Staff, Students

Score	Current Status Next Steps Who will facilitate trainings? •	Who will coordinate and deliver PD? •	When? •
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3A. Restorative Conferencing & Re-Entry Circles

Designated staff are skilled in case building and facilitating restorative conferences and re-entry circles. Defined criteria for initiating restorative conferencing, which bring together those impacted by an incident, and Re-Entry Circles, which support a youth coming back from exclusion. Both processes develop an agreement with clear commitments of supports and responsibilities.

PD for: Teachers, SCS and Administrators can/will attend Conferencing and Re-entry district training)

Score	Current Status Next Steps Who will facilitate trainings? •	Who will coordinate and deliver PD?	When? •
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