Restorative Discipline Practices

Building Relationships In Our Schools and Communities

Restorative Discipline Practices Fidelity Continuum Scale

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Building Relationships In Our Schools and Communities

Restorative Discipline Practices Fidelity Continuum Scale

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Source: TEA Dr. Gaye Lang

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Source: TEA Dr. Gaye Lang

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Source: TEA Dr. Gaye Lang

Source: TEA Dr. Gaye Lang

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Restorative Discipline Practices

Fidelity Continuum Scale

Building Relationships In Our Schools and Communities

Source: TEA Dr. Gaye Lang

Restorative Discipline is a PROCESS not a PROGRAM.

Fidelity Continuum Scale (FCS)

This scale is a guide for school districts to use to determine the point of implementation of Restorative Discipline Practices (RDP) at the school district and campus levels. RDP is a PROCESS not a PROGRAM that requires a three to five-year implementation plan. The idea is to start small and then expand. This Fidelity Scale will provide a reliable and efficient measure of the extent to which school personnel are applying the key components of RDP.

Beta Test

The RDP Implementation Fidelity Scale will be posted to the TEA website to collect information from school campuses across Texas through December 2017 as a beta test version. A beta test is used to improve the quality of the product, integrate user input on the completed product, and ensure release readiness and validity. The information will be organized, analyzed, and evaluated to ensure reliability and validity of the instrument. Participation is voluntary.

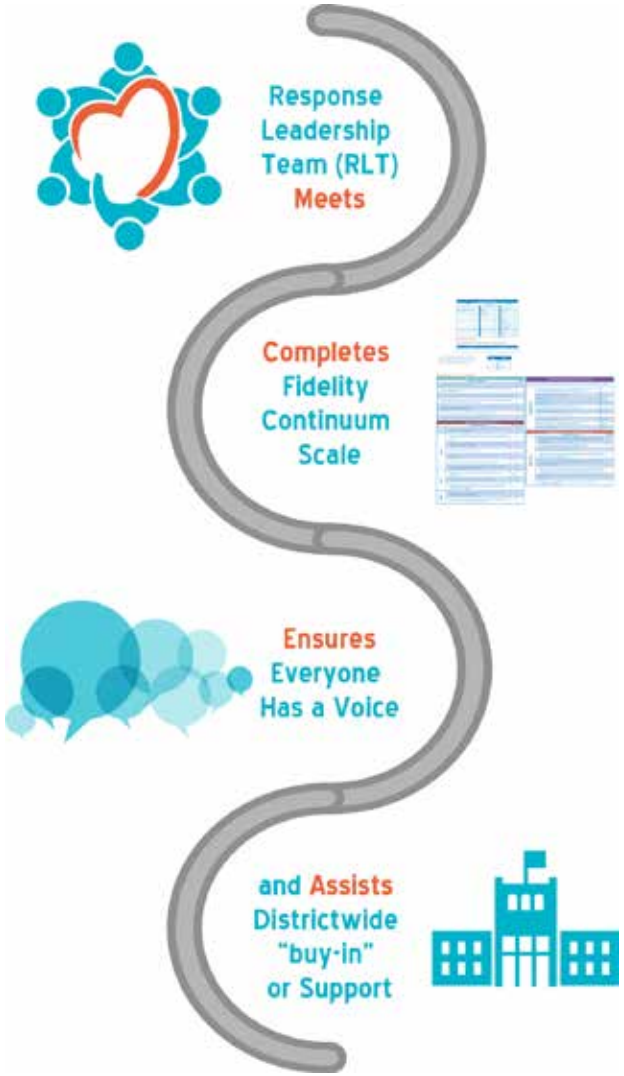
Additionally, to optimize the validity and reliability of the RDP Implementation Fidelity Continuum Scale, a secondary person in the school district, who is knowledgeable about RDP and the specific campus, needs to complete the Scale. This is so that there is a comparison between the Response Leadership Teams results and what the district results are. There will be two entries for each campus for comparison studies.

Implementation Models

Before using this tool, the Response Leadership Team (RLT) must have an understanding and knowledge about

1. RDP training, and
2. the implementation model chosen for the campus.

Source: TEA Dr. Gaye Lang



Implementation Models Examples

- **Grade level model**—start with one grade level and add another the following year until all grade levels of the campus have been included.
- **Campus leadership model**—start with campus administration and teachers, and the following year add classrooms at grade levels.
- **Parent model**—introduce the circle process to parents prior to campus implementation.
- **Whole school model** (not recommended)—start with entire campus and include all classrooms and all grade levels.

The list above contains just a few examples, and you may combine one or two of the models as you begin implementation.

Response Leadership Team (RLT)

The purpose of the RLT is to ensure that everyone has a voice; this process may also assist with districtwide "buy-in" or support.

The Response Leadership Team (RLT) must have received training and begun implementation at the campus level prior to using the FCS scale.

The RLT may be

- the positive behavior intervention and support (PBIS) team if one has been established; or
- a team may include the following:
  - » central office staff member
  - » campus principal
  - » campus teacher
  - » campus counselor
  - » campus nurse
  - » parent
  - » student

Source: TEA Dr. Gaye Lang

Use the Fidelity Continuum Scale to monitor progress.

Research regarding implementation, professional experience, and feedback from participants in a pilot project were the basis for the development of the Fidelity Scale. Its purpose is to ensure that districts/campuses are implementing RDP with fidelity.

FCS Directions

The RLT should complete this fidelity scale at a team meeting.

1. **Discuss** each item.
2. **Record** scores. Each team member will use the scoring matrix to record their scores and identify exactly where the district/campus is in implementing Restorative Discipline Practices.
3. **Share** the results with all stakeholders upon completion of this scale.
4. **Repeat** the process at least every six months to monitor progress.
5. **Use** the data to drive decisions about RDP. Remember, the district/campus is moving from beginner to expert.
6. **Keep** all information in a notebook or binder for easy access for sharing and maintenance.

FCS Implementation Levels

The chart below shows the specific implementation levels.

	Range	Level
	0 – 37	Not Rated
	38 – 52	Beginner
	53 – 67	Skillful
	68 – 81	Experienced
	82 – 96	Expert

Source: TEA Dr. Gaye Lang

Fidelity Continuum Scale (FCS)

Team Information

Place an **X** next to the titles that best describe the positions of the team members who are completing the fidelity scale. Complete as an individual and submit to RLT.

Team Member Affiliation					
District		**Community**		**School**	
Superintendent		Law Enforcement		Principal	
Assist. Superintendent		Housing		Assist. Principal	
Central Office Staff		Health		Counselor	
		City or County		Teacher	
		Business		Nurse	
				Aide	
				Secretary	
				Custodial Staff	
				Cafeteria Staff	
				Bus Driver	
				Parent	
				Student	
				Other	

Implementation length

How long has RDP been implemented in your district/campus?

	RDP Implementation Length	
Start Date	**Years**	**Months**

REMEMBER: Individual ratings on the RDP Fidelity Continuum Scale will look different

Source: TEA Dr. Gaye Lang

based on your specific role or position in the district. Each person's rating scale will look different—they should not all look the same. This is your point of view.

Using the scale to the right, rate each item in the RDP Fidelity Continuum Scale - Activities and Actions. Place rating in the **Score** column.

Range	Level
0	Does Not Exist
1	Low
2	Average
3	High

FCS - Activities and Actions

Restorative Discipline Practices TRAINING

Restorative Discipline Practices - TRAINING	
Activities and Actions	**Score**
1. We have a Response Leadership Team (RLT).	
2. All campus staff members, administration, and school resource officers or school district police officers have received RDP training (if applies).	
3. We have "buy-in" or support by campus staff members and administrators to begin RDP implementation	
4. We share information about RDP and get "buy-in" or support from our local school board members, superintendent, and staff from central office.	
5. RDP has been implemented campus-wide. We have "buy-in" or support by our central office and campus staff members.	
6. Families and local community members are integral parts of RDP on our campus.	
7. We have a refresher on RDP for campus staff members once a year.	

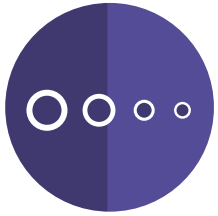
Source: TEA Dr. Gaye Lang

Restorative Discipline Practices CIRCLES

Restorative Discipline Practices - CIRCLES		
	Activities and Actions	**Score**
	1. We plan to hire a campus coordinator to conduct professional development as it relates to RDP implementation.	
Tier 1	2. We have Community Building Circles at least once a week in our classrooms with our campus staff members facilitating. We have begun discussion about peer-lead circles.	
	3. Campus staff members and students have created and use respect agreements, and parents are aware of this process.	
	4. We use "I" statements or affective and questions.	
	5. We have trained at least one student per classroom to facilitate a Community Building Circle.	
	6. We have peer-lead circles with campus staff members and students.	
	7. We have Community Building Circles, Restorative Chats, and Check-in/ Check-up/ Check-out Circles at least three times a week.	
Tier 2	8. We have Restorative Chats among students, campus staff members, and administrators. Tiers 1/2	
	9. We have Conflict Resolution Circles with students and parents.	
	10. We have pre-conferences with parents, students, and other involved individuals using the questions for repairing harm and collaborate on the agreement to repair the harm for all parties.	

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - CIRCLES		
	Activities and Actions	Score
TIER 3	11. We have Re-Entry or Reintegration Circles for students and their parents when students are returning from suspension.	
	12. We have Re-Entry or Reintegration Circles for students and their parents when students are returning from expulsion/JJAEP/DAEP.	



Restorative Discipline Practices CIRCLES FREQUENCY

Restorative Discipline Practices - CIRCLES FREQUENCY		
	We have received training on Tiers 1, 2, and 3, and we facilitate and practice circles on a regular basis such as	
FREQUENCY	13. Community Building Circles including Academic and Celebration Circles. Tier 1	
	14. Check-in/ Check-up/ Check-out Circles. Tier 1	
	15. Restorative Chats. Tier 1	
	16. Impromptu Circles. Tier 1	
	17. Inclusive Decision-making Circles for the classroom. Tier 1	
	18. "I" statements or affective and questions. Tier 1	
	19. Restorative Chats to include the five questions, Tier 2	
	20. Family Group Conferences. Tier 2/3	
	21. Circles of Support and Accountability or Re-Entry Circles. Tier 2/3	
	22. Conflict Resolution Circles. Tier 2/3	

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices SCHOOL DATA

Restorative Discipline Practices - SCHOOL DATA		
	Activities and Actions	Score
ANALYSIS	23. We have analyzed our discipline data for all student populations, and we meet to target our interventions with a plan of action.	
	24. We have analyzed our academic data for all student populations, and we meet to target our interventions with a plan of action.	
	25. We celebrate our accomplishments, small and large, with campus staff members, administration, and students.	

Feedback

How can we make the Restorative Discipline Practices Fidelity Continuum Scale better and sustainable? Provide your comments in the space provided.

Source: TEA Dr. Gaye Lang

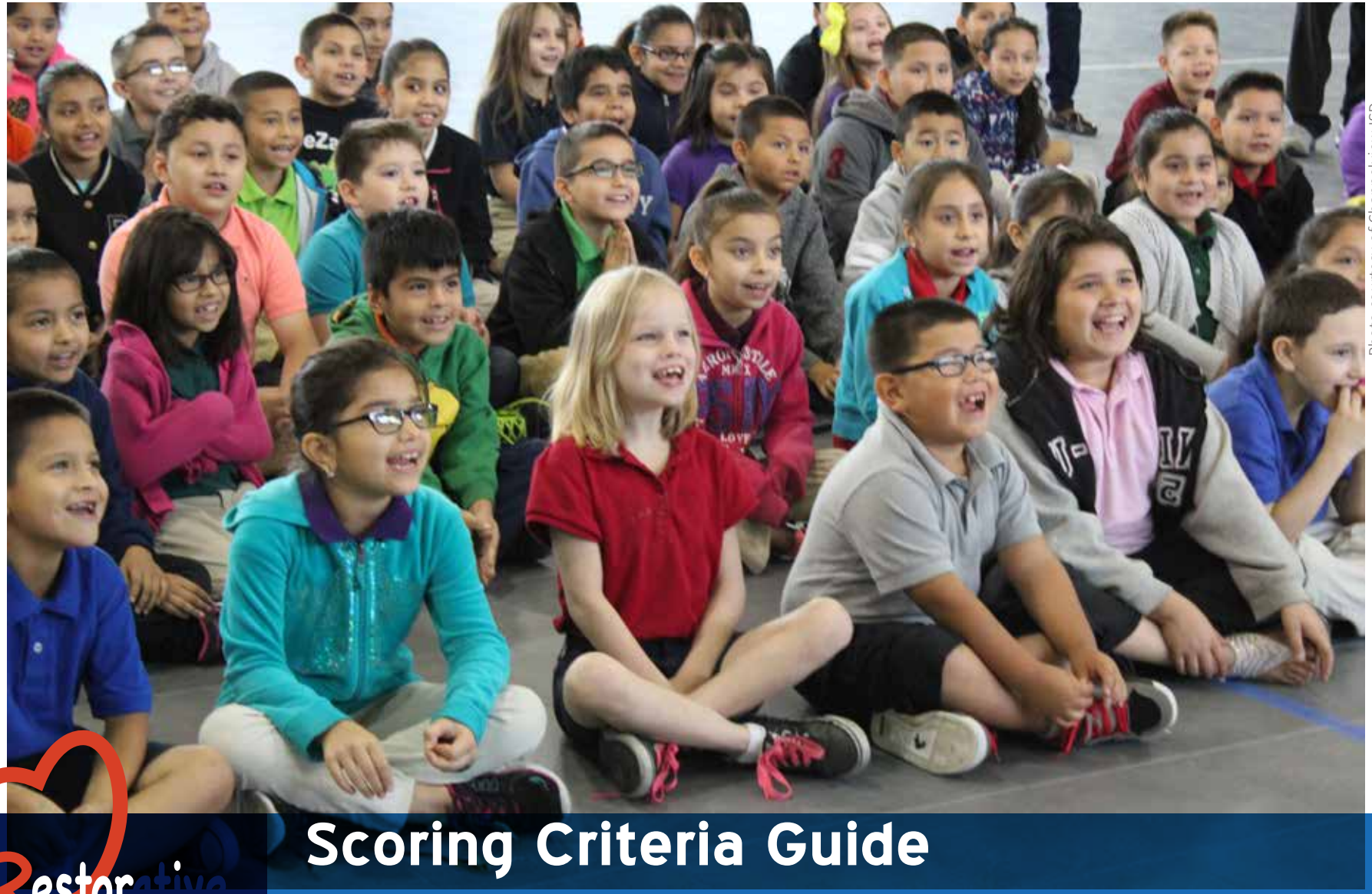


Photo courtesy of Channelview ISD

Restorative Discipline Practices

Scoring Criteria Guide

Building Relationships In Our Schools and Communities

Source: TEA Dr. Gaye Lang

FCS – Scoring Criteria Guide

The RDP Fidelity Scale should be completed multiple times per year or at least every six months. RLTs will complete the forms and use the information to identify areas of progress and areas in need of improvement. Use the data to drive decisions about Restorative Discipline Practices.

Scoring Criteria Guide

Restorative Discipline Practices TRAINING

Restorative Discipline Practices - TRAINING (Items 1 - 7)			
3 points	**2 points**	**1 point**	**0 points**
1. We have a Response Leadership Team (RLT).			
The RLT meets regularly and members actively participate in decision-making regarding the RDP process in order to change school climate and culture.	Members of the RLT have met several times, support the process, and have identified purpose/goals.	Members of the RLT have been selected, and we have met a few times	RLT has not been established.
2. All campus staff members, administration, and school resource officers or school district police officers have received RDP training (if applies).			
At least one (or more staff members) at each grade level, administration, and police presence have received RDP training and have trained team members.	Campus staff members (5-7) who have received RDP training have trained their team members (or grade level) on campus.	A core team of campus staff members, administrators, staff members from central office (3-4) has attended RDP training.	Campus staff members and or administrators have inquired about RDP training possibilities.
3. We have "buy-in" or support by campus staff members and administrators to begin RDP implementation			
We have at least 70% buy-in or support by campus staff members and administrators to begin RDP implementation.	We have at least 50% buy-in or support by campus staff members and administrators to begin RDP implementation.	We have at least 30% buy-in or support by campus staff members and administrators to begin RDP implementation.	We have at least 20% buy-in or support by campus staff members and administrators to begin RDP implementation.

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - TRAINING (Items 1 - 7)			
3 points	**2 points**	**1 point**	**0 points**
4. We share information about RDP and get "buy-in" or support from our local school board members, superintendent, and staff from central office.			
The superintendent, campus administrator, and campus staff members share information about RDP with the school board.	The superintendent and campus administrator(s) share information about RDP with central office staff and principals across the district.	The campus administrator and campus staff members share information about RDP with staff members from central office and the superintendent.	Campus staff members and the campus administrator discuss RDP implementation at the campus level and the principal shares with the staff the possibilities about RDP.
5. RDP has been implemented campus-wide. We have "buy-in" or support by our central office and campus staff members.			
RDP has been implemented campus-wide, and we have more than 70% buy-in or support by our staff members at central office and campus staff members.	RDP has been implemented campus-wide, and we have more than 50% buy-in or support by our staff members at central office and campus staff members.	RDP has been implemented campus-wide, and we have more than 30% buy-in or support by our staff members at central office and campus staff members.	RDP has been implemented campus-wide, and we have less than 20% buy-in or support by our staff members at central office and campus staff members.
6. Families and local community members are integral parts of RDP on our campus.			
We have identified community resources such as churches, housing authority, law enforcement, and businesses who support our students and families.	A group of parents and/or community members has received training in RDP and at least one parent is a member of the RLT.	An overview of RDP was presented at the parent organization meetings and to local community members.	The team has not introduced RDP to families or the community.
7. We have a refresher on RDP for campus staff members once a year.			
		Yes, we have a refresher for campus staff members annually.	No, we do not have a refresher for campus staff members annually.

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices CIRCLES

Restorative Discipline Practices - CIRCLES			
3 points	**2 points**	**1 point**	**0 points**
1. We plan to hire a campus coordinator to conduct professional development as it relates to RDP implementation.			
Meet with the budget staff at central office to secure funding for the position.	Evaluate the prospects in the community for the position.	Identify the need for a campus coordinator.	Review the progress of RDP on the campus.
TIER 1 (Item numbers 2 - 7)			
2. We have Community Building Circles at least once a week in our classrooms with our campus staff members facilitating. We have begun discussion about peer-lead circles			
Campus staff members facilitate Community Building Circles weekly and have discussed which students may become peer leaders.	Campus staff members facilitate Community Building Circles three times a month.	Campus staff members facilitate Community Building Circles two times a month.	Campus staff members facilitate Community Building Circles once a month.
3. Campus staff members and students have created and use respect agreements, and parents are aware of this process.			
Parents have signed the respect agreements that are used in the classrooms.	Parents have been informed about RDP and respect agreements that are used in the classrooms.	Campus staff members and students created respect agreements for use in the classroom.	Campus staff members informed students about RDP and respect agreements.
4. We use "I" statements or affective and questions.			
Campus staff members, including administrators, use "I" statements or affective and questions when addressing students' behaviors a majority of the time.	Campus staff members, including administrators, use "I" statements or affective and questions when addressing students' behaviors occasionally.	Campus staff members, including administrators, have begun to use "I" statements or affective and questions when addressing students' behaviors.	Campus staff members, including administrators, are not using "I" statements or affective and questions when addressing students' behaviors.

Source: TEA Dr. Gaye Lang

5. We have trained at least one student per classroom to facilitate a Community Building Circle.			
At least one student per classroom facilitates Community Building Circles regularly.	Students co-facilitate with campus staff members Community Building Circles in classrooms.	Campus staff members lead Community Building Circles in classrooms regularly.	Campus staff members lead Community Building Circles occasionally.
6. We have peer-lead circles with campus staff members and students.			
Students facilitate circles—student chooses the topic.	Students assist campus staff members in facilitating circles—student chooses the topic.	Students assist campus staff members in facilitating circles—campus staff member chooses the topic.	Campus staff members are engaging students in facilitating circles.
7. We have Community Building Circles, Restorative Chats, and Check-in/ Check-up/ Check-out Circles at least three times a week.			
Community Building Circles, Restorative Chats, and Check-in/Check-up/Check out Circles are part of the regular classroom routine.	Students are engaged fully in the circles and abide by circle guidelines.	Students support classroom specific processes and participate in the circles.	Students are aware of the circles and the processes.

TIER 2 (Item numbers 8 - 10)			
3 points	**2 points**	**1 point**	**0 points**
8. We have Restorative Chats among students, campus staff members, and administrators. Tier 1/2			
Campus staff members, including administrators, utilize Restorative Chats in place of traditional discipline measures a majority of the time.	Campus staff members, including administrators, utilize Restorative Chats in place of traditional discipline measures occasionally.	Classroom staff members redirect behavior, not restoratively, instead of sending students out of the classroom.	Classroom staff members send students to the office for minor classroom infractions.
9. We have Conflict Resolution Circles with students and parents.			

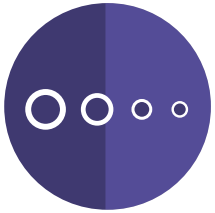
Source: TEA Dr. Gaye Lang

Conflict Resolution Circles are facilitated with students, parents, or whole class when necessary to restore relationships.	Conflict Resolution Circles are facilitated with just the students involved to restore relationships.	Campus staff members ask students to resolve their own conflicts and repair harm caused by their actions.	Students participate in Restorative Chats to repair harm caused by their actions.
10. We have pre-conferences with parents, students, and other involved individuals using the questions for repairing harm and collaborate on the agreement to repair the harm for all parties			
Campus administrator conducts pre-conferences with parents, students, and other involved parties, using the questions for repairing the harm prior to a student's return to class. All collaborate on the agreement to repair the harm.	Campus administrator contacts the parents, discusses the questions for repairing the harm, and collaborate to develop the agreement to repair the harm.	Campus administrator contacts the parents to inform them of what will happen when the students return to class.	Campus administrator meets with the students to inform them of what will happen when they return to class.

TIER 3 (Item numbers 11 - 12)			
3 points	**2 points**	**1 point**	**0 points**
11. We have Re-Entry or Reintegration Circles for students and their parents when students are returning from suspension.			
Re-Entry or Reintegration Circles include the student, parents, campus staff members, counselor, campus administrator, friends, family members, and others to ensure success upon the student's return to the campus. All collaborate on an agreement to support the student when he/she returns to campus.	The campus administrator, counselor, parents, and student meet to discuss what will happen when the student returns to the campus.	The campus administrator, parent, and student meet to discuss what will happen when the student returns to the campus.	Inform the student about RDP and assure the student about support for him/her at the campus level.

Source: TEA Dr. Gaye Lang

12. We have Re-Entry or Reintegration Circles for students and their parents when students are returning from expulsion/JJAEP/DAEP, or extended absences such as hospital.			
Re-Entry or Reintegration Circles include the student, parents, campus staff members, counselor, campus administrator, friends, family members, and others to ensure success upon the student's return to the campus. All collaborate on an agreement to support the student when he/she returns to campus.	The campus administrator, counselor, parents, and student meet to discuss what will happen when the student returns to the campus.	The campus administrator, parent, and student meet to discuss what will happen when the student returns to the campus.	The campus administrator or RDP coordinator inform the student about RDP and assure the student about support for him/her at the campus level.



Restorative Discipline Practices CIRCLES FREQUENCY

Restorative Discipline Practices - CIRCLES **FREQUENCY** (item numbers 13 - 22)			
We have received training on Tiers 1, 2, and 3, and we facilitate and practice circles on a regular basis such as:			
3 points	**2 points**	**1 point**	**0 points**
13. Community Building Circles including Academic and Celebration Circles, Tier 1			
Practice daily, as needed.	Practice weekly.	Practice monthly.	Practice once per grade report period.
14. Check-in/Check-up/Check-out, Tier 1			
These are conducted Mondays, Wednesdays, and Fridays and are part of the regular classroom routine.	These are conducted one time per week in the classrooms.	These are conducted one time per month in the classrooms.	These are conducted one or less times per grade report period in the classrooms.

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - CIRCLES FREQUENCY (item numbers 13 - 22)			
We have received training on Tiers 1, 2, and 3, and we facilitate and practice circles on a regular basis such as:			
3 points	**2 points**	**1 point**	**0 points**
15. Restorative Chats, Tier 1			
Practice daily, as needed.	Practice weekly.	Practice monthly.	Practice one time per grade report period.
16. Impromptu Circles, Tier 1			
Practice daily, as needed.	Practice weekly.	Practice monthly.	Practice one time or less per grade report period.
17. Inclusive Decision-making Circles for the classroom, Tier 1 (The key is to allow students a voice in decisions)			
Campus staff members and administrators use "I" statements or affective and Restorative Questions and Community Build Circles throughout every school day and campus wide.	"I" statements or affective and Restorative Questions and Community Build Circles are used in most classrooms on campus.	"I" statements or affective and Restorative Questions and Community Build Circles are used in some classrooms on campus.	"I" statements or affective and Restorative Questions and Community Build Circles are not used in classrooms on campus.
18. "I" statements or affective and questions, Tier 1			
Practice daily, as needed.	Practice weekly, as needed.	Practice monthly, as needed.	Practice one time or less per grade report period, as needed.
19. Restorative Chats to include the five questions, Tier 2			
Practice daily, as needed, schoolwide.	Practice weekly schoolwide.	Practice monthly schoolwide.	Practice one time per grade report period.

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - CIRCLES FREQUENCY (item numbers 13 - 22)			
We have received training on Tiers 1, 2, and 3, and we facilitate and practice circles on a regular basis such as:			
3 points	**2 points**	**1 point**	**0 points**
20. Family Group Conferences, Tiers 2/3 (Between Families or Family Units)			
After RLT and family members concur with an agreement to repair the harm, community resources, as well as school resources, to support the family and the student are discussed and provided as needed, whether the event occurred in school or out of school.	After RLT and family members concur with an agreement to repair the harm, school resources to support the family and student are readily available and discussed/ provided as needed, whether the event occurred in school or out of school.	RLT meets with the parent and student in preparation of the student's return to campus.	A pre-conference to re-entry is conducted with the student and parent.
21. Circles of Support and Accountability or Re-Entry Circles, Tiers 2/3 (School to Family Support)			
After all concur with an agreement to repair the harm, community resources, as well as school resources, to support the family and the student are discussed and provided as needed, whether the event occurred in school or out of school.	After all concur with an agreement to repair the harm, school resources to support the family and student are readily available and discussed/ provided as needed, whether the event occurred in school or out of school.	RLT meets with the parent and student in preparation of the student's return to campus.	A pre-conference to re-entry is conducted with the student and parent.
22. Conflict Resolution Circles, Tiers 2/3 (Conflict Between Two or More Parties)			
After RLT, family members, and other involved individuals concur with an agreement to repair the harm, community resources, as well as school resources, to support the family and the student are discussed and provided as needed, whether the event occurred in school or out of school.	After RLT, family members, and other involved individuals concur with an agreement to repair the harm, school resources to support the family and student are readily available and discussed/ provided as needed, whether the event occurred in school or out of school.	RLT meets with the parent and student in preparation of the student's return to campus.	A pre-conference to re-entry is conducted with the student and parent.

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices SCHOOL DATA

Restorative Discipline Practices - SCHOOL DATA (Items 23 -25)			
3 points	**2 points**	**1 point**	**0 points**
23. We have analyzed our discipline data for all student populations, and we meet to target our interventions with a plan of action.			
Data are shared and used to make decisions regarding interventions/ plan of action twice per year by RLT.	Data are shared with the RLT team and faculty at least once a semester.	Data are shared with the RLT team and faculty once per year.	Data are not reviewed by the RLT team and shared with faculty.
24. We have analyzed our academic data for all student populations, and we meet to target our interventions with a plan of action.			
Data are shared and used to make decisions regarding interventions/ plan of action twice per year by RLT.	Data are shared with the RLT team and faculty at least once a semester.	Data are shared with the RLT team and faculty once per year.	Data are not reviewed by the RLT team and shared with faculty.
25. We celebrate our accomplishments, small and large, with campus staff members, administration, and students.			
Celebrations for accomplishments occur as often as daily.	Celebrations for accomplishments occur each week.	Celebrations for accomplishments occur each month.	Celebrations for accomplishments occur at least each semester.

Data Review

The data collection portion of this instrument has been designed solely for use by schools/school districts to have a solid awareness of their disciplinary data and its relationship to academic outcomes. Additionally, increases or decreases in data may be observed based on how a campus/district quantitatively changes its practices based on the received training.

To review academic information, a DATA REVIEW table is included. This instrument is a first step in measuring the extent to which the strategies of the RDP have been implemented. The points in the DATA REVIEW section are not recorded on the RDP Fidelity Continuum Scale, but are provided for use only as a guide.

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - SCHOOL DISCIPLINE DATA (Items 1 -7)			
3 points	**2 points**	**1 point**	**0 points**
1. We have analyzed our discipline data for all student populations, and we meet to target our interventions with a plan of action. We also address disproportionality among all populations.			
RLT reviews data regularly and has appointed astaff person for every 2–5 students who are at risk of suspension/expulsion/ DAEP to closely monitor and provide targeted interventions.	RLT has discipline data readily available and reviews every 3-4 weeks; RLT discusses student behaviors and interventions for students at risk.	RLT and campus staff members have discipline data readily available by population group and review regularly to plan interventions.	District collects discipline data on disproportionality and is aware of interventions.
2. We review our school discipline report from our PEIMS submission.			
Has the number of incidents reported in PEIMS decreased by 50% since implementation of the RDP training?	Has the number of incidents reported in PEIMS decreased by 40% since implementation of the RDP training?	Has the number of incidents reported in PEIMS decreased by 25% since implementation of the RDP training?	Has the number of incidents reported in PEIMS decreased by 10% since implementation of the RDP training?
3. We use RDP with our district discipline policy or alone.			
RDP is part of the district policies and procedures for those campuses that are implementing RDP.	RDP is partially implemented as an alternative to disciplinary procedures on some campuses within the district.	RDP is implemented in classrooms at the campus level.	RDP implementation is being discussed at the campus level as a way to address discipline issues.
4. We know the numbers of in-school and out-of-school suspensions by student populations before and after establishing RDP on our campus. We can show an increase in positive or decrease in negative student behaviors			
Since implementing RDP, infractions have been reduced by 50%.	Since implementing RDP, infractions have been reduced by 40%.	Since implementing RDP, infractions have been reduced by 25%.	Since implementing RDP, infractions have been reduced by 10%.

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - SCHOOL DISCIPLINE DATA (Items 1 -7)			
3 points	**2 points**	**1 point**	**0 points**
5. We know the numbers of expulsions (JJAEP or DAEP) by student populations before and after establishing RDP on our campus. We can show an increase in positive or decrease in negative student behaviors.			
The number of expulsions has decreased by 50%.	The number of expulsions has decreased by 40%.	The number of expulsions has decreased by 25%.	The number of expulsions has decreased by 10% or less.
6. We know the numbers of classroom referrals by student and by campus staff members for student populations before and after establishing RDP on our campus. We can show an increase in positive or decrease in negative student and campus staff members' behaviors.			
The number of classroom referrals has decreased by 50%.	The number of classroom referrals has decreased by 40%.	The number of classroom referrals has decreased by 25%.	The number of classroom referrals has decreased by 10% or less.
7. When a student is suspended or expelled, we use a circle from Tier 2 or 3 to bring him/her back to campus. (Remove from classroom for a continuous time period)			
Circles from Tier 2 or Tier 3 are used 100% of the time to bring the student back to campus.	Circles from Tier 2 or Tier 3 are used 75% of the time to bring the student back to campus.	Circles from Tier 2 or Tier 3 are used 50% of the time to bring the student back to campus.	Circles from Tier 2 or Tier 3 are used 25% of the time to bring the student back to campus.

Restorative Discipline Practices - SCHOOL ACADEMIC DATA (Items 1 -4)			
English/Language Arts	**Mathematics**	**Social Studies**	**Science**
1. State Assessment Scores —Pre-RDP			
2. State Assessment Scores —Post-RDP			
3. District Assessment Scores —Pre-RDP			
4. District Assessment Scores —Post-RDP			

Source: TEA Dr. Gaye Lang

Photo courtesy of Klein ISD

Restor Discipline Practices

Scoring Matrix

Building Relationships In Our Schools and Communities

Source: TEA Dr. Gaye Lang

Scoring the FCS

After the RDP Fidelity Continuum Scale has been completed, analyze each item of each section separately.

FCS Sections

- RDP Training (7 items)
- RDP Circles (Tier 1, Tier 2, Tier 3, Frequency - 22 items)
- School Data (Anaylsis - 3 items)

Directions

1. **Add** the points of each Activity/Action for all participants who complete the RDP Fidelity Continuum Scale.
2. **Record** Activity/Action points in the Participants' Total Points box. This will provide the combined score for this Activity/Action.
3. **Divide** the Participants' Total Points by the number of participants completing the RDP Fidelity Continuum Scale for each Activity/Action in the section to get the Activity/Action Average.
4. **Record** the Activity/Action Average in the Section Average column.
5. **Add** all of the averages in the Section Average column and record the sum in the Total Section Averages box. This is the score you will use in the rating. Divide this number by the number of Activity/Action or RDP Proficiency items in the section to get the **Final Section Average**. This reflects the average score of participants which can be used for action plans for campus improvement.
6. **Repeat** steps 1 - 3 for remaining sections (RDP Circles and School Data).

Source: TEA Dr. Gaye Lang

Sample Tally Sheet

Restorative Discipline Practices TRAINING

Restorative Discipline Practices - TRAINING – Tallysheet			
Activities and Actions	**Participants Total Points**	**Activity/ Action Average**	**Section Average**
1. We have a Response Leadership Team (RLT).	3+3+3+3+3+2+0= 17	17 ÷ 7 = 2.4	2.4
2. All campus staff members, administration, and school resource officers or school district police officers have received RDP training (if applies).	3+3+3+2+1+0+2= 14	14 ÷ 7 = 2.0	2.0
3. We have "buy-in" or support by campus staff members and administrators to begin RDP implementation	3+3+2+2+2+0+1= 13	13 ÷ 7 = 1.8	1.8
4. We share information about RDP and get "buy-in" or support from our local school board members, superintendent, and staff from central office.	2+1+3+2+2+0+2= 12	12 ÷ 7 = 1.7	1.7
5. RDP has been implemented campus-wide. We have "buy-in" or support by our central office and campus staff members.	2+3+3+2+2+0+2= 14	14 ÷ 7 = 2.0	2.0
6. Families and local community members are integral parts of RDP on our campus.	3+3+2+1+3+0+3=15	15 ÷ 7 = 2.1	2.1
7. We have a refresher on RDP for campus staff members once a year.	0+0+0+0+0+0+0=0	0 ÷ 7 =0	0

Total of Section Averages (Use this number for rating)	**12.0**
Total Section Averages Divided by 7 Questions	**12.0** ÷ 7 = 1.7
Final Section Average (Reflection for Campus Only)	**1.7**

Source: TEA Dr. Gaye Lang

FCS – Scoring Matrix

Scale Summary - Total Section Average Points

Total Section Average for each of the three sections of the fidelity scale to determine your Implementation Level.

Sections	Points
RDP Training	
RDP Circles	
School Data	
TOTAL	
Implementation Level	

Implementation Levels

	Range	Level
	0 – 37	Not Rated
	38 – 52	Beginner
	53 – 67	Skillful
	68 – 81	Experienced
	82 – 96	Expert

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices TRAINING

Restorative Discipline Practices - TRAINING (Items 1 - 7)			
Activities and Actions	**Participants' Total Points**	**Activity/Action Averages**	**Section Average**
1. We have a Response Leadership Team (RLT).			
2. All campus staff members, administration, and school resource officers or school district police officers have received RDP training (if applies).			
3. We have "buy-in" or support by campus staff members and administrators for RDP implementation.			
4. We share information about RDP and get "buy-in" or support from our local school board members, superintendent, and staff members from central office.			
5. RDP has been implemented campus-wide, and we have "buy-in" or support by our staff members at central office and campus staff members.			
6. Families and local community members are integral parts of RDP on our campus.			
7. We have a refresher on RDP for campus staff members once a year			
		Total of Section Averages	
		Total Section Averages Divided by 7 Questions	
		Final Section Average	

Source: TEA Dr. Gaye Lang

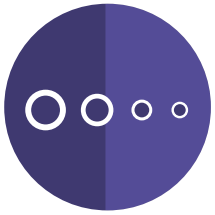
Restorative Discipline Practices CIRCLES

Restorative Discipline Practices - CIRCLES (Item numbers 1 - 22)			
Activities and Actions	**Participants' Total Points**	**Activity/Action Averages**	**Section Average**
1. We plan to hire a campus coordinator to conduct professional development as it relates to RDP implementation.			
TIER 1 (Item numbers 2 - 7)			
2. We have Community Building Circles at least once a week in our classrooms with our campus staff members facilitating. We have begun discussion about peer-lead circle.			
3. Campus staff members and students have created and use respect agreements, and parents are aware of this process.			
4. We use "I" statements or affective and question.			
5. We have trained at least one student per classroom to facilitate a Community Building Circle.			
6. We have peer-lead circles with campus staff members and students.			
7. We have Community Building Circles, Restorative Chats, and Check-in/ Check-up/ Check-out Circles at least three times a week.			

Restorative Discipline Practices - CIRCLES			
Activities and Actions	**Participants' Total Points**	**Activity/Action Averages**	**Section Average**
TIER 2 (Item numbers 8 - 10)			
8. We have Restorative Chats among students, campus staff members, and administrators Tiers 1/2.			
9. We have Conflict Resolution Circles with students and parents.			
10. We have pre-conferences with parents, students, and other involved individuals using the questions for repairing harm and collaborate on the agreement to repair the harm for all parties.			

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - CIRCLES			
Activities and Actions	Participants' Total Points	Activity/Action Averages	Section Average
TIER 3 (Item numbers 11 - 12)			
11. We have Re-Entry or Reintegration Circles for students and their parents when students are returning from suspension.			
12. We have Re-Entry or Reintegration Circles for students and their parents when students are returning from expulsion/JJAEP/DAEP.			



Restorative Discipline Practices CIRCLES FREQUENCY

Restorative Discipline Practices - CIRCLES **FREQUENCY** (item numbers 13 - 22)			
We have received training on Tiers 1, 2, and 3, and we facilitate and practice circles on a regular basis such as			
Activities and Actions	Participants' Total Points	Activity/Action Averages	Section Average
13. Community Building Circles, including Academic and Celebration Circles. Tier 1			
14. Check-in/ Check-up/ Check-out Circles, Tier 1			
15. Restorative Chats, Tier 1			
16. Impromptu Circles, Tier 1			
17. Inclusive Decision-making Circles for the classroom, Tier 1			
18. "I" statements or affective and questions, Tier 1			
19. Restorative Chats to include the five questions			
20. Family Group Conferences, Tiers 2/3			

Source: TEA Dr. Gaye Lang

Restorative Discipline Practices - CIRCLES **FREQUENCY** (item numbers 13 - 22)			
We have received training on Tiers 1, 2, and 3, and we facilitate and practice circles on a regular basis such as			
21. Circles of Support and Accountability or Re-Entry Circles, Tiers 2/3			
22. Conflict Resolution Circles, Tiers 2/3			
		Total of Section Averages	
		Total Section Averages Divided by 22 Questions	
		Final Section Average	

Restorative Discipline Practices - SCHOOL DISCIPLINE DATA (Items 23 -25)			
Activities and Actions	Participants' Total Points	Activity/Action Averages	Section Average
23. We have analyzed our discipline data for all student populations, and we meet to target our interventions with a plan of action			
24. We have analyzed our academic data for all student populations, and we meet to target our interventions with a plan of action			
25. We celebrate our accomplishments, small and large, with campus staff members, administration, and students			
		Total of Section Averages	
		Total Section Averages Divided by 3 Questions	
		Final Section Average	

Source: TEA Dr. Gaye Lang

Source: TEA Dr. Gaye Lang

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Restorative Discipline Practices in Texas

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