

Marty Pollio, Ed.D. Interim Superintendent

Restorative Practices

Evaluation Plan

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Jefferson County Public Schools Restorative Practices Draft Evaluation Approach – YEAR 1

BACKGROUND

In the last several years Jefferson County Public Schools (JCPS) has created organizational structures (e.g., Student Response Teams, Positive Action Centers, Success/Behavior Coaches) and implemented the Positive Behavior Intervention System (PBIS) in the majority of its schools. Unfortunately, none of these interventions has been demonstrated as effective –behavior issues worsened during the same timeframe. In the 2016-17 school year, district behavior referrals were up 42% from the previous year, out-of-school suspensions were up 12%, and referrals for elementary students were up 94%. Disparities between demographic groups are of concern. The overall suspension rate for black JCPS students in the 2016-17 school year was 67.5% while the enrollment rate was only 36%. The overall suspension rate for ECE students was 23% while the enrollment rate was only 13%. Of the interventions listed above, PBIS has been shown in other settings to improve school climate and has received the greatest amount of district resources with over 90 schools trained and a staff of eight resource teachers and a coordinator to provide support services. This investment of training and support personnel provides a strong foundation for extending the impact of behavior support services to address a pervasive issue in JCPS and most other urban districts: disproportionate disciplinary actions towards minority populations. While PBIS is a research-based behavior framework which has been demonstrated in other settings to improve school climate (e.g., Bradshaw, Waasdorp, and Leaf, 2012), it was not designed to address racial disparities.

An intervention which has been shown to be effective in disciplinary activities as well as disparities is restorative practices. The Restorative Practices (RP) framework does not exclusively focus on racial disparities; however, it does spotlight the importance of relationships. Better relationships appear to lead to better understanding and respect between the affected parties. Gregory and colleagues conducted a research study which showed that classrooms with a higher use of RP not only had overall lower disciplinary activity, but there was also a decrease in the racial disparity when compared to classrooms with lower uses of RP (Gregory, Clawson, Davis, & Gerewitz, 2013). Even in a school labeled as culturally and linguistically diverse, RP helped to decrease school-wide disciplinary activity. These findings have led some settings to expand initiatives featuring PBIS with RP. The current initiative places JCPS amongst some of the earliest districts to train school personnel to implement PBIS and RP in an integrated fashion. Along with the PBIS framework being applied across the multiple tiers of student support (MTSS), school personnel will also be trained in RP practices which include techniques for verbalizing statements, questioning, listening, reframing, circles, and conferences for formal restorative sessions. Table 1 shows shared and complementary features between PBIS and RP which stand to better improve behavior and relationships when used together.

Table 1

PBIS and Restorative Measures*	
Shared Features	Complementary Features
• Whole school approach	• Restorative Approaches provide early and/or intense interventions to restore harm and repair relationships
• Attention to changing the behavior of adults	• The Circle process provides a way of delivering content that strengthens relationships at the same time as helping adults see each child
• Change environment	• The PBIS framework provides data for team-based decision making
• Identify, teach, and encourage positive behaviors	• PBIS reflects best practices in implementation science (or common principles of effective practice)
• Build assets and protective factors	

*Adapted from Beckman, McMorris, & Gower (2012)

The roll-out plan for RP began with full training of three JCPS school principals from Shacklette Elementary, Knight Middle, Waggener High school, and both the Youth Service Center Coordinator and a counselor from The Academy @Shawnee in 2016-17. The entire district behavior support resource team and various members of central office also completed the full RP training. Training entailed 9 full days of professional development delivered by the International Institute of Restorative Practices (IIRP). An additional 2 days of training on restorative responses to adversity and trauma will be delivered to the group in October, 2017. The full training included modules on the following topics:

1. Restorative Leadership development or Restorative Leadership Retreats (2 Days)
2. Basic Climate Training (2 Days)
3. Introduction to RP (1 Day)
4. Using Circles Effectively (1 Day)
5. Facilitating Restorative Conferences (2 Days)
6. Family Engagement and Empowerment (1 Day)
7. Restorative Responses to Adversity and Trauma (2 Days) - Scheduled for Fall 2017

Participants desiring certification as an IIRP trainer engaged in another two days of training. Currently, all members of the district behavior support resource team, one principal, and the district's program evaluator are licensed trainers. Licensed trainers are qualified to facilitate trainings on the following modules: (a) Introduction to RP, (b) Using Circles Effectively, and (c) Formal Restorative Counseling (after training in 2018). All principals and teachers from 9 of the 10 2017-2018 schools will be trained in two major components of RP- Introduction to RP (features use of affective statements) and Using Circles Effectively- before the school year begins. The remaining location will complete its training in October 2017. All 10 locations will have the opportunity to send teams for advanced training during the 2017-18 school year on (a) Basic Climate Training, (b) Facilitating Restorative Conferences, (c) Family Engagement and

Empowerment, and (d) Restorative Responses to Adversity and Trauma. All Year 2 schools will be trained during the summer of 2018. Table 2 shows the RP schools participating in Years 1 and 2.

Table 2– 2017-18 JCPS Restorative Practices Schools

School Name	Level	Academic Area	Training Dates
Blake	Elementary	3	August 2018
Engelhard	Elementary	2	August 1-2, 2017
Klondike	Elementary	4	May 24-25, 2018
Price	Elementary	4	May 29-June 1, 2018
Rutherford	Elementary	2	August 2018
Sanders	Elementary	1	May 29-June 1, 2018
Shacklette*	Elementary	1	May 30-31, 2017
Slaughter	Elementary	3	August 1-2, 2017
Wilder	Elementary	6	August 2018
Brooklawn	High	Academic Support	October 9-10, 2017
Minor Daniels Academy	High/Middle	5	August 8-9, 2017
Phoenix	High/Middle	5	August 3-4, 2017
Shawnee**	High/Middle	5	May 30-31, 2017
Waggener***	High	3	May 25-26, 2017
Knight*	Middle	3	May 25-26, 2017
Meyzeek	Middle	6	May 24-25, 2018
Stuart	Middle	3	August 10-11, 2017
Western	Middle	4	August 2018

*Principals from these schools received the full Restorative Practices training.

**Two designees from this school received the full Restorative Practices training.

***This principal received the full training and also completed the trainer's course.

Evaluation Overview

The purpose of the evaluation is to determine impact of the RP initiative on school climate, disciplinary behaviors and responses, student attendance, and academics. Secondary analyses will examine impact on teacher behaviors. A longitudinal pre-post design will assess program impact using both qualitative and quantitative data. The overall goals of the RP initiative are to: (a) *improve school climate*; (b) *foster adult/student relationships*; and (c) *increase student engagement*. The primary evaluation questions for the RP initiative are:

1. To what extent does RP lead to improvements in perceptions of school climate for parents, students, and teachers?
2. To what extent does RP lead to an increase in staff skills in building student relationships and staff engagement?
3. To what extent does RP impact student behaviors and academic success?

The evaluation will have formative (focused on process and continuous improvement) and summative (focused on the impact of RP on outcome measures). *The theory of change is that if school staff are sufficiently trained and supported by IIRP and district behavior support resource teachers,*

THEN RP will be implemented with high fidelity leading to measureable progress on the major outcome variables derived from the following domains:

- Climate (i.e., relationship skills, self-awareness, social awareness, school engagement, school belonging, school discussion climate, caring environment, personal safety, overall satisfaction, personalization, collaboration, voice, perseverance, compassion, teaching, and site safety.)
- Student Behavior (i.e., suspension events, attendance)
- Staff RP skills and engagement (i.e., self-reported skills, attendance, retention, discipline disproportionality)
- Academics (i.e., gap, growth, novice reduction)

Trend data will be compiled to show longitudinal improvements. Where feasible, comparisons will be made to similar PBIS-only schools.

Method

Formative Evaluation

The main focus of the 2017-18 evaluation will be on formative measures. Formative evaluation data will include measures of fidelity gathered using observational and survey data collection tools. The intent of the evaluation is to provide timely information for strategic planning, measuring progress, making adjustments, and keeping the project focused on the core JCPS objectives. During implementation, staff members and other key stakeholders will have frequent opportunities to provide observations about the implementation process and progress towards

measurable outcomes. A focal point will be on the processes and resources needed to successfully scale the RP project beyond the 18 participating schools.

The formative evaluation will utilize a model of continuous improvement with an RP Implementation Committee (IC) led by the program evaluator and program coordinator to ensure effective communication, review of relevant data, and adherence to the project's timelines and deliverables (e.g., IIRP coaching visits). The RP IC will meet monthly and, at a minimum, consist of the project coordinator, program evaluator, and district behavior support resource teachers. The role of the program evaluator will be to organize the meeting agenda with input from the project coordinator and provide relevant data for review. The program coordinator will report on completion of project management milestones and discrepancies from the project's timeline. The IC meeting will be solution focused with the behavior support resource teachers providing school-level input to guide decision-making. The assistant superintendent for behavior support services will attend when available. The monthly meetings will be organized to support the program coordinator's leadership, ensuring access to timely, relevant program data. Data from the monthly meetings will be used to provide quarterly progress updates to key stakeholders such as the Superintendent and JCPS Board Members.

Observation data will be collected in October and January of each year using JCPS rubrics designed to capture strengths and weaknesses (i.e., training needs) in implementation of RP components. Data from the observations will be analyzed and provided to schools and support staff to inform coaching and planning of professional development for the remainder of the year. Classrooms will be randomly selected for observations from a random selection of schools if resources do not permit a visit to all schools. Observers will undergo a one-day training prior to the fall data collection to ensure shared understanding of the rubric and reliability of observations. Observation rubrics will be developed with input from the district behavior support resource teachers and are expected to include the following: (a) affective statements; (b) restorative questions; (c) small impromptu conference; (d) proactive circles; (e) responsive circles; and (f) fair process. Observations for the first year will be structured more as "look fors" while observations for subsequent years will increasingly gauge implementation along a continuum of observed skill level. A circle observation tool has also been developed and will be completed concurrent with the classroom observation tool. Observation tools are included in Appendices C and D.

Student, staff, and parent climate survey data will be provided by the district's Comprehensive School Survey which is administered in February. Appendix A shows candidate items for analysis (similar items for staff and parents will also be analyzed). Staff pre and post surveys on self-reported RP skills will be administered in August and May (see Appendix B). If resources allow, student focus groups will be conducted in the early spring at three sites. Otherwise, student focus groups or additional survey data will be collected during Year 2.

Summative Evaluation

Data for the primary outcome measures will be derived from the following data sources: the JCPS Comprehensive School Survey, the Kentucky Department of Education (KDE) TELL Survey, the KDE Student Voice Survey, the KDE state assessment, suspension data,

disproportionality data, student/teacher attendance data, and teacher retention. A survey designed to measure pre-post changes in staff skills related to RP practices will be administered in the late fall and spring of each year. To minimize survey administration, responses from the spring CSS will be used to gauge student perceptions. See Table 3 for more details of the evaluation plan.

A goal of minimizing interruptions for schools has guided the development of this Plan. The RP evaluation maximizes data collection already required by the district and state. All of these activities are shown in Appendix E across the timeline of formative and summative evaluation milestones. It is important to note that it typically takes several years to see impact of an initiative. While summative data will be reported for Year 1, the primary focus will be on using all data to support continuous improvement efforts designed to maximize the likelihood of seeing significant impact by the end of Year 2. The IC will serve as the conduit for ensuring timely review of data which results in actionable steps towards program improvements. Formal reporting will be done on a quarterly basis.

Reporting

Quarterly reports will be provided to the Assistant Superintendent for Behavior Supports and the program coordinator. These reports will reflect updates on key measures with the exact format determined during early IC meetings. A possible template is provided in Appendix F.

A comprehensive end-of-year report that includes program progress, challenges, evaluation outcomes, and lessons learned will be compiled by the program evaluator each year.

Table 3 - Restorative Practices Evaluation Plan Details

Evaluation Questions and Measures	Data Sources, Timeline, and Person(s) Responsible	Notes
<p>1. To what extent does RP lead to improvements in perceptions of school climate for parents, students, or teachers?</p> <p>1.1 Comprehensive School Survey responses for constructs: relationship skills, self-awareness, social awareness, school engagement, school belonging, school discussion climate, caring environment, personal safety, overall satisfaction, personalization, collaboration, voice, perseverance, compassion, teaching, and site safety</p> <p>1.2 TELL Survey responses for constructs: managing student conduct, school leadership, overall</p> <p>1.3 Student Voice Survey responses for constructs: discipline, engage, nurture, trust</p>	<p>1.1 JCPS Comprehensive School Survey (annually); JCPS evaluator</p> <p>1.2 TELL Survey (bi-annually); JCPS evaluator</p> <p>1.3 Student Voice Survey (annually); JCPS evaluator</p>	<p>Student Voice Survey may be replaced by KDE</p> <p>AdvancED will be administering required surveys for accreditation to all role groups in Fall 2017, some items will likely address climate.</p>
<p>2. To what extent does RP lead to an increase in staff skills in building student relationships and staff engagement?</p> <p>2.1 : Staff self-reported RP skills in building student relationships</p> <p>2.2 : Observations of RP classroom implementation</p> <p>2.3 :Teacher attendance</p> <p>2.4: Teacher retention</p> <p>2.5: Proportionality of discipline data</p>	<p>2.1 : Staff responses on survey items; (August and May); JCPS evaluator; district behavior support team.</p> <p>2.2 : Observation rubric ratings; (October & January); JCPS evaluators, IIRP consultants, and district behavior support team</p> <p>2.3 : Teacher attendance entered into the state's information system will be tracked (annually); JCPS evaluator.</p> <p>2.4 : End of year teacher staffing lists; (annually); JCPS evaluator.</p> <p>2.5 : Referral and out-of-school suspension data converted to ratios based on enrollment for black and ECE students; (monthly); JCPS evaluator</p>	<p>Observation training for all observers needs to be developed and delivered.</p>
<p>3. To what extent does RP impact student engagement, behaviors, and academic success?</p> <p>3.1 Student attendance (unexcused & total absences)</p> <p>3.2 Student behavior (referrals and out-of-school suspensions)</p> <p>3.3 KPREP gap, growth data, novice reduction</p>	<p>3.1 : Infinite campus attendance data; (monthly); JCPS evaluator</p> <p>3.2 : Infinite Campus behavior data; (monthly); JCPS evaluator</p> <p>3.3 : KDE KPREP growth, gap, and novice reduction in math and reading; (annually); JCPS evaluator</p>	<p>Changes to state assessment may require changes to academic measures</p>

References

- Beckman, K., McMorris, B., & Gower, A. (2012). *Restorative Interventions Implementation Toolkit*. Minnesota Department of Education. Retrieved June 28, 2017 from, https://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=048363&RevisionSelectionMethod=latestReleased&Rendition=primary..
- Bradshaw, C.P., Waasdorp, T.E., & Leaf, P.J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. *Pediatrics*, 130 (5). Retrieved July 14, 2017 from, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3483890/>
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2013). The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline. *Journal of Educational and Psychological Consultation*. Retrieved July 14, 2017, from <http://www.tandfonline.com/doi/full/10.1080/10474412.2014.929950?scroll=top&needAccess=true>.
- Gregory, A., Gerewitz, J., Clawson, K., Davis, A., Green, C., Korth, J., Schotland, M., & Roderick, T. (2017). RP-Observe Manual. Unpublished manuscript. Rutgers University, New Brunswick. NJ.

Appendix A - Student Restorative Practices Climate Items -

COMPREHENSIVE SCHOOL SURVEY ITEMS TO MONITOR

Climate

I feel like I am part of my school community
My school provides a caring and supportive environment for me
I am very satisfied with my school
My teachers respect my opinion in class even if it disagrees with their opinions
At my school, I feel bullying is not a problem

Engagement

My classmates and I have opportunities to work together on projects
I keep working at schoolwork and homework until I get it right
When my classmates and I work together, we give each other feedback
I get opportunities to decide how assignments are done in class
I learn interesting things at school
I can talk about my school progress with my teacher
I have lots of opportunities to share my ideas in class

Relationships

Students at my school help each other when needed
I really like other students in my school
I feel like my teacher(s) really care about me
I believe I can talk with my counselor or principal
There is at least one adult at my school whom I feel I can trust
My teachers frequently talk about my school progress with my parent(s)/guardian(s)

Appendix B – Staff Restorative Practices Survey

(administered via Survey Monkey)

1. ON A SCALE OF 1-7, WHAT IS YOUR INTEREST IN SEEING WHOLE-SCHOOL IMPLEMENTATION OF RESTORATIVE PRACTICES AT YOUR SITE?

1	2	3	4	5	6	7
No Interest			Adequate Interest			Extensive Interest

2. ON A SCALE OF 1-7, HOW WOULD YOU RATE YOUR SKILL LEVEL IN THE FOLLOWING:

a. MAKING NON-JUDGMENTAL AFFECTIVE STATEMENTS

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

b. ASKING RESTORATIVE QUESTIONS TO HELP THOSE HARMED BY OTHERS ACTIONS

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

c. ASKING RESTORATIVE QUESTIONS TO RESPOND TO CHALLENGING BEHAVIOR

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

d. FACILITATING COMMUNITY BUILDING CIRCLES WITH STUDENTS

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

e. FACILITATING RESPONSIVE CIRCLES WITH STUDENTS

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

f. FACILITATING ACADEMIC CIRCLES WITH STUDENTS

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

g. FACILITATING PEER MEDIATION WITH STUDENTS

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

h. FACILITATING FORMAL RESTORATIVE CONFERENCING (Administrators Only)

1	2	3	4	5	6	7
No Skills			Adequate Skills			Extensive Skills

3. REFLECTING ON THE SKILLS LISTED ABOVE, WHERE DO YOU SEE YOUR GREATEST TRAINING NEEDS? YOUR SCHOOL'S GREATEST TRAINING NEEDS?

4. PLEASE SHARE ANY THOUGHTS, CONCERNS, COMMENTS YOU MAY HAVE ABOUT HAVING RESTORATIVE PRACTICES IN YOUR SCHOOL.

Appendix C – Restorative Practices Classroom Observation Rubric

RESTORATIVE PRACTICES CLASSROOM OBSERVATION TOOL

Date: _____ Time _____ Location _____ Grade _____

Subject _____ Number of students: _____ Observer _____

Teacher _____

Restorative Practices				
	☑	Yes	No	N/A
Affective Statements <ul style="list-style-type: none"> A personal expression of feelings in response to others' positive or negative behavior Provide feedback on the impact and scope of intended or unintended harm "Expressing your feelings" Ex. "I feel happy when..." 				
Restorative Questions-Help <ul style="list-style-type: none"> Questions that promote reflection in order to help those harmed by others' actions Elicit what a student is thinking and feeling Ex. "What impact has this incident had on you and others?" 				
Restorative Questions – Challenging Behaviors <ul style="list-style-type: none"> Questions that promote reflection in order to respond to challenging behaviors Elicit what a student is thinking and feeling Helps students to understand the impact of theirs' and others' behavior Ex. "What were you thinking of at the time?" 				
Teacher "with" style is dominant (at least 10 minutes) <ul style="list-style-type: none"> High requirements/expectations as well as High support/encouragement/nurturing Engage students in a participatory process Both teacher and students are held accountable for change 				
Community Building Game/Activity <ul style="list-style-type: none"> A group event in which the goal is to promote unity/team building 				
Community Circle (complete Circle Observation Form)				
Responsive Circle (complete Circle Observation Form)				
Academic Circle (complete Circle Observation Form)				
Climate				
	☑	Yes	No	N/A
Teacher voice level remains normal (entire 20 minutes) <ul style="list-style-type: none"> Teacher does not raise voice in response to negative behaviors/events 				
Classroom rituals are observed <ul style="list-style-type: none"> A series of actions or type of behaviors that are regularly and invariably followed by the class. 				
There is evidence that classroom expectations are followed <ul style="list-style-type: none"> Students and teachers follow classroom rules on a daily basis 				

Inclusion of all students UNLESS student is receiving accommodation which benefits <i>that</i> student			
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<ul style="list-style-type: none"> Involving all students into classroom activities, decision making, and rituals 			
Student voice in decision-making <ul style="list-style-type: none"> Students have the opportunity to give input towards a decision that will affect them 			
Explanation of classroom decisions/process <ul style="list-style-type: none"> The process and reasoning behind the decision/process is made clear to all stakeholders 			
Students help each other <ul style="list-style-type: none"> Students assist others when aid is needed 			
Restorative Practices and Climate Notes/Supports Needed-			
Relationships – Positive Behavior Events Observed			
EXAMPLES FOR ALL RESPECTFUL LANGUAGE/BEHAVIOR INTERACTIONS			
<ul style="list-style-type: none"> Irritability and/or sarcasm is not evident in voices Respectful language is used (EX. “please”; “sir”) Actively listen to one another when speaking 	<ul style="list-style-type: none"> Compassion/Empathy is shown (verbal or non-verbal) Attempt to understand speakers’ perspective 		
COUNT	#Positive	#Corrective	#Negative
Adult interactions with students			
Student interactions with adults			
Student with students			
Adult with adults			
	<input checked="" type="checkbox"/>	Yes	No
			N/A
Teacher demonstrates effective listening skills (at least once) <ul style="list-style-type: none"> Allows student to finish speaking before they begin speaking Provide feedback and/or clarifying questions following the student’s message 			
Engagement – #Minutes Behavior Events Observed			
MINUTES	No 0	Few 1-6	Some 7-13
Minutes at least two students work together on structured assignment (e.g. worksheet, quizzing each other) and usually takes one class to complete.			
Minutes at least two students collaborate on longer-term student-driven projects that require creativity and/or critical thinking and typically result in the creation of a unique student-designed product.			
Minutes teacher is engaged in teaching during observation			

[illegible]

Appendix D – Restorative Practices Circle Observation Rubric

RESTORATIVE PRACTICES CIRCLE OBSERVATION TOOL

Date: _____ Time _____ Location _____ Grade _____ Subject _____

Number of students: _____ Observer _____ Circle Type Proactive _____ Responsive _____
 Academic _____ Circle Format: Sequential _____ Nonsequential _____ Topic/Subject _____
 Circle Duration in Minutes _____

Universal Circle Elements			
	Yes	No	N/A
Circle Format is Explained or Modeled			
Talking piece has personal significance to the group			
Circle norms are established, reviewed, or understood			
Students are sitting or standing in a circle			
Obstacles and barriers are removed from the inside of the circle to promote connection			
Talking piece is present			
The facilitator sets a positive tone.			
The facilitator models desired responses and behavior.			
Check-In occurs (optional)			
Students participation is equitable			
Only one person talks at a time and often uses a talking piece to foster active listening and respect.			
Facilitator comes prepared with a low-risk topic.			
Students frequently build off previous circle comments in making a contribution			
Students remain focused on the explicit topic/goals introduced by the facilitator.			
The facilitator interacts with the student speaker for clarification only when absolutely necessary.			
The facilitator is prepared to respond to “I don’t know” or “Can I pass?”			
Check-Out occurs (optional)			
Proactive Circles			
Used to set up behavioral expectations prior to events outside classroom			
Used to set class norms			
Topics are selected to increase risk-taking over time.			
Circles topic is something OTHER than response to incident or problem.			
Students share feelings, ideas, experiences, in order to build trust, mutual understanding, shared values/behaviors.			

Responsive Circles			
Use peer pressure to get positive change in behavior.			
Addresses moderately serious incident or pattern of behavior.			
Students show ownership for facilitating circles.			
Students engage in management of conflict with intent of repairing harm and			

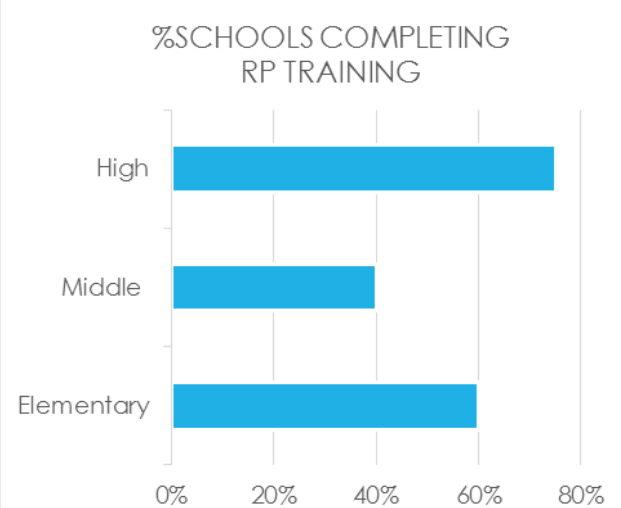
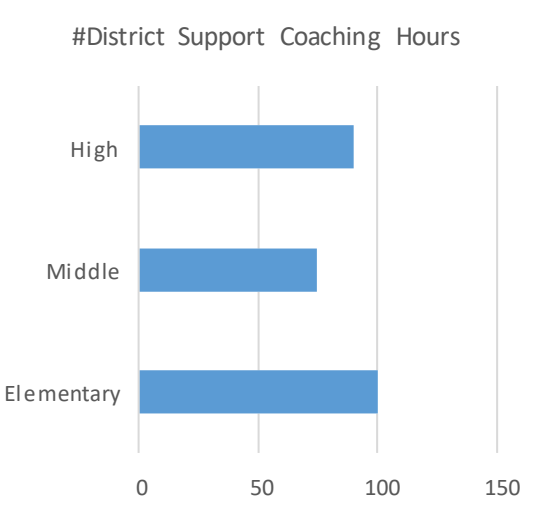
Next Steps:

DD.FC.bjw
JCPs Data Management Planning, & Program Evaluation

Appendix E- Evaluation Plan Milestones



Appendix F – Quarterly Report EXAMPLE

RESTORATIVE PRACTICES QUARTERLY REPORT DECEMBER 1, 2017																	
STAFF PROFESSIONAL DEVELOPMENT 125 Trained, 8 Certified District Trainers	INTRO TO RP, CIRCLES, TRAINER CERTIFICATION																
 <table border="1"> <caption>%SCHOOLS COMPLETING RP TRAINING</caption> <thead> <tr> <th>School Level</th> <th>% Completion</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>75%</td> </tr> <tr> <td>Middle</td> <td>40%</td> </tr> <tr> <td>Elementary</td> <td>60%</td> </tr> </tbody> </table>	School Level	% Completion	High	75%	Middle	40%	Elementary	60%	 <table border="1"> <caption>#District Support Coaching Hours</caption> <thead> <tr> <th>School Level</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>90</td> </tr> <tr> <td>Middle</td> <td>75</td> </tr> <tr> <td>Elementary</td> <td>100</td> </tr> </tbody> </table>	School Level	Hours	High	90	Middle	75	Elementary	100
School Level	% Completion																
High	75%																
Middle	40%																
Elementary	60%																
School Level	Hours																
High	90																
Middle	75																
Elementary	100																
PROGRESS CHECKS																	
✨ RESOURCE TEACHERS TRAINED FOR IMPLEMENTATION WALK-THRU ✨ CLIMATE PRE-TEST DATA COLLECTED ✨ DEMONSTRATION SCHOOLS HELD OPEN HOUSE TO COMMUNITY																	
DEEP DIVE: RESTORATIVE CONTINUUM <div> <div>Punitive</div> <div>Restorative</div> </div> TOP SSP3 behaviors 2017 and 2018 resolutions on continuum																	
COMING UP NEXT QUARTER	IMPLEMENTATION WALK-THRU STUDENT FOCUS GROUPS																

