DEPARTMENT OF EDUCATION

Restorative Practices School Implementation Guidance

Restorative practices support the overarching goal of strengthening school climate by changing mindsets, building community and repairing relationships. In a restorative school, relationships are fostered with the same emphasis as academic skills. Central to restorative practices are the beliefs that all people are worthy and relational, and that we must build, maintain and repair relationships.

A restorative practices implementation journey must center equity. One way this can be done is by including regular reflections on equity at each step. The Equity Magnifier provides questions to guide such reflection.[1] These questions help support the Equity Criteria: access, participation, representation and outcomes.

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[1] Minnesota Department of Education worked in collaboration with the Regional Centers of Excellence to create the equity magnifier questions, 2019.

Purpose

We created this restorative practices guidance to provide school districts with support for implementing restorative practices into their districts and schools as a means of growing a restorative mindset, building community and repairing relationships.

This guide will take you through the restorative practices implementation process from foundational work to full implementation and continuous improvement. School districts and schools using this guide will all be at different points in implementing restorative practices. While the guide's sections are organized sequentially, district teams are encouraged to skip back or move forward to the sections most relevant to where they are in the process or based on issues they may need to address.

To use restorative practices effectively and successfully, you and your school community will need to thoughtfully and mindfully install restorative practices into the routine of your system. No one direct path to creating a restorative school exists. Some schools begin adopting restorative practices when one teacher uses circle in the classroom, and others become curious. In other schools, an administrator introduces teachers to a repairing harm process to address a student discipline incident and the outcome piques the interest of others. Some schools have begun using circles with the kindergarteners and, then, systematically trained each grade level's staff as students advance in grade.

Regardless of how your school scales up use of restorative practices, as with any new school initiative, you may face challenges that threaten to hinder implementation, such as changes in administration and classroom teachers, a budget crunch, or a requirement to focus solely on a different strategy. Having a clear plan aligned to the values and mission of your school and supportive infrastructure will help to sustain effective restorative practices regardless of what changes might happen.

Systematic Approach to Whole School Implementation

In this guide, we outline how to implement restorative practices in four stages. We also provide suggested actions to complete in each stage and resources to support each step of the actions. Links to resources in appendices, the Minnesota Department of Education website and national and international restorative practices in schools resources are found throughout this site. Additional tools will be created and posted to the website.

The steps for implementation are not cast in stone. School teams will improvise off of this guide. But because the first principle of a restorative school is relationships, it is hoped that any amount of time spent exploring restorative practices will be useful, as it will help staff get to know each other better. Knowing each other helps to improve the climate of the school, regardless of the addition of further practice. Moving through the stages can take between three to four years, to 10 or more, depending upon resources, staffing, and unexpected events.

Apply an Equity Lens to Implementation

As you move through the stages of implementation, maintain a focus on equity. Implementing restorative practices will only address equity if there is intentional focus and reflection on it throughout the process. The equity magnifier[2] is a resource that is intended to center equity in the decision-making process. This resource is designed to be used throughout action planning, decision-making, and the implementation process. Discussions prompted by the magnifier could occur with a team or one-on-one during formal or informal conversations (anyone, anytime, anywhere).

The equity magnifier consists of questions to illuminate blind spots, perspectives that are represented, perspectives that are absent or silenced, and awareness of unintended consequences. The use of these questions is to help elevate the absent narrative and highlight groups who have been the most historically underserved and negatively impacted by policies, programs, or decisions.

Equity Magnifier Questions

1. Who are the racial, ethnic, socioeconomic and other marginalized groups that are affected by this policy, program, practice or decision? What are the potential impacts on these groups?
2. Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences? Who does this policy, program, practice or decision benefit?
3. How have your intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? How have stakeholders and community members validated or invalidated your conclusions to questions 1 and 2?
4. List all the potential barriers (structural, human, financial, community, etc.) to more equitable outcomes related to this policy, program, practice or decision.

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[2] These questions were adapted and adopted from the Portland Public Schools (Portland, OR) Racial Equity Lens by the Regional Center of Excellence and the Minnesota Department of Education, 2019.

5. How will you mitigate the negative impacts and address the barriers identified above?
6. Once the policy, program, practice or decision has been implemented, how will you gather and use the input from those impacted?
7. What qualitative and quantitative evidence will you gather and analyze to determine the effects of this policy, program, practice or decision?

Using this tool will support teams or individuals to decenter the dominant perspective, center equity and address unintended consequences. It can also highlight inequities or missing voices that are impacted by the policy, program or decision.

Leading the conversation with equity in mind moves the work between schools and community beyond the invitation to the table and brings legitimacy to processes, programs, practices and decisions.

Stages of Implementation Mirror Elements of Circle

The ancient wisdom grounding the elements of circle reflect newer knowledge emerging from the field of implementation science. The circle elements of getting acquainted, establishing relationships, addressing issues and developing action plans are reflected in the stages of implementation. They provide a road map for a theory of action that schools can follow to get to high-quality whole school implementation.

In the first stage—exploration—you not only explore the principles and practices used in a restorative school, but you also get acquainted with one another. Then, during the installation stage, the focus centers on the continued building and deepening of relationships through experiential training and resource sharing. The third stage—initial implementation—provides the opportunity to proactively and reactively address issues using restorative processes. Maintaining action plans is the cycle of continuous improvement.

As in the circle process, balance in the process of implementation is the goal. In Circle Forward, the authors write that when in circle, "as much time is spent on getting acquainted and building relationships as is spent on (addressing) the issues and developing plans."[3]

Exploration: Getting Acquainted with Restorative Practices

The exploration stage gives school districts a chance to acquaint themselves with restorative practices, create district and school restorative practices leadership teams and determine the district's readiness and capacity to implement it.

Create Leadership Teams

No one person can drive restorative practices implementation. To successfully implement restorative practices in a school district, you will need commitment and input from people who work at all levels within the district community. Intentionally identify, invite and engage school staff to serve on the district restorative practices

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[3] Boyes-Watson, C. & Pranis, K., 2015. Circle Forward

leadership team. This helps build ownership of the initiative across a broad spectrum of people and they will share their knowledge of and commitment to restorative practices with others.

During this stage, you will also assess the district's strengths and needs, develop a shared understanding of restorative practices with school staff, students, families, and community members, and develop the district's plan for using restorative practices in every school. This process takes time—one year or more—given that in addition to the visible actions, there is a more subtle and sometimes unseen process of a mindset change in the school community

Key Steps for Familiarizing District and Schools with Restorative Practices

- Identify people interested in restorative practices and engage them. Hold a community building circle to explore their hopes and gifts.
- Designate a district coordinator. The coordinator leads the district restorative practices team. Define the coordinator's role. (Review sample coordinator job descriptions. See Appendix Pages 3-4.)
- Identify partners and teams in the school or district whose works aligns with RP. (See Appendix Page 1.)
- Hold circle for teams where members can share their personal values, discuss what they collectively believe and develop common agreements for how the team operates, including describing its purpose and roles and responsibilities. (See Circle for the Adult Community, Page 10 or 16.)
- Identify and hire an experienced restorative practices trainer to support training and implementation. (Review Restorative Practices - An Administrator's Checklist for guidance on this.)
- Engage school district and school building leaders, including administrators, union members, parents and students. Teach the leaders about restorative practices and get their support of the getting acquainted with restorative practices stage. (Review the Restorative Practices--An Administrator's Checklist for specific steps.)
- Establish a district team that is representative of the school district staff and of the services provided. Establish or re-purpose a team of four to six people at each school building. Choose the team leader. Include one representative from each school building team on the district leadership team. (See Appendix Page 3 for Team Membership suggestions). Ideally, teams will meet in circle— the core practice for a restorative school—as its way of conducting business. Learn about conducting circle for adults. (See Circle for the Adult Community, Page 9.)
- Establish a community team with broad and diverse representation, including elders and cultural leaders. (See Appendix, Pages 1-2.) Discuss guidance for the use of community facilitators and collaboration with elders, community restorative practices organizations and the justice and health and human services systems.
- Draft a statement of "what we collectively believe" regarding relationships and restorative practices. Share and revise this statement as the school community moves forward in implementation. (See Circle for the Adult Community, Page 16.)
- Identify next steps for team members and staff to help them build and deepen their knowledge and provide opportunities to gain experience using the practices. To do this, gather input from staff, students and family members through circles, surveys, evaluations or discussions.

Assessing District Needs and Capacity

Early in your district's or school's planning process, it is crucial to assess what restorative practices resources already exist, what's working well and what resources are needed. As part of this, consider assessing readiness,

or the degree to which individuals within an organization are motivated to take on a new initiative, and the district/building capacity. Does the organization have the capacity to take on a new initiative?

A comprehensive assessment would identify:

- Existing policies, programs and practices that your district can build upon or re-build.
- Gaps where new programs, practices, or policies are needed.
- Resources that may help your district maximize the impact of restorative practices.
- Content knowledge of restorative practices across stakeholder groups.
- Existing professional development offerings related to restorative practices
- Staffing structures that will support restorative practices implementation and professional learning.
- Structures for professional collaboration to ensure restorative practices professional development is job-embedded.
- The school and district capacity to take on a restorative practices initiative.

There are additional resources on the MDE website. See [Restorative Interventions Facilitator's Guidance](#) Readiness Assessments for Whole School Restorative Practices, Pages 5-8.

Measures that might guide implementation

Review policy to determine whether the policy supports implementing restorative practices or if the policy acts as a barrier to implementation and use.

Gather qualitative and quantitative data on the following:

- School context, including history mapping (see Appendix, Pages 7-8, for example)
- Staff capacity (see Appendix, Page 6, for example survey)
- School capacity
- Attendance
- School climate surveys. For sources of data, including the [Minnesota Student Survey](#) and others, see Appendix, Pages 9-10.
- Discipline, including suspensions and expulsions, administrative transfers, referral to law enforcement and office discipline referrals
- Bullying and harassment reports
- An environmental scan for restorative and non-restorative spaces, i.e., take a break room or ISS room
- Systems that support restorative practices implementation, such as classroom schedules, room assignments that have enough space to hold circle time during the school day and a restorative or peace room where people can meet to repair harm

Making Meaning of Data and Information Gathered

Apply an equity lens to data by disaggregating the data based on students' race, students who receive special education, free and reduced-price lunch and gender identity within the context of historical harm towards these students by institutions and society.

Discuss perceptions in circle related to the culture of the school regarding behavior (See Trainer's Guide for Working with Schools to Implement Restorative Practices, Ask Questions to Get to Know the School, Page 5).

Engage in a Visioning Process

Restorative practices are based in the values of the district or school that uses them. Your district's or school's values will be at the center from which the practices flow, if you engage in an ongoing process of visioning with all members of the school community. Articulating how restorative practices align with and support student learning is important to include in your district's restorative practices visioning process. Visioning is essential to implementing restorative practices successfully.

Consider what your district or school stands for—reflect on the mission and the vison alignment with restorative practices. Some questions to ask include: What defines our district or school? What are our shared beliefs? What are the ways that our school lives its vision adult to adult, school to family, adults to students? What are the ways that your school district communicates its vision? (See Circle for the Adult Community, Values Circle, for additional guidance.)

When done right, a shared vision for restorative practices and values enhance school culture and can lead to a positive overall school climate. The process of on-going visioning provides the school community the opportunity to share stories about personal and professional interests, values and beliefs—getting to know each person as unique and human.

Planning Lays the Foundation for Implementation

A plan lays the foundation for implementing restorative practices districtwide. It communicates to the school community that your district's leadership is committed to implementing restorative practices and provides a road map to ensure success. This plan guides and keeps the district and individual schools on track to achieve the restorative practices vision. A good plan outlines how restorative practices will be implemented, how it will be communicated, and how the restorative practices implementation will be evaluated.

Your plan should outline how you will achieve your vision for restorative practices over the next three to five years and should include information about: building relationships and creating community; communicating with stakeholders; training and professional development, implementation; and evaluation. The plan should include tasks, timelines, important milestones, and the division of responsibilities as well as the resources and materials needed for implementation, including funding, job descriptions, rooms, training and coaching, scheduling, materials, etc. Create an evaluation plan for gathering data, information on what has been learned and stories of relationship growth. The plan will identify when and who collects what data and how is it reported. Consider ways of reporting positive outcomes, such as agreements made and kept.

Together with the shared vision, a plan can help your district or school communicate the benefits of restorative practices and how you intend to grow restorative practices in your district. Restorative practices teams work with the adults in the school community to develop a plan for implementing restorative practices in all schools.

What Do We Include in the Implementation Plan?

At this point, it can be helpful for the district or school to connect with the larger local or state restorative practices community. An experienced restorative practices trainer can help guide the district. To inform planning, take the following steps:

- Connect with members of the larger restorative practices community such as circle facilitators, county court services restorative justice coordinators, other school district restorative practices practitioners, community organizations or national restorative practices organizations.
- Schedule and provide engagement opportunities for all members of the school community to learn more about restorative practices. Develop plans to ensure they participate in and reflect on workshops, circles, small group discussion, book discussions, individual conversations, repair-of-harm processes, or visits to schools implementing restorative practices.
- Use circle to explore the school community's interest in restorative practices. Share summaries of the discussions with building and district leadership. Invite new members to the RP leadership team.
- If there is sufficient agreement to implement restorative practices in the school, work with the leadership to develop a professional development training plan (see Appendix, Page 14) that supports deepening relationships through restorative practices training, and installation.

After you have explored, plan to create the capacity for the processes and practices needed to implement RP using the following questions:

- What is needed to develop, improve, and sustain school staff and leader's ability to implement the restorative strategies: develop the restorative mindset, build community and respond to harm so students and adults benefit? Consider:

  - Fidelity – How will you measure the degree to which school staff or leaders are able to implement the strategies as intended?
  - Capacity – What current staff exist or do you need to hire additional staff (or contract, partner with, refer to) with the right skills, competency, and abilities that are prerequisites to the strategies? If more staff capacity is needed how will you identify them and who can help fulfill the need?
  - Training – What training is needed to provide background information, introduce skills and major concepts, theory and values of the strategies? Is it provided now? If not, how can it be made available?
  - Coaching – What coaching is necessary to maintain school staff confidence and ensure competence in implementing the strategies? Who is responsible and how will coaching be provided?

- What organizational, administrative and systems components are needed to support new ways of work for school staff in implementing the strategy? Consider:

  - Data systems – What data will need to be collected to track progress (process and outcome)? How will the data actually be collected, analyzed, and reported that are useful to school staff and community members? Will it require new technology or changes to existing technology?
  - Administrative – What district and school processes, policies, regulations, scheduling, and resources exist or doesn't that need to be eliminated, revised or created to support school staff in implementing the strategies?

- ▪ Systems – What external variables, policies, environments, systems or structures that have an influence or have impact on an implementing the strategies? If they are barriers how can they be reduced or eliminated?

Professional Development and Training

Professional development and training are critical to effective implementation. Develop plans for training all adults in restorative practices. We recommend learning experiences and trainings for all adults on:

- Practices that develop the restorative mindset:
  - ▪ Intentional creation of community among adults;
  - ▪ Examination of one's own relationship to harm;
  - ▪ Explore implicit bias, historical trauma and resilience.

- Practices that build community:
  - ▪ Empathetic communication which includes listening with care and curiosity, and speaking using the language of feeling;
  - ▪ Circles to build and maintain relationships, to teach, to meet, to problem-solve, to provide on-going support.

- Practices that respond to harm:
  - ▪ Restorative questions used in a chat or conversation with one or two people;
  - ▪ Circle or conferencing with a group of people affected by harm, using the restorative questions.

All adults have knowledge about the repair of harm circles or conferences protocols. Some staff, including administrators, student support staff and others receive training and coaching to conduct repair of harm processes. All people—students, adults, family members and volunteers in the school can sit in circle; most people can keep a community building circle.

Coaching Plan

It is ideal that all staff who are engaged in installation have experienced learning partners and circles of support with peers for their on-going journey of learning RP. It is ideal that anyone in a leadership role providing coaching have background experience with teaching adult learners, equity and trauma.

Communications and Engagement Planning

As you plan for and implement school climate improvement, it's also important to create a plan (see Appendix, Pages 17-20) for engaging and communicating with all stakeholders in your school community, including principals, teachers, school support staff, students, parents, families and community members.

Assess your district's capacity to communicate the journey of restorative practices in your school or district. Consider how it is connected to other strategic district initiatives. Engage with a professional communications specialist if possible to develop your tailored communications plan.

Communicating about your school climate improvement goals, plans and progress, and authentically engaging your stakeholders—early on and throughout implementation—creates transparency and a culture of trust. The

school climate improvement process is a journey that involves everyone in the school community, so make sure you bring everyone along.

As you develop your communication plan, you'll answer four key questions:

- Who do you want to reach? (Your audience).
- What do you want to achieve? (The goal).
- What do you want to say? (The message).
- How will you send your message? (The medium) (See Appendix #: Communication Plan Template).

Communicating the implementation plan to the school community signals that district and school leadership is committed to implementing restorative practices.

Develop an Evaluation Plan

Assess the internal capacity of your district to evaluate the implementation and outcomes of RP. Developing a plan may benefit from consultation with an external professional evaluator. Questions that aid in the development of a plan include:

- What values or principles do you want to guide the evaluation—does it primarily center learning or judgement?
- What is the desired relationship between the evaluator and the people guiding RP in the school or district?
- How does this relationship address power, privilege and the possibility of evaluation causing harm?
- How will you know restorative practices have made a difference in you school's climate?
- How will you assess high-quality implementation in a way that captures the complexity and journey of a school-school change model?

Installation: Building Relationships

In the second stage, staff, students and families build relationships with each other through training. Restorative practices centers relationships first. Training together helps people to trust each other more as they all embark on installing new systems, procedures and practices. During this time, district and school restorative practices leadership teams focus on building their capacity to support implementation. They manage all the moving pieces to ensure a successful launch and implementation. They also will continue their work to create the best conditions for using restorative practices, including reviewing current policy and aligning restorative practices with other initiatives in the district.

Leadership Teams and Managing Logistics

District and building leadership teams will manage logistics to ensure schools and school staff have the support, resources and the time they need to effectively implement restorative practices. Leadership will also ensure schools receive support in several other areas including: scheduling, reserving training rooms, funding for coaching, communication, policy review, and data collection and review. Leadership will engage the school

community in discussions about punishment, repairing harm, equity, power and privilege with each step of implementation.

Restorative practice leadership teams and district and school building leaders explore their restorative mindset, and receive training on circle, restorative conversations, repairing harm, restorative practices principles, trauma and equity. Team members and leadership start applying their knowledge formally or informally in their daily work.

Steps to Take

- Leadership teams develop a restorative practices infrastructure of radical welcome, ensuring that funding is available and that policy is reviewed (see Appendix, Page 17) and procedures align and support the restorative practices vision in all programs. (K-12, out-of-school time, extra-curricular activities, community education, prekindergarten and other programs for the school community members).
- The teams make sure that meeting space, equipment and time is available to conduct circles, repair of harm processes and restorative conversations. They also make sure there is time and materials to collect data. They develop a review system, and make sure that training and coaching resources are in place.
- Leadership teams identify opportunities to work with families on policy and scaling up restorative practices; do no harm when re-writing policy and working with families.
- Families are empowered to learn about RP in these early phases.
- Staff will discuss their restorative mindset and identify how that will look in their daily actions.
- Work with staff and family members to build repair of relationships guidelines for student to student, adult to adult, and student to adult concerns.
- Identify community organizations and restorative practices practitioners who can externally facilitate a restorative process, such as a highly contentious situation in the school or staff-to-staff needs. (See Restorative Practices in Schools Program Directory and The Living Justice Press website list of circle trainers and Circle Keepers. See guidance for engaging with community RP practitioners from An Administrator's Checklist.)
- Identify new opportunities to learn and deepen restorative knowledge and practice.
- Review and revise restorative commitments regularly.

Implement Training Plans

In this stage, the district or school provides training to everyone in the school community (see Appendix, Pages 14-16) on the basics of restorative practices—exploring the restorative mindset, building relationships, repairing harm, and creating just and equitable environments. Because restorative practices is a new strategy for most school staff members, working with an experienced restorative practices trainer will help to ensure fidelity to practice.

Steps to Take

- Coordinate with other training priorities to implement RP training and coaching plan for all adults, including new staff (See Appendix, Page 14-16 for suggestions for training).
- Communicate with students and family members and offer them training on the circle process and the restorative questions.

- Develop a community of practice plan for on-going education on restorative practices principles and application of restorative practices in the school, community and justice systems.
- Reflect on and celebrate what everyone in the school community has learned and look for more growth.
- Share what the school community has learned and stories of relationship growth with the school community.
- Hold exploration circles for new staff, students and families as needed.
- Identify new opportunities to learn and deepen restorative knowledge and practice.
- Review and revise restorative commitments regularly.

Initial Implementation: Addressing Issues of Relationships

In initial implementation, school staff begins using the restorative practices of empathetic listening, affective statements and daily or weekly circles to build relationships within the classroom. Adults use the restorative questions to address problems that arise between students or between students and staff. During this stage, trained practitioners work with students and adults to repair relationships when harm happens. To ensure that adults and students are confident in their use of the practices, the district and school team regularly communicate with all members of the school community about what is working and what are challenges. The restorative practices team ensures effective implementation by coaching as well as reviewing outcome and fidelity measures for each part of initial implementation. To ensure fidelity to practice, continue to consult with an experienced trainer.

Community Building Strategies with the Staff

Community building has been the foundation of the exploration, training and installation stages and that focus continues in the initial implementation stage. All practices that staff use with students are also used between staff.

Steps for Staff to Take

- Integrate restorative practices with other initiatives.
- Staff explores what they collectively believe. Place adult-generated beliefs and values posters in the school staff room and other meeting locations as well as outside the school office. Annually review the beliefs and values. (See Circle for the Adult Community.)
- Staff meet in circle regularly to deepen relationships, share concerns, and discuss the circle process and the on-going use of circle in the classroom with families and with each other. What is working? What are the challenges? Re-enforce and refine circle practice, share resources, celebrate what was learned from messes as well as successes.
- Staff periodically reflect on their own implementation of restorative practices using "How restorative am I?" tool (Restorative Interventions Facilitator's Guidance, page 29).
- Implement the restorative practices community of practice plan.
- Apply an equity lens and disaggregate student data based on their race, gender, use of special education services, participation in the free and reduced-price lunch program.
- Identify new opportunities to learn and deepen restorative knowledge and practice. Provide exploration workshops and circles for new staff, students and families periodically. After adequate

time for exploration (up to one year), establish targets for practice and policy that serve as a marker for quality and quantity indicators so that practices are being used to fidelity school-wide.

Track and monitor practice implementation and fidelity regarding (See Restorative Interventions Facilitator's Guidance, Section II):

- Use of empathetic communication - listening and speaking.
- Use of community-building circles.
- Use of restorative questions.

Track outcome data such as behavior referrals to office, attendance for adults and students, number of and length of suspensions and student and staff requests to hold circle, agreement completions and climate surveys.

Community Building Strategies in the Classroom

In the schools and classrooms, school staff will take steps to begin initial implementation.

Staff will start and routinely use community building circles in class to help everyone establish and sustain relationships, so that when harm happens, relationships already exist which foster effective repair-of-harm processes. We recommend using community building circles in after-school programs and leadership activities as well.

All adults in the school community will:

- Role model mindful behaviors and empathetic listening. They will share how they feel using affective statements and use the restorative questions to address interpersonal problems between adults.
- Invite students to create a youth leadership circle.

    - Participants should include students who have who participated in the repair of harm process as either the one who was hurt or the one who did the hurting.
    - In this circle, they will help identify and address the needs of the school's student body.
    - Description of circle: students create their circle community, share who they are, explore what they collectively believe, and their values. They develop common agreements, which are posted in the classroom and reviewed as needed.

- Establish circle practice in the classroom, homeroom or advisory period:

    - Teach students the circle process and restorative questions.
    - Use community-building circles regularly. For instance, every day in the elementary school, three times a week in the middle school and once a week in high school (See Appendix, Circle Practice: Building and Maintaining Relationships).
    - Use listening and affective statements to teach and model empathy (See Restorative Practice Kete: Book Two).
    - Use the restorative questions during an in-the-moment intervention between staff members, between staff and students, or between students.

Establish youth-led circles to:

- Advise school administrators.

- Lead learning on restorative practices with teachers, staff, family members and community members.
- Support students affected by harm.
- Address school climate needs.
- Identify new opportunities to learn and deepen restorative knowledge and practice with the students.

Repair-of-Harm Strategies

Plans that have been developed will provide district and school building staff with guidance for implementing repair-of-harm strategies—either circle or conferencing—to use when harm occurs. The more serious the harm is to relationships, the more time it will take to set up a repair-of-harm process. The plans also provide staff with guidance on how to use community facilitators and how to collaborate with the justice system. The school or district leadership team keeps track of the number of times repair-of-harm processes are used. This helps the team evaluate the processes, and ensure that agreements are made and kept.

Steps to Take:

Support community to repair relationships for all levels of harm using:
- Restorative conversations.
- Conflict circles.
- Classroom circles.
- Small group conference or circles.
- Circle or conference.
- Re-entry circles for students returning after removal from class or school.
- Family group conferencing.
- Attendance planning circles.
- Circles to address grief or to talk about the news or to provide support to the whole school after a tragedy.

Learn, deepen restorative practices knowledge and practice. Communicate with all members of the school community to share data and information on what has been learned and how relationships have grown.

Guard against shortcuts, inadequate implementation and other common misconceptions, including lack of analysis, preparation, inclusion of person harmed, person who did harm, allies and the community. See Repairing Harm: Proceed with Care for further discussion on engaging a repair of harm process.

Full Implementation: Sustainability and Continuous Improvement

By building relationships and practicing the skills of relationship, feelings of trust grow in the school among members of the school community developing a unity which moves implementation forward and helps sustain it. During full implementation, the goal is to have the restorative practices become "the way we do things" in every school building. Your district or school reaches full restorative practices implementation when 50 percent or more of the school staff use restorative practices effectively, with fidelity and good outcomes.

During this stage, district and building leadership teams will continue to put relationships first in their own work with students, peers and families. They will support peers in deepening their practice in the school, monitor fidelity of restorative practices training and application, and evaluate the goals selected in stage one. The teams will also focus on maintaining the gains already made in the use of restorative practices and they will foster continued improvement in use of restorative practices over time and through leadership and staff transitions. This will be done through continued relationship building, training and coaching.

When restorative practices implementation delivers positive outcomes, it's important for you to share these results with the entire school community. Success will encourage everyone involved to maintain practices.

Steps for Continuous Improvement:

- Continue daily use of restorative practices—circle, restorative conversations, repair of harm, listening and affective statements.
- Meet on a regular basis with Elders, the community restorative practices team and restorative practices trainer.
- Offer workshops and trainings to new staff, students, families and volunteers as they become part of the district and school community. (See Appendix, Page #: On-going Restorative Practices workshops for new staff chart). Increase staff capacity to conduct circle, restorative conversations and repair-of-harm practices.
- Conduct a fidelity of practice review once or twice a year with district and school staff who are implementing restorative practices. To do this, use the implementation checklists from the [Restorative Interventions Facilitator's Guidance](). Conduct a restorative practices walkthrough in each building to observe use of restorative practices.
- Evaluate implementation and practice outcome data.
- Survey stakeholders every year regarding the use and perception of restorative practices.
- Discuss "what does the school need to learn next?" Identify restorative practices topics and related areas of study.
- Use fidelity and outcome data and survey results to review and update the implementation plan and community partners' contact list. Affirm use of listening and speaking and mindful practices.
- Discuss "what does the school need to learn next?" Identify restorative practices topics and related areas of study.
- Reflect on and celebrate learning; look for more growth.
- Share data about what has been learned and stories of relationship growth. Communicate with the community about challenges and successes and celebrate the positive outcomes.