Restorative Justice Practices in Schools

Review of the Literature
And
Current District Data Brief

Department of Data Management, Planning and Program Evaluation
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Executive Summary

Background

- Restorative justice emerged as an alternative approach to practices in the mainstream criminal and juvenile justice system 30 years ago. The principles of restorative justice have been increasingly implemented in the field of education for their applicability to school misbehavior and student support.

- The rising use of exclusionary discipline, which research confirms is ineffective and harmful, coupled with external pressures to address such disciplinary practices, have been the impetus for implementation of restorative justice practices in schools.

- Restorative justice is not a program. It is a framework, a set of values and principles, used to guide responses to crime, misbehavior, conflict or harm. The premise of restorative justice is that crime or misbehavior is a violation of people and relationships rather than violation of a law or a rule.

- The three main goals of restorative justice are:
  1. **Accountability**: Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.
  2. **Community Safety**: Restorative Justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well being of its members.
  3. **Competency Development**: Restorative Justice Strategies increase the pro social skills of those who have harmed others, address the underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

- Implementation of restorative practice in schools can range from a single program for students who violate school rules, or to a whole school operating philosophy, through daily practices used by everyone in the school, and a continuum of programs to help foster a restorative school culture.

Research Findings

- There is strong empirical research demonstrating the effectiveness of restorative justice on reducing repeat offenses within the juvenile justice realm. However, the body of research on the effectiveness of restorative practices in schools is limited.
The available literature highlights restorative justice practices and programs as promising alternatives that help students learn to solve problems on their own, respond to conflict nonviolently while contributing to students’ social and emotional development and keeping them in school, and simultaneously improving school culture.

Decreases in out-of-school suspensions is one of the most widely cited outcomes of restorative practice in the literature.

The lack of rigorous quantitative methodology applied to restorative practices in schools makes it difficult to prove direct causal links between implementation of restorative practices and outcomes.

The primary challenges to implementation are (a) resistance to changes in beliefs and practices and pressures to suspend, (b) time demands, especially at the start of implementation, and (c) funding for training.

**District Data Brief**

Current responses to disciplinary referrals include some restorative practices; however the majority of responses fall on the exclusionary end of the discipline continuum.

During 2011-12, there were 110,860 discipline referrals entered into infinite Campus.

- 23,197 students received at least one referral
- 65% of students who received a referral, received more than one referral
- The highest number of referrals given to one student during 2011-12 was 82
- The most frequent referrals were for Disruptive behavior (29%), Failure to obey staff (17%), Tardy to class (10%), Bus disturbance (7%), Skipping class (6%) and Fighting (6%).

- 37% of teacher do not agree that school administrators consistently enforce rules for student conduct
- 42% of middle and high school students disagree that punishments for student misbehavior at school are fair.
- JCPS currently has some structures and programs in place that support restorative values and practices but coverage, quality and impacts of the current system of student conduct support and discipline is not formally assessed as a whole.
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Review of the Literature

Introduction

Restorative justice emerged as an alternative approach to practices in the mainstream criminal and juvenile justice system over 30 years ago. Since the 1990’s, the principles of restorative justice have been increasingly implemented in the field of education for their applicability to school misbehavior and student support (Lipchitz, 2003). Restorative justice practices are currently being implemented in numerous school districts within the United Kingdom, Australia, Canada, South Africa and the United States.

In the United States, restorative practices are increasingly supported in literature for education practitioners (e.g., Educational leadership, the National Association for Elementary Principals, National Association of School Counselors, National School Board Association) and have been deemed by the American Psychological Association and the American Bar Association as viable alternatives to zero tolerance approaches to school discipline.

While the literature highlights promising outcomes such as improved school climate, reduced school suspensions, and strengthened relationships in schools, the body of empirical research on the impact of restorative practice is limited. Most schools and districts implementing restorative practices are not conducting formal research studies or evaluations on its impact (Lewis, 2009).

What is Restorative Justice?

Restorative justice is not a program. It is a framework, a set of values and principles, used to guide responses to crime, misbehavior, conflict or harm. The foundational values are respect, responsibility, and relationship. The premise of restorative justice is that crime or misbehavior is a violation of people and relationships rather than a violation of a law or a rule (Zehr, 1990). The three main goals of restorative justice are accountability, community safety, and competency development (Burke & Ashley, 2009).

(1) Accountability: Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.
(2) **Community Safety**: Restorative Justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.

(3) **Competency Development**: Restorative Justice Strategies increase the pro social skills of those who have harmed others, address the underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

A chief pioneer of the restorative justice movement, Howard Zehr, coined three “restorative questions” that have guided these restorative practices around the world, and contrasted them with the “retributive questions” that have characterized the dominant response to crime in Western culture (Conflict Resolution Education Center, 2012)

<table>
<thead>
<tr>
<th>Restorative Justice</th>
<th>vs.</th>
<th>Retributive Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the harm that was done?</td>
<td>1. What is the law that was broken?</td>
<td></td>
</tr>
<tr>
<td>2. How can that harm be repaired?</td>
<td>2. Who broke that law?</td>
<td></td>
</tr>
<tr>
<td>3. Who is responsible for this repair?</td>
<td>3. How should they be punished?</td>
<td></td>
</tr>
</tbody>
</table>

**The Restorative Approach to School Discipline**

**Impetus for a new approach**

School violence and misbehavior have been facts of schooling in the United States for over 200 years. The impetus for most public schools adoption of restorative practices on various scales has been the rising use of exclusionary discipline and external pressures to address ineffective and harmful disciplinary practices.

During the 1990’s several suburban and rural school shootings ushered in widespread use of zero tolerance policies that resulted in increased use of exclusionary discipline (i.e., out of school suspensions, expulsions) and have not resulted in the desired outcomes. The empirical research for over three decades demonstrates clearly that exclusionary discipline is ineffective at reducing the unwanted behavior, and has detrimental effects on students (American Academy of Pediatrics, 1998; American Psychological Association, 2008; Skiba & Peterson, 2003;) such as increased student misbehavior, antisocial behavior (Gottfredson, Payne, & Gottfredson, 2005) increased dropout rates and exacerbated racial disproportionality in discipline (APA, 2008; Civil Rights Project, 2000; Mayer, 1995).

Despite increased calls for evidenced based practices in recent years to address this problem, local policy makers and practitioners often rely on anecdotal evidence, traditions and personal beliefs when selecting interventions (Mayer & Cornell, 2010). Social science researchers argue there is sufficient
knowledge to pursue prevention programs over more security measures and zero tolerance policies (Mayer & Cornell, 2010; Skiba, Peterson & Williams, 1997). Social Emotional Learning programs have rigorous experimental evidence of improving school behavior, reducing aggression and increasing socially competent behavior (Battistich, 2003; Greenberg et al, 1995; Osher et al., 2010). There is agreement among the education research community that whole school approaches focused on school climate and culture reduce all forms of aggression in schools and restorative practices are able to be integrated well into schools using whole school approaches to behavior (Kavelin-Popov, 2000; Varley, 2008).

**Punitive vs. Restorative Discipline**

The social discipline window below (adapted from Wachtel 2005 after Glasser 1969) is often used in the literature on restorative justice to illustrate the conditions and functions of various disciplinary approaches. Unlike punitive, neglectful, and permissive responses to school misbehavior, restorative discipline is said to combine high levels of control and strong support that encourages appropriate behavior, and places responsibility for resolution on students themselves (Zaslaw, 2009). A belief that people will make positive changes when those in positions of authority do things with them, rather than to them is at the core of restorative practices (Lewis, 2009).

Restorative practices (also referred to as restorative discipline, restorative approaches, or restorative dispute resolution), serve simultaneously as a reactive and proactive approach to discipline. The move towards restorative practice requires a shift in the fundamental way school misbehavior and discipline are viewed. In an effort to explicate more specifically the differences between traditional school discipline and restorative discipline, the table below contrasts the various aspects of both approaches.
### Punitive (Old) vs. Restorative (New) Paradigms of School Discipline*

<table>
<thead>
<tr>
<th>Punitive</th>
<th>Restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misbehavior defined as breaking school rules</td>
<td>Misbehavior defined as harm done to one person/group by another</td>
</tr>
<tr>
<td>Accountability defined as receipt of punishment. Offending student is passive recipient of imposed consequence</td>
<td>Accountability defined as understanding impact of actions, taking responsibility for choices and suggesting ways to repair harm</td>
</tr>
<tr>
<td>Past Oriented. Focus on what happened and establishment of blame or guilt</td>
<td>Future Oriented. Focus on problem-solving by exploring how to address problems in the future</td>
</tr>
<tr>
<td>Adversarial relationship and process. Authority figure with power to decide on penalty</td>
<td>Dialogue and negotiation with everyone involved in the communication</td>
</tr>
<tr>
<td>School community as spectators</td>
<td>School community involved in facilitating restoration. All affected are taken into consideration and involved in the process. Empowerment</td>
</tr>
<tr>
<td>Attention to rules and adherence to due process</td>
<td>Attention to relationships and achievement of a mutually desired outcome</td>
</tr>
</tbody>
</table>

*(Adaptations from Hopkins, 2002; Varley, 2008; Zehr, 1995,)*

### Restorative Justice Practices and Programs in Schools

Restorative practices and programs in schools are based on formal guidelines and incorporate trained staff to deal with conflict and violations of school rules (Burke & Ashley, 2009). The literature reveals that school districts seem to approach using restorative practice as one option available, yet still rely on traditional disciplinary practices. For some districts, restorative programs are engaged in on a voluntary basis and are offered in lieu of traditional disciplinary sanctions.

Implementation of restorative practice in schools can range from a single program for students who violate school rules, or to a whole school operating philosophy, through daily practices used by everyone in the school to help foster a restorative school culture. There is a continuum of restorative practices ranging from informal (e.g., affective statements) to formal (e.g., mediation).
Chief Restorative Practice Program Elements*

**Affective Statements and Restorative Questions:** This is an informal practice that helps student understand the effect of their behavior on others. Such statements and questions change the dynamic between the people involved leading to improved relationships and community.

**Restorative Circles (sometimes referred to proactive, responsive or peacemaking circles):** This involves participants (students, teachers, staff) sitting in a circle with a facilitator to guide the process ensuring everyone has an opportunity to speak, the process is respected and everyone abides by the agreed upon values of the circle. Circles can be held regularly in some classrooms (e.g., morning advisory periods) or when situations arise to address them. The size of the circle is governed by the individual circumstances of the conflict, dispute, behavior or topic. Circles can promote prevention and skill building as well as help repair conflict when it arises.

**The Restorative Conference/ Mediation:** Conferencing and mediation are considered the most formal restorative process, takes the most planning and are used for the most serious incidents (Mirsky, 2011). Conferencing brings together students involved in disputes and opens up the process to other students, staff, and can include family using a trained mediator to facilitate process to develop appropriate response to conflict, hash out misunderstanding and prevent future conflict.

**Peer Jury/Teen Court:** Another formal youth-centered program where student volunteers hear cases of minor school offenses or delinquent acts overseen by an adult coordinator. Student jurors offer guidance and support to the referred student and develop an agreement that outlines actions needed by the student to repair the harm done.

*Across key literature: Burke & Ashley, 2009; IIRP, 2011; Mirsky, 2011; Sumner, Silverman, Frampton, 2009. Appendix B includes a list of eleven practices for whole-school implementation from IIRP*

Findings on Restorative Justice Practices in Schools: Overview, Results & Implementation

Overview of the Research

There is a sizeable body of empirical research illustrating that restorative justice is effective in reducing repeat offenses within the juvenile justice realm (Latimer, Dowen & Muise, 2005). However, the body of research and evaluation on the effectiveness of restorative practices in schools on student outcomes is relatively small (Morrison et al, 2005; Stumner, Silverman, Frampton, 2010) and not parallel in scale or robustness to the criminal and juvenile justice research.

Various forms of publications over the past decade have reported on the use of restorative practices and findings from such practices and programs implemented in schools in Oregon, Iowa, Illinois, California, Pennsylvania, Milwaukee, Florida, Maine, Maryland, Michigan, Minnesota, Missouri, New Mexico, New
York, Virginia, and Wisconsin. So far, much significant research on restorative practices in schools has consisted of qualitative studies. A solid quantitative research base is needed to help make sense of the qualitative findings in the many case studies. (Porter, 2007) Although the majority of studies show promising results, the research thus far is limited in terms of scope, design methodology rigor, and quantitative designs. A large proportion of published research is based on smaller scale pilot studies. Many studies examine the impacts on students’ perceptions through survey studies, and case studies and are focused on secondary schools. Anecdotal reports, stories and evidence are plentiful and increasing in practitioner education journals and magazines geared towards school principal, counselors and teachers.

Although research on restorative practice in schools is further along in the United Kingdom than in the United States, where it is less developed, the literature used in this review is centered within the United States context. While the research is limited, its growth seems steady following the trends towards implementation by districts across the United States.

Results

Overall, the literature suggests that while initially more time-consuming and subject to initial resistance, restorative justice practices and programs are promising alternatives that helps students learn to solve problems on their own, respond to conflict nonviolently while contributing to students’ social and emotional development and keeping them in school (reducing suspensions), and simultaneously improving school culture (Graves & Mirsky, 2007; Summer, Silverman, Frampton, 2010; Porter, 2007).

Decrease in Out-of-School Suspension

Decreases in out-of-school suspensions is one of the most widely cited outcomes of restorative practice in the literature. One of the most comprehensive studies conducted in the U.S. yet was based on a pilot program in West Oakland, California. Two years after whole school implementation, suspension rates decreased from 50 suspensions per 100 students, to only six suspensions per 100 students (Sumner, Silverman, Frampton, 2010). As a result of success of the pilot, the Oakland Unified School District adopted restorative justice as a system-wide alternative to zero-tolerance discipline and as an approach to creating healthier school communities (Gonzolaz, 2012).

A Minnesota Department of Education study found that implementing restorative justice in schools reduced suspensions between 30 to 50 percent (Riestenberg, 2003). Not all changes in suspension rates are as dramatic. In a Michigan middle school, the decrease in suspension was 15 percent (Zaslaw, 2009).
while reporting other outcomes such as 86% of students that participated in a restorative intervention used skills to avert potential conflicts.

While the overwhelming majority of published literature that examined disciplinary occurrences has reported decreases in suspensions, the lack of rigorous quantitative methodology applied to restorative practices in schools makes it difficult to prove direct causal links between implementation of restorative practices and decrease in suspension rates and other disciplinary outcomes. Confounding variables at the schools (such as changes in leadership, simultaneously occurring initiatives, changing staff or student population) are not controlled for in the designs.

*Improved Skills and Relationships for a Range of Students and School Types*

The theory, practice and research seem to support the applicability of restorative practices for students on the continuum of challenge behaviorally and socially, from the most compliant to the most difficult. Restorative practices are also being implemented in charter schools as well as public disciplinary alternative schools.

In a recent evaluation of a pilot program of restorative practices in Minneapolis Public Schools for students recommended for school expulsion, ‘the process evaluation survey data found students reporting significant positive increases pre to post conference in ability to make good choices about how to act, even when upset; increase in awareness of others they can ask for help at school, significantly less fighting; positive increase in family communication; higher levels of parent connections to their child’s school and greater awareness of community resources to help them support their child (McMorris et al, 2011).’

In an alternative school in Illinois designed for the children with severe emotional and behavioral problems implemented peacemaking circles as a standard for resolving classroom disputes. As a result, detention referrals decreased by 35% overall, and 43% for African-American students (IBARJ, 2011).

Restorative practices have also been cited as alternative ways to help prevent and address bullying. In Maine, the model for bullying prevention intersects with the restorative practice of community circles as a regular part of school life, not just a once a week event to talk about behavior. This has helped develop sense of connection and community as support and build awareness, understanding and connection between students. Also, in traditional bullying prevention, the act of restoration was absent and restorative practice is filling the void as it promotes restoration of school and/or classroom community after an aggressive act (Saufler, 2009).

In an effort to compile findings from six varied yet representative schools in Pennsylvania (ranging widely in size and demographics) that implemented restorative practices, The International Institute for Restorative Practices (IIRP) acknowledged that while more rigorous research needs to occur, the data indicates positive results following implementation. Of these six schools, all showed improved school
climate, all experienced a reduction in disciplinary referrals and suspensions, and half (3 of the 6) indicated improved academic performance of students (Lewis, 2009).

Implementation Challenges

The primary challenges to implementation in the literature are (a) resistance to changes in beliefs and practices and pressures to suspend, (b) time demands, especially during the initial phase, and (c) funding for training.

Descriptions of implementation processes in various districts highlight the need for and importance of using voluntary participation at the start, due to outright opposition. Once resistant staff see changing behavior, the buy-in is likely to follow. A middle school Principal who was a staunch opponent to restorative practices described the changes implementation had on his own beliefs:

“I’ve had an epiphany, a metamorphosis. I used to be one of these black and white, law and order guys. Kids had to be held accountable, and the only way to do that was to kick them out of school—to show the other kids that you’re boss. That doesn’t work. I didn’t solve problems; I just postponed them until they got to high school, and then somebody else had to deal with them. Restorative practices work. We now fix and solve problems” (Mirsky, 2003, 26).

Some of the qualitative literature describes resistance as also coming from parents who want schools to fall back on traditional discipline and even when administrators support restorative practices, staff can also botch the process. It is suggested that schools may implement restorative justice gradually into their existing discipline process.

Compared with traditional discipline approaches such as suspension, restorative programs are more time consuming during the initial periods of implementation, yet are able to save time by preventing or diffusing problems early. Depending on the practices and programming selected for implementation, funding will vary. If solely incorporated into class time or a current standing structure/function it can be cost free. However, funding is typically necessary for training and materials. Funding support has been provided to schools and districts through discretionary grants through the US Department of Education, and local service agencies and universities are also being used to support the costs associated with implementation.
Implementation Approaches

The school districts that have adopted restorative approaches have tended to start small with pilot programs, moving towards whole school adoption and at the institutional level adopting restorative practice within policy as a system wide alternative to zero-tolerance discipline and as an approach to creating healthier schools. It has been suggested that an implementation plan could range from three-five years focusing on key areas (Gonzales, 2012).

The International Institute for Restorative Practice has mapped out a two year whole-school implementation process (Appendix B) that includes eleven essential elements required each with their own proficiency criteria and verification methods to support sustainable implementation. School-based expert teams are suggested to oversee responsibility for various elements, and provide leadership and support to the rest of the staff. The tracking of progress is central to whole school implementation culminating with an official recognition as a restorative practices school (IIRP, 2010).

In San Francisco, the Board of Education did not force schools to adopt the practices, but passed a resolution to fund a plan to gradually introduce the concept and train the staffs over a period of many years. While still giving administrators latitude with how they deal with disciplinary issues, the district officials believe that the approaches will spread incrementally (Smith, 2011). In Baltimore, the Baltimore City Schools revised its entire code of conduct to reflect their new institutional approach towards restorative justice practices to help align practice with policy (See Appendix A).

Once a school decides to adopt restorative programs or practices the following are some suggestions made for implementation and sustainability (Burke & Ashley, 2009; IIRP, 2010; Lewis, 2009):

- Whole staff training is encouraged (teaching and non-teaching staff including school police)
- Full time restorative practice coordinator or support staff person
- Maintaining cohort of highly skilled school-based facilitators
- Developing policies that incorporate restorative justice
- Monitoring implementation progress and Evaluating impacts

Conclusion

The review of the research literature in the United States reveals that implementation of restorative justice practices is increasing being applied to school misbehavior as both a reactive and proactive measure to improve school culture, relationships and student outcomes. Rigorous empirical research has demonstrated restorative justice practices are effective in reducing recidivism in the criminal and juvenile justice realm. However, the research in the field of education is limited in scope, scale and methodological rigor. From the available literature, practitioners and administrators are reporting a wide range of positive outcomes through the implementation of restorative justice practices.
References


III. District Data Brief

The following information is provided to help inform the discussion and considerations around student discipline, support needs and restorative practice. The most current data (2011-5/18/2012) is provided in this document including discipline data, student and teacher perceptions around discipline, and current JCPS programs and structures that can support restorative practice.

Current Discipline Referral Data during 2011-12:

<table>
<thead>
<tr>
<th>Discipline Referral Indicator</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total number of disciplinary referrals</td>
<td>110,860</td>
</tr>
<tr>
<td>• Total number of students that received a referral</td>
<td>23,197</td>
</tr>
<tr>
<td>• Percent of students referred more than once within same year</td>
<td>65%</td>
</tr>
<tr>
<td>• Average number of referrals given</td>
<td>5</td>
</tr>
<tr>
<td>• Range of number of referrals given to students</td>
<td>1 - 82</td>
</tr>
</tbody>
</table>

The most frequent referrals are for Disruptive behavior (29%), Failure to obey staff (17%), Tardy to class (10%), Bus disturbance (7%), Skipping class (6%) and Fighting (6%).

Out-Of-School Suspensions

JCPS 2011-12 Suspension Data from (from August 2011-May 18,2012)

<table>
<thead>
<tr>
<th>Suspension Indicator</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total number of out of school suspensions</td>
<td>14,495</td>
</tr>
<tr>
<td>• Total number of students that were suspended</td>
<td>8150</td>
</tr>
<tr>
<td>• Percent of students suspended more than one time within the same year</td>
<td>40%</td>
</tr>
<tr>
<td>• Percent of suspensions given for non-violent offenses</td>
<td>70%</td>
</tr>
<tr>
<td>• Total number of days suspended (collective)*</td>
<td>38,708</td>
</tr>
<tr>
<td>• Total loss of ADA directly due to suspension days**</td>
<td>$639,843</td>
</tr>
</tbody>
</table>

*Estimated due to IC reporting issues ** ADA 16.53
Current Responses to Discipline Referrals*

The following figure is an illustration of the current responses to disciplinary referrals for bullying and disruptive behavior. Disruptive behavior is the most frequently cited discipline event in schools. As shown, there are currently restorative/inclusive responses occurring in schools, however, the majority response to Disruptive Behavior (60%), fighting (82%) and bullying (66%) falls towards the punitive/exclusionary end of the continuum. The data reflects what is being reported in Infinite Campus (IC) by the schools and cannot speak to other interventions that might take place prior to entry into IC. For example, student conferencing may occur prior to being given in school suspensions.

![Discipline Continuum Diagram](image)

- **Disruptive Behavior**: 10% restorative/inclusive, 21% punitive/exclusionary
- **Fighting**: <1% restorative/inclusive, 71% punitive/exclusionary
- **Bullying**: 12% restorative/inclusive, 28% punitive/exclusionary

**Figure 1. Current JCPS Responses to Discipline Referrals by Referral Type**

Notes: 1. Data entry quality/accuracy into IC varies by school. 2. The percentages do not add up to 100 as there are discipline resolutions that are left by those entering the data at the school level.

Teacher Perceptions of Discipline from the 2011 TELL Survey

The TELL survey was administered through an online system by the Kentucky Department of Education to all JCPS teachers in 2011. The following are highlights around from the teachers perceptions of student conduct and disciplinary procedures.

- 39% of teachers do not agree that students follow rules of conduct at school
- 37% of teachers do not agree that school administrators consistently enforce rules for student conduct
• 31% of teachers spend between 3-10 hours each week addressing student discipline issues
• 28% of teachers do not agree that school administrators support teachers’ efforts to maintain discipline in the classroom

**Current Student Perceptions of Discipline**

The following data was collected using the Safe and Drug Free Survey (Spring 2012). The survey is administered to all middle and high school students. Three new items were added to the survey around discipline fairness as a result of the research literature indicating the relationships between perceptions of fairness and student outcomes (both academic and non-academic).

• Absenteeism and Dropout rates are lower in schools where students feel safe and perceive discipline to be fair and effective Bryk, A., & Thum, Y.M. (1989)

• The need for *clarity* in behavioral expectations and rules, and *fairness* in the implementation of discipline, are common themes in the research and policy literature on both delinquency and academic performance (Welsh et al. 2000).

• Fairness of school discipline policies was one of the factors identified as fostering “academic resilience” Catterall (1998). The fairness of rules and their enforcement is one of the measures typically used in assessing school connectedness (Libbey 2004).

**Results of the 2011-12 Safe Drug Free Student Survey (N=44,641)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>% Students that Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishments for student misbehavior at this school are fair</td>
<td>58.90%</td>
</tr>
<tr>
<td>Students at this school understand expectations for their behavior</td>
<td>68.10%</td>
</tr>
<tr>
<td>Students receive the same punishments for breaking the same rules</td>
<td>62.60%</td>
</tr>
</tbody>
</table>

(Additional analysis will be conducted examining relationships between attendance and discipline, and perceptions via the current survey construct at the school level)
Current JCPS programs and structures in place that could support restorative practices

The following list contains some program and structures that currently exist in some JCPS schools (not exhaustive list).

- As with all programs, implementation levels vary by school, program, and classroom. There is currently no way to assess coverage of programs across schools in JCPS. While some schools may have multiple structures and programs from the list below, other schools may have few to none.
- Use of such programs/structures does not imply those implementing have had training in restorative justice practices.
- It is important to note that coverage, quality and impacts of the current system of student conduct support and discipline is not formally assessed as a whole.

Examples of school-wide structures and practices currently in place in some JCPS schools

- Advisory meetings (High School)
- CARE circles (Elementary and Middle)
- School Climate Committees
- Response to Intervention (RTI) Menu of Prevention/Intervention Supports
- Staff Trainings and student programs that emphasize school culture, relationships and social skills
- SDFS student assessment center

Examples of program currently in some JCPS schools:

- Conflict resolution
- Conferencing with Students
- Peer mediation
- Steps to Respect (SDFS)
- Peer Jury/Teen Court
- Bully prevention program (Steps to Respect) and other SDFS programs
- SPAVA (Aggression and Violence Prevention)
- Cultural Competence
- Counseling groups
- CEIS funded programs
  - Student Opportunity Support (high)
  - Home/School Liaisons (Middle)
  - Success Coaches (Elementary)
- Teaching and Learning Collaborative
Appendix A

Baltimore City Public Schools Code of Conduct (attached)

Appendix B

Restorative Practices Whole-School Implementation (attached)
CREATING GREAT SCHOOL COMMUNITIES

BALTIMORE CITY PUBLIC SCHOOLS
2010-11 CODE OF CONDUCT
Section 1 - Introduction

Letter from the CEO and Board Chair .................................................. 4
Description of the Student Code of Conduct ........................................ 5
Code of Conduct Philosophy ................................................................. 5
Code of Conduct Principles .................................................................. 6

Section 2 - Forms to Return to your School

Acknowledgement of Receipt: Code of Conduct .................................... 7
Student Acknowledgement of Technology Acceptable Use Policy .......... 8
Bullying, Harassment or Intimidation Reporting Form ............................ 9

Section 3 - Rights and Responsibilities of the School Community

Students .................................................................................................. 11
School Staff and Principals .................................................................... 12
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August 30, 2010

Dear School Communities:

Together, we have built tremendous momentum in Baltimore City Public Schools. And as we head into the 2010-11 school year, a top priority for City Schools will be making sure all of our schools are homes to healthy learning communities, where instruction is rich and engaging; respect among and between students, parents and staff is strong; and students feel welcome and safe.

Every member of a school community—student, parent, teacher, principal, community partner—has an important role to play in creating these communities for our kids. To guide us all in this effort, City Schools publishes and distributes an annual code of conduct. This year’s code, Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct, is a collaborative piece of work that reflects the ideas and values of the many different members of the City Schools family. It lays out clearly the expectations we, as a community, must honor, have for ourselves and one another.

Please read and use this year’s code as you work to make the climate of your school community conducive to great teaching and learning. Also use it to lead and inform discussions with your fellow school community members throughout the school year.

Continuing our work together, we will create an entire system of great schools for our great kids.

Sincerely,

Andrés A. Alonso, Ed.D.
CEO, Baltimore City Public Schools

Chair, Baltimore City Board of School Commissioners
Description of the Student Code of Conduct

Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct describes student behavior that is considered inappropriate or disruptive by City Schools. It also provides a range of procedures that may be used to prevent such behavior, and interventions and disciplinary responses that may be used if students engage in inappropriate or disruptive behavior.

Prevention techniques emphasize teaching correct behavior and rewarding good behavior. City Schools is committed to practices and programs that create rewards, incentives and emphasizes positive feedback for students who exhibit appropriate, non-disruptive behavior.

City Schools also supports the use of intervention procedures that provide students with guidance, direction and support for success in school. When practical, a combination of prevention and intervention procedures should generally be used before any disciplinary responses are invoked.

Code of Conduct Philosophy

City Schools is committed to providing an environment where teaching and learning take place every day in safe and orderly schools, and where students, school staff and principals are valued and can succeed. Schools are safe when they have:

- A clear vision that the entire school community supports and owns
- Instructions that reach all students and addresses their academic and behavioral needs
- Supports for students who are dealing with serious challenges in their homes and communities
- Training and resources for teachers, staff and students so that they can resolve conflicts peacefully and respectfully
- Clear rules that everyone in the school understands and enforces
- Support from parents and communities

To make sure that schools are safe for students, City Schools believes that:

- The school community (students, parents, guardians, school staff and principals) must work together to prevent inappropriate or disruptive behavior by encouraging good behavior and giving students a variety of opportunities to explore their interests
- When students engage in inappropriate or disruptive behavior, school staff and principals should use a variety of interventions to teach students appropriate behavior and correct any harm that resulted from the behavior
- In rare cases where students are suspended or expelled from school because of inappropriate or disruptive behavior, students may be provided with schoolwork to complete or be referred to other educational settings where they will continue to learn
Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct was developed to ensure that students—and all members of City Schools’ communities—learn and engage in appropriate behavior that supports student success in life and in society. The code is for the entire school community and it lays out City Schools’ expectations for students, parents, guardians and school-based staff; lists; and describes the inappropriate and disruptive behaviors that are unacceptable in school settings. Because City Schools is committed to correcting inappropriate behaviors and promoting appropriate behaviors within its school settings so that students may remain in school and learn, the code includes prevention and intervention strategies to be used, as appropriate, with any disciplinary response.

City Schools recognizes that additional steps must be taken when students with disabilities are disciplined. The code requires school staff and principals to follow Baltimore City Board of School Commissioners policies, the administrative regulations of the CEO and state and federal laws concerning the discipline of students with disabilities, including the procedures for determining manifestation, conducting functional behavior assessments and developing behavior intervention plans. City Schools is also committed to using this code fairly and without discrimination based on a student’s race, ethnicity, national origin, gender, sexual orientation, 504 plans or religion.

Code of Conduct Principles

In order to create a positive learning environment for all students, it is necessary to establish clear behavioral expectations for everyone in City Schools to follow. Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct is based on six principles. Listed below, these principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. Lessons relating to the six principles are taught to every student in September of each school year to ensure students understand their importance and their relationship to the code of conduct. If students abide by these principles, they will contribute to a positive learning environment.

Principles

1. I respect others and myself. I am kind and courteous. I demonstrate positive verbal and nonverbal communication and positive behavior
2. I am responsible for my behavior and its consequences
3. I come to school on time, focused and prepared to work
4. I demonstrate behaviors that promote a clean, safe and civil learning environment
5. I respect school property and the property of others
6. I present myself in an appropriate and orderly fashion at all times and in all settings
   I demonstrate personal honor and integrity at all times
Please sign one form for each Baltimore City Public Schools student in your household and return it to your child’s school.

(Note: Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to City Schools’ code of conduct.)

I have received a copy of Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct.

______________________________
CHILD’S NAME (PLEASE PRINT)

______________________________
CHILD’S SCHOOL (PLEASE PRINT)

______________________________
NAME OF PARENT OR GUARDIAN (PLEASE PRINT)

______________________________
SIGNATURE OF PARENT OR GUARDIAN

______________________________
DATE
As a student user of the Baltimore City Public Schools communications systems, I agree to fully comply with the Technology Acceptable Use Policy, set by the Baltimore City Board of School Commissioners, found on pages 31 and 32 of this booklet.

I am aware that City Schools reserves the right to review, audit, intercept, access and disclose all matters of its electronic communications systems at any time.

I understand that if I fail to comply with the Acceptable Use Policy, I may be subject to City Schools disciplinary action and/or any applicable legal penalty.

__________________________________________  __________________________
SIGNATURE OF STUDENT USER                 DATE

I have reviewed this policy with my child. I understand that my child and I may be held liable for violations. I accept responsibility to assist in conveying to my child the standards for students when using City Schools communications systems.

__________________________________________  __________________________
SIGNATURE OF PARENT OR GUARDIAN             DATE
BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g.

Directions: Bullying, harassment and intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment or intimidation that occurred in the current school year on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to or from school. If you are a student victim, the parent or guardian of a student victim, a close adult relative of a student victim or a school staff member, and you wish to report an incident of alleged bullying, harassment or intimidation, complete this form and return it to the principal at the student victim’s school. Contact the school for additional information or assistance at any time.

Bullying, harassment or intimidation means intentional conduct — including verbal, physical, or written conduct, or an intentional electronic communication — that: (I) creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities or performance, or with a student’s physical or psychological well-being and is: (i) motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status or physical or mental ability or disability; or (ii) threatening or seriously intimidating; and (II) (i) occurs on school property, at a school activity or event, or on a school bus; or (ii) substantially disrupts the orderly operation of a school. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer or pager.

Person Reporting Incident

NAME

TELEPHONE

E-MAIL

Place an X in the appropriate box:
☐ Student
☐ Student (Witness/Bystander)
☐ Parent or Guardian
☐ Close Adult Relative
☐ School Staff

1. Name of student victim (Please Print) ______________________________ Age __________

2. Name(s) of alleged offender(s) if known (Please Print) ______________________________ Age __________ School (if known) ______________________________ Is he/she a student? ☐ Yes ☐ No

3. On what date(s) did the incident happen?

MONTH  DAY  YEAR  MONTH  DAY  YEAR  MONTH  DAY  YEAR  MONTH  DAY  YEAR
4. Place an X next to the statement(s) that best describes what happened
(*choose all that apply):

☐ Any bullying, harassment or intimidation that involves physical aggression
☐ Getting another person to hit or harm the student
☐ Teasing, name-calling, making critical remarks or threatening,
in person or by other means
☐ Demeaning and making the victim of jokes
☐ Making rude and/or threatening gestures
☐ Excluding or rejecting the student
☐ Intimidating (bullying), extorting, or exploiting
☐ Spreading harmful rumors or gossip
☐ Electronic Communication (specify) ______________________________
☐ Other (specify) ________________________________________________

5. Where did the incident happen? (*choose all that apply)

☐ On school property
☐ At a school-sponsored activity or event off school property
☐ On a school bus
☐ On the way to/from school (Will be collected unless specifically excluded
by local board policy)

6. What did the alleged offender(s) say or do? (*Attach a separate sheet if necessary)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. Why did the bullying, harassment or intimidation occur?
(*Attach a separate sheet if necessary)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. Did a physical injury result from this incident?
Place an X next to one of the following:

☐ No ☐ Yes, but it did not require medical attention
☐ Yes, and it did require medical attention

9. If there was a physical injury, do you think there will be permanent effects?

☐ Yes ☐ No

10. Was the student victim absent from school as a result of the incident?

☐ Yes ☐ No

If yes, how many days was the student victim absent from school as a result of
the incident? __________

11. Did a psychological injury result from this incident?

Place an X next to one of the following:

☐ No ☐ Yes, but psychological services have not been sought
☐ Yes, and psychological services have been sought

12. Is there any additional information you would like to provide?
(*Attach a separate sheet if necessary)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signature ___________________________ Date ___________________________
Student Rights and Responsibilities

**Students have the right to:**

1. Attend school and receive a free and appropriate public education from age five to 21, as provided by law
2. Be taught in a safe learning environment
3. Be treated courteously, fairly and respectfully by other students and school staff
4. Receive a written copy of select district and school policies and procedures at the beginning of the school year
5. Bring complaints or concerns to the school principal or staff
6. Request or challenge in writing an explanation of anything in their education records
7. Be told, orally and in writing, the reason(s) for any disciplinary decisions
8. Receive information about the procedures for appealing disciplinary decisions
9. Have a parent or guardian attend applicable disciplinary conferences and hearings
10. Have school staff or an administrator present when police are called, and have a parent or guardian notified of the nature of the investigation and other details as appropriate, unless the situation involves child abuse or neglect

**Students have the responsibility to:**

1. Attend school daily, be prepared for class and complete assignments to the best of their ability
2. Know and obey school rules and instructions given by the school principal and staff
3. Tell school staff about any dangerous behavior or activity that occurs on school grounds, or off school grounds that may result in disruption to the educational setting
4. Bring only those materials to school that are allowed
5. Behave respectfully toward everyone in the school community
6. Keep parents or guardians informed of school-related issues and supply materials provided by City Schools
School Staff and Principal  
Rights and Responsibilities

School staff and principals have the right to:

1. Work in a safe and orderly environment
2. Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff
3. Communicate concerns, suggestions and complaints to City Schools’ central office
4. Receive professional and supportive development training
5. Receive the necessary resources for quality instruction
6. Modify instruction, if consistent with the policies of the Board of School Commissioners, system regulations

School staff and principals have the responsibility to:

1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following City Schools’ code of conduct
3. Be respectful and courteous to students, parents and guardians serving as role models for students
4. Be knowledgeable about the policies of the Board of School Commissioners and CEO administrative regulations and rules, and to enforce them fairly and consistently
5. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
6. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand
7. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organizations when outside support is necessary
8. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and regular communication in a language they understand
9. Provide makeup work for students with lawful absences, including those students who are absent for disciplinary reasons
10. Participate in required professional development opportunities
City Schools’ Central Office Responsibilities

City Schools’ Central Office has the responsibility to:

1. Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
2. Protect the legal rights of school staff, principals, students and parents or guardians
3. Be courteous, respectful and fair with students, parents or guardians, school staff and principals
4. Provide a broad-based and varied curriculum to meet individual school needs
5. Inform the community, students, parents or guardians, school staff and principals about policies of the Board of School Commissioners
6. Ensure the protection of legal rights of students with disabilities
7. Provide staff that are trained to meet the needs of students
8. Provide support and professional development training to school staff and principals to help them support students
9. Support school staff and principals in the fulfillment of their disciplinary responsibilities as defined by City Schools’ code of conduct
10. Contact and involve parents or guardians on disciplinary issues
Parent and Guardian Rights and Responsibilities

Parents and guardians have the right to:

1. Be actively involved in their children’s education
2. Be treated courteously, fairly and respectfully by all school staff and principals
3. Get information about the policies of the Board of School Commissioners and procedures that relate to their children’s education
4. Get regular reports, whether written or oral, from school staff regarding their children’s academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their child, and any disciplinary actions taken by school staff or principals
6. Receive information about due process procedures for disciplinary matters concerning their child, including information on conferences and appeals
7. Receive information from staff about ways to improve their child’s academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs and mental health services within City Schools and the community
8. Receive information about services for students with disabilities and English Language Learners when applicable
9. Receive communications through translators provided

Parents and guardians have the responsibility to:

1. Make sure their child attends school regularly and on time, and let schools know why their child is absent
2. Tell school officials about any concerns or complaints in a respectful and timely manner
3. Work with school staff and principals to address any academic or behavioral problems their child may experience
4. Support City Schools by being a role model for their child, talking with their child about school and expected behavior
5. Read and become familiar with the policies of the Board of School Commissioners, CEO administrative regulations and this code of conduct
6. Give updated contact information to City Schools and their child’s individual school
7. Give their child a space to complete their homework or allow participation in after-school programs that permit the completion of homework
8. Be respectful and courteous to staff, other parents, guardians and students while on school premises
To help students conduct themselves appropriately, *Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct* provides a list of prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior. Examples of prevention and intervention strategies include:

- **Behavioral Intervention Plan**: A proactive plan designed by school staff to correct inappropriate or disruptive student behavior through positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.

- **Community Conferencing**: Allows students, school staff and others involved in a conflict to discuss the conflict, how it affected them and to propose solutions.

- **Community Service**: Allows students to participate in some sort of activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the aged, etc.

- **Conference**: Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

- **Conflict Resolution**: Conflict resolution empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.

- **Functional Behavior Assessment**: Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.

- **Individualized Education Program (IEP) Teams**: Groups of individuals who are responsible for: identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities; Functional Behavior Assessments and Behavior Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.

- **Mentoring Program**: Students are paired with mentors (a counselor, teacher, fellow student or community member) who helps their personal, academic and social development.

- **Parent Outreach**: Requires school staff to inform parents or guardians of their children’s behavior and seek their assistance in correcting inappropriate or disruptive behavior. Parent outreach can include a request for parents to accompany students to school via written or telephone communications that keep them aware of the student's behavior, task completion and achievement.
DISCIPLINARY RESPONSES: INTERVENTION STRATEGIES

- **Peer Mediation**: This is a form of conflict resolution in which students help other students deal with and develop solutions to conflicts.

- **Referral to Appropriate Substance Abuse Counseling Services**: Students with behavior related to substance abuse or when there is reason to believe substance abuse counseling is needed, are referred to school-based or community-based services.

- **Referral to Community-Based Organizations**: Students can be referred to community-based organizations for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.

- **Referral to School-Based Health and Mental Health Clinics or Other Social Services**: These services provide counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

- **Restorative Justice Strategies**: These are interventions designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation.

- **Student Support Team**: Usually consists of teachers, school principals, social workers, nurses, mental health clinicians, psychologists, external agency representatives and a Safe and Drug Free School representative, who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, parents, school staff and the principal may request that the Student Support Team develop a plan to address the behavior. If the behavior does not improve after implementation, timely review and revision of the plan, the Support Team can request a placement review through the Central Student Support Team which may lead to an alternative placement not exceeding 45 days.
In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, City Schools’ goal is to make sure that students continue their education, learn how to behave appropriately and correct any harm they may have caused. Responses include:

- **In-School Suspension:** The exclusion of a student within the school building from his or her regular education program for up to, but not more than, three days per incident, and no more than five days per semester.

- **Short-Term Suspension:** The removal of a student from school for up to but not more than 10 school days. Short-term suspensions over five school days must be approved by the CEO.

- **Extended Suspension:** The temporary removal of a student from school for a specified period of time longer than 10 school days but not more than 45 school days by the CEO or the CEO’s designee. A student may be referred for extended suspension if his or her presence in school presents a danger or severe disruption, additional time is needed to further investigate the incident or a recommendation to expel the student has been made.

- **Expulsion:** The removal of a student from his or her regular school program by the CEO or his designee for more than 45 school days. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior; the behavior has seriously endangered the health, welfare or safety of other students or school personnel; or the student’s continued presence in the school constitutes a significant safety risk. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.

- **Alternative Educational Placement:** Placement within an alternative educational program within a school is the same as in-school suspension with services or in-school suspension without services. General education students may be recommended for an alternative educational placement while on expulsion for behavior that has seriously endangered the health, welfare or safety of other students or school staff. Students on suspension or expulsion are not permitted to remain in school without an alternative educational placement plan.

- **Alternative Educational Setting:** This setting can be inside or outside a school that enables students with IEPs to continue to progress in the general curriculum, and to continue to receive special education, related services and accommodations needed to meet the goals of their IEPs.
Suspension Facts for Parents

Parents are entitled to written notification any time their children are removed from the classroom or school for disciplinary reasons. A removal without paperwork is illegal and is defined below.

Illegal or Undocumented Suspensions

If your child comes home prior to the end of the school day without a letter informing you of the reason for, and the length of, the suspension immediately contact the principal. Do not give the school permission to send your child home for the day because he or she is misbehaving. Contact the school if your child is sent home without written notification. If the problem is not resolved, call the Safety Hotline at 410-396-SAFE (7233).

- Students are entitled to a conference with the school staff and principal when they are removed from the classroom or school for disciplinary reasons.
- Students must be given an opportunity to tell their side of the story before being placed on in-school, short-term or proposed extended suspension.
- Schools must provide parents with a list of community resources every time students are suspended from school.
- Students are entitled to make up work when they are excluded from school:
  - It is the parent's responsibility to make arrangements with the school to obtain makeup work.
  - It is the student's responsibility to complete makeup work in a timely manner.
- Students cannot be suspended for more than 5 consecutive school days without the CEO's approval.
- City Schools' Office of Suspension Services represents the CEO in processing extended suspension and expulsion decisions:
  - The school must submit a written report to the Office of Suspension Services when recommending an extended suspension or expulsion.
  - A suspension conference will be scheduled at the Office of Suspension Services for students and parents within 10 school days of the first day of removal.
  - Students and parents have a right to appeal the decision to remove the student on an extended suspension or expulsion.
- Students with disabilities cannot be removed from school for more than 10 consecutive or cumulative school days without an IEP team meeting.
- Students must be admitted to school on the assigned reinstatement date without regard to parent's appearance for a conference with the school principal.

For more information about student disciplinary responses, Board Policy JKA: Student Discipline and regulations JKA-RA through JKA-RE are available at www.boarddocs.com. To speak with a staff member regarding suspension and expulsion, call City Schools' Office of Suspension Services at 410-396-8643.
Appeals
In accordance with the Baltimore City School Board of School Commissioners policy, students can appeal an extended suspension of more than 10 days or an expulsion after a conference with the Office of Suspension Services.

Discipline
Policy and Administrative Regulations: City Schools’ code of conduct was written in accordance with the policies of the Board of School Commissioners, CEO administrative regulations and Maryland law and regulations.

Distribution of City Schools’ Code of Conduct
City Schools must post the code in a visible area on the district’s web site and in each individual school. Schools must provide each student with a personal copy. It shall be available in a language that parents and guardians understand. Parents and guardians may contact the principal or the principal’s designee if additional assistance is needed.

Incorporation by Reference
The *Family Information Guide* is incorporated by reference in this document. In the event of any conflict between *Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct* and the *Family Information Guide*, the code of conduct should be followed.

Makeup Work
When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up those assignments without penalty. Students with Individualized Education Programs (IEPs) and 504 plans have additional protections that may require full IEP implementation, not just homework packets. School staff should refer to their *Administrator’s Student Discipline Handbook* and the Baltimore City Public Schools Special Education Compliance Manual for more information on the discipline of students with disabilities.
School Police
City Schools’ code of conduct identifies certain inappropriate or disruptive behaviors that may be considered a danger to the health, safety and welfare of the school community. When these behaviors occur City Schools Police must be notified.

If school staff or principals are unsure of whether to contact school police, they should contact the City Schools' Office of Suspension Services at 410-396-8643. If and when school staff or principals take steps to contact school police, parents or guardians of the affected student must be notified immediately.

To report illegal or undocumented suspensions or concerns regarding school safety, call 410-396-SAFE (7233).

Use of the Code of Conduct for Off-site Behavior
The code of conduct applies to all students and school personnel at all times while they are on City Schools' property during school hours, before and after school, while traveling on vehicles funded or owned by City Schools and at any school-sponsored event, including field trips.

Incidents that occur off school grounds are generally not addressed by City Schools or its code of conduct, except for those incidents that occur during students' regular route to and from school, in school-sponsored activities or within a reasonable time before and after school or school activities.

If it has been determined that students have engaged in cyberbullying during non-school hours and the behavior seriously impacts the climate and safety of other students in the school, City Schools may implement intervention or disciplinary responses included in its code of conduct.

Youth in Crisis
The Maryland Youth Crisis Hotline is a 24 hour toll-free hotline (1-800-422-0009) designed to meet the needs of troubled young persons and youth in crisis. The Hotline provides help for problems such as drug and alcohol abuse, physical and sexual abuse, depression, loneliness, relationship difficulties and many other issues.
Levels of Response

When students are disruptive or act inappropriately, school staff and principals respond logically, appropriately and consistently. *Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct* divides the responses to inappropriate and disruptive behaviors into four levels. Each inappropriate or disruptive behavior is assigned to one or more levels of intervention and responses. School staff and principals should use only the levels suggested below for each behavior.

If the inappropriate or disruptive behavior is assigned to two or more levels, then the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and responses in Level 1 before moving to Level 2.

When school staff and principals respond to student misbehavior, they are expected to take into account: the age, health, decision-making ability and disability or special education status of the student; the appropriateness of the student’s academic placement; the student’s prior conduct and record of behavior; the student’s willingness to repair the harm; the seriousness of the offense and the degree of harm caused; and the impact of the incident on the school community.
# Levels of Interventions and Disciplinary Responses

## Examples of Classroom Interventions and Responses
These interventions aim to teach and correct alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

- Contact Parent Via Telephone, E-mail or Text Message
- Verbal Correction
- Reminders and Redirection (i.e. Role Play)
- Written Reflection or Apology
- Seat Change
- Parent or Guardian Conference
- Parent or Guardian Accompany Student to School
- Daily Progress Sheet on Behavior
- In-Class Time-Out
- Establish Buddy Teacher System
- Loss of Classroom Privileges
- Teacher or Student Conference
- Detention

## Examples of Student Support Team Interventions and Responses
These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Parent or Guardian Notification
- Community Conferencing
- Peer Mediation
- Referral to IEP Team
- Functional Behavioral Assessment
- Referral to School-based Health or Mental Health Clinic
- Referral to After-school Program
- Service to School
- Conflict Resolution
- Restorative Justice
- Community Mediation
- Short-term Behavioral Progress Reports
- Behavioral Intervention Plan
- Referral to Community Organization
- Develop 504 Plan

## Examples of Intensive Support Staff and Administrative Interventions and Responses
These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

- Change in Schedule or Class
- Parent or Guardian Notification
- Restorative Justice Strategies, including School and Community Service
- Loss of Privileges
- Restitution
- Detention
- Conflict Resolution
- Peer Mediation
- Reprimand by Appropriate Administrator
- Referral to SST and when needed IEP Team
- Revision to IEP (for students with disabilities)
- Community Conferencing
- In-School Suspension
- Assignment of Work Projects
- Mentoring

## Examples of Suspension and Referral Responses
These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or Guardian Notification
- Short-term Suspension (one-five days)
- Referral to SST
- Referral to Substance Abuse Counseling
- Referral to the Twilight and Credit Recovery Program
- Referral to IEP Team (Students with Disabilities)
- Revision to IEP (Students with Disabilities) as needed
- Develop FBAs and BIPs
- Referral to Community Organizations, including Community Conferencing and Community Mediation

## Examples of Extended Suspension and Referral Responses
These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.

- Parent or Guardian Notification
- Extended Suspension
- Functional Behavioral Assessment
- Community Conferencing
- Referral to Community Organizations
- Expulsion (serious behavioral infractions)
- Referral to IEP Team (Students with Disabilities) for Manifestation Determination
- Alternative Educational Placement by Office of Suspension Services
- Behavioral Intervention Plan
- Community Mediation
- Referral to Substance Abuse Counseling
- Permanent Expulsion (currently under review by the Board of School Commissioners)
**KEY: USE LOWEST LEVEL INDICATED FIRST**

<table>
<thead>
<tr>
<th>Inappropriate or Disruptive Behavior</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
<th>Must be Referred to School Police</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABSENCES (103)</strong></td>
<td></td>
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<tr>
<td>▪ Unexcused Absence from School</td>
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<tr>
<td>▪ Persistent or Excessive Absences from School</td>
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<tr>
<td>▪ Habitual Truancy (e.g. unlawfully absent from school for a number of days in excess of 15%, or 14 days, within any marking period, semester, or year)</td>
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<tr>
<td><em><em>ACADEMIC DISHONESTY</em> (801)</em>*</td>
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<tr>
<td>▪ Students may receive a failing grade for that assignment</td>
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<tr>
<td><em><em>ALCOHOL</em> (201)</em>*</td>
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<tr>
<td>▪ Under the Influence</td>
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<tr>
<td>▪ Using, Possessing, Distributing or Selling (*School staff is required to refer students to appropriate substance abuse counseling)</td>
<td></td>
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<tr>
<td><strong>ATTACK ON STUDENT (402)</strong></td>
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<tr>
<td>▪ No Injury (no visual, physical injuries; includes incidents of domestic violence or relationship disputes)</td>
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<tr>
<td>▪ Bodily Injury for pre-k to Grade 4</td>
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<tr>
<td>▪ Bodily Injury for Grades 5 to 12 (If administrators think Level 4 is warranted for students in Grade 5 to Grade 12, they must contact the executive directors of elementary or secondary schools, or student support services before giving Level 4 consequences)</td>
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<tr>
<td><strong>BOMB THREAT (502)</strong></td>
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<tr>
<td>▪ Pre-k to Grade 4</td>
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<tr>
<td>▪ Grades 5 to 12</td>
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<tr>
<td><strong>BULLYING, INCLUDING CYBERBULLYING AND GANG-RELATED INCIDENTS (407)</strong></td>
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<tr>
<td>▪ Intentional conduct, including verbal, physical or written conduct, or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school</td>
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<tr>
<td>▪ Serious Bullying is defined as repeatedly over time engaging in intentional negative behaviors that adversely affect another student’s ability to participate in or benefit from the school’s education or extracurricular programs.</td>
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<tr>
<td><strong>BUS VIOLATIONS (705)</strong></td>
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<tr>
<td>▪ Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)</td>
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<tr>
<td>▪ Serious disruption on the bus</td>
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<tr>
<td><strong>CLASS CUTTING (101)</strong></td>
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<tr>
<td>▪ Failure to appear or attend a scheduled class</td>
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</tbody>
</table>

* Expulsions may be permanent for serious offenses.
### INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

**KEY: USE LOWEST LEVEL INDICATED FIRST**

<table>
<thead>
<tr>
<th>Inappropriate or Disruptive Behavior</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
<th>Must be Referred to School Police</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM DISRUPTION (704)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Talking out in class or talking out of turn, throwing objects, picking on, bothering, or teasing other students, and other behavior that distracts from student learning</td>
<td></td>
<td></td>
<td></td>
<td>1-2 day suspension maximum</td>
<td></td>
</tr>
<tr>
<td><strong>DEFIANCE OF AUTHORITY OR INSUBORDINATION (NON-VIOLENT OR NON-PHYSICAL)</strong></td>
<td></td>
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<tr>
<td>- Failure to Follow Directions (807)</td>
<td></td>
<td></td>
<td></td>
<td>1-2 day suspension maximum</td>
<td></td>
</tr>
<tr>
<td>- Failure to Respond to School Staff Questions or Requests (702)</td>
<td></td>
<td></td>
<td></td>
<td>1-2 day suspension maximum</td>
<td></td>
</tr>
<tr>
<td><strong>DISRESPECTFUL BEHAVIOR (701)</strong></td>
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<tr>
<td>- Making inappropriate gestures, symbols, or comments, or using profane or offensive language</td>
<td></td>
<td></td>
<td></td>
<td>1-2 day suspension maximum</td>
<td></td>
</tr>
<tr>
<td>- Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff</td>
<td></td>
<td></td>
<td></td>
<td>1-2 day suspension maximum</td>
<td></td>
</tr>
<tr>
<td><strong>DRESS CODE VIOLATION (807)</strong></td>
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<tr>
<td>- Refer to dress code standards listed on pages 28-30</td>
<td></td>
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</tr>
<tr>
<td><em><em>DRUGS OR CONTROLLED SUBSTANCES</em> (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)</em>*</td>
<td></td>
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<tr>
<td>- Under the influence (203, 892)</td>
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<td></td>
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<tr>
<td>- Using or possessing (203, 892)</td>
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<td></td>
</tr>
<tr>
<td>- Distributing or selling (203, 891)</td>
<td></td>
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</tr>
<tr>
<td>*School staff is required to refer students to appropriate substance abuse counseling.</td>
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<tr>
<td><strong>EXTORTION (406)</strong> (e.g., taking or attempting to take from another money or property by threat of force, express or implied)</td>
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<tr>
<td>- Pre-k to Grade 4</td>
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<tr>
<td>- Grades 5 to 12</td>
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<tr>
<td><em><em>FALSE ACTIVATION OF A FIRE ALARM</em> (502)</em>*</td>
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<tr>
<td>- Pre-k to Grade 4</td>
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<tr>
<td>- Grades 5 to 12</td>
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<tr>
<td>*Students are required to complete a fire safety class.</td>
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</tr>
</tbody>
</table>

*Expulsions may be permanent for serious offenses.*
<table>
<thead>
<tr>
<th>Inappropriate or Disruptive Behavior</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
<th>Must be Referred to School Police</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIGHTING (405)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Physical Aggression with Another Student (e.g., shoving or pushing)</td>
<td>✗</td>
<td>✗</td>
<td></td>
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</tr>
<tr>
<td>• Minor Fighting (e.g., may include incidents resulting in minor injuries)</td>
<td>✗</td>
<td></td>
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<tr>
<td><em><em>FIRE SETTING/ARSON</em> (501)</em>*</td>
<td></td>
<td></td>
<td>✗</td>
<td>✗</td>
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</tr>
<tr>
<td><em>Students are required to complete any mandatory classes offered by the Baltimore City Fire Department</em></td>
<td></td>
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<tr>
<td><strong>GAMBLING (807)</strong></td>
<td></td>
<td>✗</td>
<td>✗</td>
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<tr>
<td>• Requiring the use of money or exchangeable goods</td>
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<tr>
<td><strong>HALLWAY MISBEHAVIOR (705)</strong></td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>• Running, making excessive noise or loitering</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HARASSMENT BASED ON RACE, ETHNICITY, GENDER, SEXUAL ORIENTATION, DISABILITY, OR RELIGION, INCLUDING CYBER HARASSMENT, AGAINST MEMBERS OF THE SCHOOL COMMUNITY (703)</strong></td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
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<tr>
<td>• Minor harassment (e.g., verbal discriminatory actions)</td>
<td>✗</td>
<td></td>
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<tr>
<td>• Serious harassment (e.g., persistent or long-term harassment)</td>
<td>✗</td>
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<tr>
<td><strong>INCITING OR PARTICIPATING IN DISTURBANCE (705)</strong></td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
<td>Only if School Police Officer is not assigned to school</td>
</tr>
<tr>
<td>• Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot</td>
<td>✗</td>
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<tr>
<td><strong>INHALANTS</strong>*</td>
<td></td>
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<td></td>
<td>✗</td>
<td>Only repeat infractions that reach Level 4 may be reported to Police</td>
</tr>
<tr>
<td>• Under the influence (202, 892)</td>
<td>✗</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Using or possessing (202, 892)</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Distributing or selling (202, 891)</td>
<td>✗</td>
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<tr>
<td><em>Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant. School staff is required to refer students to appropriate substance abuse counseling.</em></td>
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<tr>
<td><strong>PHYSICAL CONTACT WITH SCHOOL PERSONNEL (401)</strong></td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
<td>Only repeat infractions that reach Level 4 may be reported to Police</td>
</tr>
<tr>
<td>• Unintentional physical contact with school personnel</td>
<td>✗</td>
<td></td>
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</tr>
<tr>
<td>• Attack against school personnel: physically attacking an employee of City Schools or other adult, including striking a staff member who is intervening in a fight or other disruptive activity (Pre-k to Grade 4)</td>
<td>✗</td>
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<tr>
<td>• Attack against school personnel (Grades 5 to 12)</td>
<td>✗</td>
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</tbody>
</table>

* Expulsions may be permanent for serious offenses.
# Inappropriate and Disruptive Behaviors and Levels of Response

## Key: Use Lowest Level Indicated First

<table>
<thead>
<tr>
<th>Inappropriate or Disruptive Behavior</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
<th>Must Be Referred to School Police</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portable Electronic Devices Use at Unauthorized Times</strong> <em>(802)</em></td>
<td></td>
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<tr>
<td>Use of cell phones, PDAs, iPods, electronic game devices</td>
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<tr>
<td><em>On the first infraction, students must only be given a warning. Only after the first infraction can the student be subject to Level 1 responses. On the second infraction, parent notification must occur.</em></td>
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<tr>
<td><strong>Property Damage, Including Graffiti</strong> <em>(806)</em></td>
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<tr>
<td>Minor or accidental damage (less than $50)</td>
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<tr>
<td>Damage to another person’s or school property ($50 to $500)</td>
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<tr>
<td>Damage to another person’s or school property (over $500)</td>
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<tr>
<td><strong>Refusal to Obey School Policies</strong> <em>(807)</em></td>
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<tr>
<td>Failure to comply with school rules, regulations, policies and or procedures, not otherwise defined in the suspension code; includes toy guns that look like toys.</td>
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<tr>
<td><strong>School Equipment Use Without Permission</strong> <em>(807)</em></td>
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<tr>
<td>Use of computers, fax machines, phones, etc.</td>
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<tr>
<td><strong>Serious Bodily Injury</strong> <em>(408)</em></td>
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<tr>
<td>Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body</td>
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<tr>
<td><strong>Sexual Assault or Offense</strong> <em>(601)</em></td>
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<tr>
<td>Forced sexual act</td>
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<tr>
<td><em>School staff is required to refer students to appropriate counseling.</em></td>
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<tr>
<td><strong>Sexually-Based Infraction</strong></td>
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<tr>
<td>Sexual Harassment <em>(602)</em> <em>(e.g., unwelcome sexual advances, requests for sexual favors, other inappropriate verbal, written, or physical conduct of a sexual nature)</em></td>
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<tr>
<td>Sexual Activity or Sexual Misconduct <em>(603)</em> <em>(e.g., indecent exposure, engaging in sexual activity, etc.)</em> <em>(Pre-K to Grade 4)</em></td>
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<tr>
<td>Sexual Activity or Sexual Misconduct <em>(603)</em> <em>(Grades 5 to 12)</em></td>
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<tr>
<td><strong>Tardiness</strong> <em>(102)</em></td>
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<tr>
<td>Persistent or excessive tardiness to class or school</td>
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<tr>
<td><strong>Technology Acceptable Use Policy Violation</strong> <em>(807)</em></td>
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<tr>
<td>Please refer to pages 31-32 of this code for details</td>
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</tbody>
</table>

*Expulsions may be permanent for serious offenses.*
# Inappropriate and Disruptive Behaviors and Levels of Response

**Key:** Use lowest level indicated first

| **Level 1:** Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place. |
| **Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively impact the learning of the student and others |
| **Level 3:** Suspension and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses) |
| **Level 4:** Extended Suspension, Expulsion, and Referral – may be appropriate when student’s behavior seriously impacts the safety of others in the school. |

## Inappropriate or Disruptive Behavior

### Threat Against School Personnel Written or Verbal (403)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
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</thead>
<tbody>
<tr>
<td>☐</td>
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</table>

Only repeat infractions that reach Level 4 may be reported to Police

### Theft (803)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
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</thead>
<tbody>
<tr>
<td>☐</td>
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</table>

Less than $500

Greater than $500 (It is recommended that the police are not to be contacted for students in pre-k or kindergarten)

### Tobacco Possession or Use* (204)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
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<tbody>
<tr>
<td>☐</td>
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*School staff is required to refer students to appropriate substance abuse counseling

### Trespassing (804)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tr>
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</tbody>
</table>

### Unauthorized Sale or Distribution (805) (e.g., unauthorized or unapproved selling or distributing of not otherwise included in this code)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
</tr>
</thead>
<tbody>
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</table>

Items with little monetary value (under $50)

Items with significant monetary value

### Verbal or Physical Threat to Student (404)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
</tr>
</thead>
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</tbody>
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Threatening or aggressive language or gestures directed toward another student

1-2 day suspension maximum

### Weapons, Firearms and Explosives (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4*</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Explosives (503, 892)* Possession, sale, distribution, detonation or threat of detonation of an incendiary or explosive material or devise including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substance or articles, other than a firearm

Firearms (301, 893)* Possession of a firearm as defined in 18 USC 921 of the federal code (e.g., handguns, rifles, shotguns and bombs)

Other guns (302, 893)* Possession of any gun, of any kind, loaded or unloaded, operable or inoperable, including any object that is a look-alike of a gun, other than a firearm (e.g., BB guns, pellet guns, water guns, etc.)

Other weapons (303, 893)* Possession of any implement which could cause bodily harm, other firearm, or other gun. *Expulsion for no less than one calendar year is mandated by state law, but can be modified on a case-by-case basis by the CEO

* Expulsions may be permanent for serious offenses.

---

*Student Code of Conduct 2010-2011*
School Level Implementation of City Schools’ Dress Code

If the school does not have a uniform policy, generally speaking, students may dress in any style they desire, but there are restrictions:

1. The style of clothes that a student wears may not endanger him- or herself or other students.
2. The style of clothes worn may not disrupt the daily school routine.
3. Students may be required to wear certain types of clothing, usually for safety reasons, while participating in certain classes such as physical education, shop, chemistry, etc., or in curricular and extracurricular classes or activities such as band, choir, dance, drama, and theater.

Students must follow the dress code outlined in Creating Great School Communities: Baltimore City Public Schools 2010-11 Code of Conduct and available at www.baltimorecityschools.org.

Students are responsible for keeping themselves and their clothes neat and clean. Students may wear their hair in any style they choose, provided the hair is kept neat and clean.

School Uniforms

School uniforms may be required in some schools. In schools where uniforms are required, students are expected to be in uniform to be considered a citizen in good standing in the school community. If there are issues with obtaining uniforms, parents or guardians should contact the school.
Dress Code
The dress code addresses issues related to the safety of students. The dress code represents a cooperative effort between the Board of School Commissioners, the CEO, school staff and principals, teachers, unions, parents and students.

Bedtime Apparel
No pajama-type attire, undershirts or other bedtime attire is allowed during the school day or during school-sponsored activities.

Footwear
Footwear such as slippers, thongs, “Heelys” and flip-flops are not allowed during the school day or during school-sponsored activities.

Fur and Leather
No real or imitation leather, fur or animal-skin jackets, coats, vests, pants or skirts are allowed.

Headwear
No hats, hair rollers or hair curlers are allowed during the school day or during school-sponsored activities.

Jewelry
Because theft and loss are school security concerns, the wearing of precious jewelry in schools is prohibited.

Prohibited Items
1. No metal chains, ropes, necklaces, bracelets or rings are allowed
2. No large or extravagant earrings are allowed
3. No multi-fingered rings are allowed

Exceptions
4. Wedding rings for married students. (These students will have to supply proof to the school of their marriage.)
5. School rings
6. Non-visible metal religious items
7. Medical identification bracelets
Pants Worn at Waist
Pants should be worn appropriately at the waist without undergarments showing.

Printed Matter on Clothes
Apparel with vulgar statements or statements promoting illegal drugs, alcohol, sex, violence or gangs is not allowed.

Shorts, Skirts and Tops
Shorts and skirts may not be shorter than fingertip length. Halter tops, tank tops, spaghetti straps, muscle shirts or see-through tops are not allowed.

Sweat Suits and Jogging Suits
No sweat pants or jogging pants with elastic at the bottom of the legs are allowed. No elastic fabric sportswear is allowed.

Torn Clothing
No clothing designed or altered to expose undergarments or parts of the body except arms or legs is allowed.

Underwear
No undergarments worn as outerwear are allowed. Clothing should be worn so that undergarments, including boxer shorts, thongs or bras are not exposed.
Technology Acceptable Use Policy for Students

Purpose of Telecommunications
Telecommunications extend the classroom and the educational experience beyond the traditional school building by allowing users to access information on local, state, national and international networks— for example, the internet.

Students must use City Schools telecommunications for educational purposes only and in accordance with City Schools’ Technology Acceptable Use Policy. Students are allowed to access curriculum-related information and research topics and ideas that promote innovation in learning.

Learning how to electronically communicate and navigate through the wealth of information located on both public and private networks, including the internet, are information literacy skills that support student achievement in the 21st century.

Telecommunications Safety
City Schools will make every attempt to ensure that the internet is a safe learning environment. Students will be supervised while using the internet and will be instructed in the appropriate and safe use, selection and evaluation of information.
Technology Policy Terms and Conditions

Student users shall:

- Use telecommunications for educational purposes only
- Communicate with others in a respectful and courteous manner
- Obey copyright laws and intellectual property rights of others
- Maintain the privacy of personal name, phone number, address and password, and respect the same privacy of others

Student users shall not:

- Post or transmit photographs or personal information about themselves or others without prior written consent from parents or guardians. A copy of the consent must be provided to the principal of the school where the student posting or transmitting the information is enrolled.
- Bypass the school system’s filtering server or in any way “hack” into the system
- Install personal software on computers
- Access or distribute abusive, harassing, obscene, offensive, profane, libelous, pornographic, threatening, sexually explicit or illegal material
- Attempt to monitor or tamper with another user’s electronic communications, or alter or delete another user’s files or software without the explicit agreement of the owner
- Use telecommunications for commercial, purchasing or illegal purposes
- Deliberately waste or overload computer resources, such as printing large quantities of a document from a work station
- Use telecommunications in any other manner that would violate the disciplinary policies of the Baltimore City Board of School Commissioners

Penalties

Violations of the Technology Acceptable Use Policy may be a violation of the law, civil regulations or Board Rule 812. Suspension of telecommunications privileges, school disciplinary action or legal action may result from infringement of this policy. For the complete text of Board Rule 812, please visit www.baltimorecityschools.org.
Glossary of Terms

Academic Dishonesty
Providing, receiving or viewing answers to quiz or test items or independent assignments. Having out or using books, notes or notebooks during a test without permission from a staff member.

Bomb Threat
The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging.

Bullying
Intentional conduct including verbal, physical or written conduct, or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school.

Cell Phone Misuse
Use, activation or display of cell phones, camera phones, video phones or other communication devices during the school day or on school buses.

Community Service
An unpaid service for the benefit of the public that is performed as part (or all) of the consequence for committing an infraction.

Computer Misuse
Any unauthorized or inappropriate use of computers, including the internet, specific programs or hacking.

Conference
A communication that takes place face-to-face or by telephone.

Consequence
A result that follows from an action or condition.

Criminal Behavior
Any behavior that is considered an infraction against the law.

Cutting Class
Unlawful absence from a class or school activity. (See Attendance, Unlawful absence in the Family Information Guide.)
Cyberbullying
The use of information and communication technologies — email, cell phones, pagers, text messages, instant messages, defamatory personal web sites, personal polling sites or a combination of these — to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

Dangerous Implements
Any implement or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes but is not limited to laser pointers, pencils and scissors.

Demonstration and Mass Protest
Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes and activities.

Destruction of Property or Vandalism
Damage, destruction or defacement of property belonging to the school or others.

Disrespect Toward Others
Inappropriate comments or physical gestures toward others.

Ethnicity or National Origin Harassment
A negative act or verbal expression toward an individual or group of persons of the same race or national origin who share common or similar traits, languages, customs and traditions, based upon race, national origin, language, customs and traditions.

Loss of Privileges
As a consequence of a violation of City Schools’ code of conduct, a student can lose the right to participate in school events and activities, including participation in graduation and senior activities. If the behavior warrants this consequence, only monies paid as senior dues for the missed activity will be refunded.

Poisoning
Putting any substances in another person’s food or drink that poisons or contaminates that food or drink, or on a person’s body that causes injury or harm, or would likely cause injury or harm, to the person.
Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports is a schoolwide behavior management framework that has a three-tier model of prevention and intervention (Tier 1/universal, Tier 2/targeted, Tier 3/intensive). This initiative has been sponsored statewide in Maryland by the Maryland State Department of Education, Sheppard Pratt Health Systems and the Johns Hopkins University School of Public Health’s Center for the Prevention of Youth Violence. Some City Schools have been implementing the framework since 2005.

Positive Behavior Interventions and Supports are developed at the school level by school staff, principals and students to create a positive culture and climate with consistent high expectations for behavior, incentives and consequences. By creating a schoolwide system for these structures, Positive Behavior Interventions and Supports help adults and children have a common understanding of the behavioral expectations for all individuals. Additionally, through the use of data and regular meetings, the Positive Behavior Interventions and Supports team within the school can tailor systems to better meet the needs of students. Parents and guardians are encouraged to serve on their school’s Positive Behavior Interventions and Supports team.

For more information about Positive Behavior Interventions and Supports, please contact your local school or the Office of Student Support and Safety Services at 443-642-3800.

Project Security Clearance Overview and Preparation Education (SCOPE)

It is important for students and parents to understand how a student's behavior can affect future eligibility for careers. Project SCOPE provides youth (grades 7-12) and parents with information regarding maintaining security clearance eligibility, while enabling educators and business mentors to share knowledge regarding key career fields for future employment. For more information about Project SCOPE contact your school guidance counselor.

Racial Harassment

A negative opinion or verbal expression toward an individual or a group of persons who possess common physical characteristics (i.e., color of skin, eyes, hair and facial feature genetically transmitted by descent and heredity) that distinguish them as a distinct division of human kind, based on these physical characteristics.

Religious Harassment

A negative opinion or verbal expression toward an individual or group of persons, who possess common religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being, based on religious beliefs.
Reportable to Police
Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. Police reports are required when an offense is illegal or causes injury to persons.

Restitution
Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

School Uniform Policy
A mandatory school-based uniform policy is one in which the school prescribes a standard uniform and requires all students to participate.

Sexual Activity
Inappropriate behavior of a sexual nature, including but not limited to indecent exposure, consensual sexual contact, oral sex or possession of sexually explicit material, while on school grounds or during school-sponsored activities.

Sexual Assault
Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.

Sexual Harassment
Unwelcome sexual advances, requests for sexual favors or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others.

Sexual-Orientation Harassment
A negative opinion or attitude towards an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex.
Stealing
Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use. See “Theft.”

Student Searches
Under Maryland Education Article, Section 7-308, a principal, assistant principal or school security guard may make a reasonable search of a student on school premises, or on a school-sponsored trip. The searcher must have a reasonable belief that the student has in his or her possession an item of which the holding is a criminal offense under state law, or a rule or regulation of the Baltimore City Board of School Commissioners. The search shall be made in the presence of a third party.

The Board of School Commissioners may authorize a teacher to make a reasonable search of a student on a school-sponsored trip if the teacher has a reasonable belief that the student has in his or her possession an item, the possession of which is a criminal offense under the laws of this state or a violation of any other state law, or a rule or regulation of the Board of School Commissioners. The search shall be made in the presence of a third party. To qualify to conduct this search, the teacher shall be designated in writing by the principal and receive training to conduct a search commensurate with the training received by a principal.

The principal, assistant principal or school security guard may also search the physical plant of a school and its furnishings and equipment, including the lockers of students. There is no need for probable cause. The right of the school official to search lockers shall be previously announced in, or published by, the school.

Tardiness
Arriving late to school or class.

Teen Court
A merger of courthouse and classroom hearings for misdemeanor crimes including, but not limited to, minor assault, disorderly behavior, minor theft, alcohol and tobacco offenses and trespassing.

Theft
Taking or obtaining the property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use. See “Stealing.”
Tobacco
Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco or smokeless tobacco.

Trespassing
Being on school property without permission, including while suspended or expelled; includes breaking and entering.

Unsafe Action
Any action that has the potential to cause danger or physical harm to self or others, including the reckless use of a vehicle.

Weapon (including look-alikes and ammunition)
A weapon is, by way of illustration and without limitation, one of the following:

- Firearm: A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns and bombs. Refer to the federal code for the complete definition.
- Other Guns: Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm that looks like a gun. This shall include but is not limited to a pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun and airsoft gun.
- Other Weapons: Any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razor (including straight or retractable razor), brass knuckles, box cutter, nunchuck, spiked glove, spiked wristband, any mace derivative, tear gas device or pepper spray product.
- Weapon Used to Cause Bodily Harm or Injury: Use of a weapon to injure any person on school property or while involved in a school-sponsored activity.
INTRODUCTION: Whole-school implementation of restorative practices is a strategic approach to create “Safer Saner Schools.” The IIRP Implementation Plan is an explicit road map to achieve proficient and consistent use of restorative concepts and practices throughout a school. The plan defines the proficiencies to be developed and articulates effective implementation structures and processes.

A. How does the Implementation Plan address the knowledge and skills necessary for whole-school implementation?
   › The plan identifies 11 essential elements and the knowledge and skills associated with the proficient use of each of those elements.

B. What are the 11 essential elements and who needs to understand and use each element to change the culture of the school?
   › All staff members use 5 of the 11 essential elements. These 5 elements are referred to as “school-wide” elements:
      1. Affective Statements
      2. Restorative Questions
      3. Small Impromptu Conferences
      4. Restorative Staff Community
      5. Fundamental Hypothesis

   › Instructional and administrative staff members use 5 more of the 11 essential elements. These elements are referred to as “broad-based” elements:
      6. Proactive Circles
      7. Responsive Circles
      8. Fair Process
      9. Reintegrative Management of Shame
     10. Restorative Approach with Families

   › Members of a multidisciplinary team use the last essential element. This element is referred to as a “targeted element”:
      11. Restorative Conferences

   › All staff members need to understand the purpose and function of all 11 essential elements.
RESTORATIVE PRACTICES WHOLE-SCHOOL IMPLEMENTATION

Overview

C. How does the Implementation Plan address pacing and sequencing of implementation?
   › Although the plan encourages immediate use of practices introduced in IIRP training to realize initial positive changes in the school culture, the implementation plan outlines a specific pacing and sequencing schedule to develop proficient and consistent use of all 11 elements over a period of 2 years.
     » The 2-year schedule is divided into 8 quarters.
     » During each quarter, 2 essential elements are the focus of professional development.
     » One of the essential elements is always school-wide, and the other is always broad-based.
     » Individual essential elements are the focus of professional development for different lengths of time, depending on the training necessary to develop proficiency.
     » There is an intentional sequencing of essential-element focus throughout the 2-year implementation process, which takes into account necessary prerequisite understanding.

D. How does the Implementation Plan address monitoring and documenting progress of implementation?
   › The “Plate to Plaque” System is used to monitor and document progress.
     » When an essential element is the focus of professional development, that element is considered to be “on the plate.”
     » When all appropriate staff members develop proficiency with an element on the plate, the element is moved to “the plaque.”
     » The plaque is prominently displayed to document staff proficiency as it is achieved with each element.
     » An ideal sequence and pacing schedule is provided, but the actual sequence and pacing may differ for each school.
     » Whole-school implementation of restorative practices is complete when all of the 11 essential elements are “on the plaque” and systems to sustain training and proficiency are in place.
     » When whole-school implementation is complete, the school is officially recognized as a Restorative Practices School.

E. How does the Implementation Plan address internal support and accountability during the implementation process?
   › Every staff member collaborates with colleagues on an “expert team” to develop expert knowledge and skills related to elements assigned to that expert team.
     » Each expert team is assigned responsibility for one school-wide element and one broad-based element.
     » All members of an expert team provide leadership and support for the rest of the staff to develop proficiency with the school-wide essential element assigned to that expert team.
     » The instructional and administrative members of an expert team also provide leadership and support for the rest of the instructional and administrative staff to develop proficiency with the broad-based element assigned to that expert team.
RESTORATIVE PRACTICES WHOLE-SCHOOL IMPLEMENTATION

Overview

E. Continued

» Every expert team includes a mix of instructional, administrative and support staff members.

» Every staff member also collaborates with colleagues on a “base team” to develop
  the proficiency of each base team member with the elements on the plate.

» All base team members bring expert knowledge and skills from their assigned expert groups to
  their base groups to facilitate proficiency with assigned essential elements.

» Every base team includes 5 staff members with similar roles or responsibilities (same students,
  subjects or job classification).

» One additional multidisciplinary team is formed to develop proficiency
  with Restorative Conferences, the one targeted essential element.

» Assignment to the “restorative-conference team” is in addition to base-team and expert-team
  responsibilities described above.

» Members of this team develop proficiency with Restorative Conferences and facilitate these
  conferences for the school.

F. How does the Implementation Plan address necessary external
   (IIRP) support during the implementation process?

» IIRP consultants and implementation specialists support the
  development of proficiency with the essential elements.

» IIRP consultants provide training and consultation to help staff members understand and
  effectively use the essential elements.

» IIRP implementation specialists provide training and consultation to establish and refine structures
  and processes for carrying out the implementation plan.
## Element

<table>
<thead>
<tr>
<th>Element</th>
<th>Scope of Proficiency</th>
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</thead>
<tbody>
<tr>
<td>Affective Statements</td>
<td>School-wide</td>
</tr>
<tr>
<td>Restorative Questions</td>
<td>School-wide</td>
</tr>
<tr>
<td>Small Impromptu Conference</td>
<td>School-wide</td>
</tr>
<tr>
<td>Proactive Circles</td>
<td>Broad-based</td>
</tr>
<tr>
<td>Responsive Circles</td>
<td>Broad-based</td>
</tr>
<tr>
<td>Restorative Conferences</td>
<td>Targeted</td>
</tr>
<tr>
<td>Fair Process</td>
<td>School-wide</td>
</tr>
<tr>
<td>Reintegrative Management of Shame</td>
<td>School-wide</td>
</tr>
<tr>
<td>Restorative Staff Community</td>
<td>School-wide</td>
</tr>
<tr>
<td>Restorative Approach with Families</td>
<td>Broad-based</td>
</tr>
<tr>
<td>Fundamental Hypothesis Understandings</td>
<td>School-wide</td>
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</tbody>
</table>

These are the essential elements necessary for successful whole-school implementation of restorative practices. Although all of the school’s staff should be aware of them and understand what they are, proficiency in doing the elements will be defined as follows:

- **School-wide** includes all staff who interact with children.
- **Broad-based** includes administrators, teachers and other professional staff, such as counselors and social workers, but not non-instructional staff.
- **Targeted** will be those who are selected to carry out a specific element — facilitating Restorative Conferences.

The following pages will describe and define each element and the characteristic of high quality. Verification methods will also be defined for each element.
## Essential Element #1  Affective Statements

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>School-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and Purpose</strong></td>
<td><strong>Affective Statements:</strong></td>
</tr>
</tbody>
</table>
| › Are central to all of the more formal restorative practices.  
› Are personal expressions of feeling in response to specific positive or negative behaviors of others.  
› Provide feedback on the impact and scope of intended or unintended harm resulting from negative behaviors.  
› Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.  
› Humanize the person making them, immediately changing the dynamic between the people involved. This sharing of emotions or “getting real” is what makes it possible to improve relationships in a school community.  
› Have a significant and cumulative impact in a school community.  
› Are the most informal type of response on the restorative practices continuum. |  
| **Characteristics of High Quality** | **High-Quality Affective Statements:**  
› Are “I” statements that express a feeling.  
› Make students aware of either the positive or negative impact of their behavior.  
› Provide a precise description of a student’s behaviors and the specific impact of those behaviors.  
› Do NOT protect students from the consequences of their behavior.  
› Are strategically delivered in a time frame, place and manner most likely to maximize impact.  
› Are delivered in a personalized manner directly to the student who impacted others.  
› Focus on behavior, not on the intrinsic worth of the person (separate the deed from the doer).  
› Are respectful in tone.  
› Encourage students to express feelings. |
## Essential Element #1  Affective Statements

<table>
<thead>
<tr>
<th>Verification Methods</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
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</thead>
<tbody>
<tr>
<td><strong>Interview</strong></td>
<td>I can explain the rationale and benefits of using Affective Statements.</td>
</tr>
<tr>
<td>Interview by expert team members of everyone in their base team</td>
<td></td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td>I am willing to share my feelings with students by using Affective Statements in formal and informal settings.</td>
</tr>
<tr>
<td>Observation checklist based on the characteristics of high quality</td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>The majority of my students indicate that I use Affective Statements in a way that shows respect for students and encourages students' expression of feelings.</td>
</tr>
<tr>
<td>Questionnaire distributed by each teacher to all of his/her students</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td>I can assess my use of Affective Statements in formal and informal settings. I assess myself as proficient in the use of Affective Statements based on all of the above criteria.</td>
</tr>
<tr>
<td>Self-reflection to be compared to colleagues' observation forms</td>
<td></td>
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</tbody>
</table>
## Essential Element #2  Restorative Questions

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>School-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and Purpose</strong></td>
<td><strong>Restorative Questions:</strong></td>
</tr>
<tr>
<td></td>
<td>• Like Affective Statements, are central to all of the more formal restorative practices.</td>
</tr>
<tr>
<td></td>
<td>• Are responses to negative behavior and conflict.</td>
</tr>
<tr>
<td></td>
<td>• Are selected or adapted from two sets of standard questions designed to challenge the negative behavior of the wrongdoer and to engage those who were harmed.</td>
</tr>
<tr>
<td></td>
<td>• Address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situation.</td>
</tr>
<tr>
<td></td>
<td>• Ask the wrongdoer to think about his/her behavior and how it impacted others.</td>
</tr>
<tr>
<td></td>
<td>• Provides those harmed with an opportunity to be heard by those who harmed them and to have a direct say in what needs to happen to make things right.</td>
</tr>
<tr>
<td></td>
<td>• Are an informal type of response on the restorative practices continuum.</td>
</tr>
<tr>
<td><strong>Characteristics of High Quality</strong></td>
<td><strong>High-Quality Restorative Questions:</strong></td>
</tr>
<tr>
<td></td>
<td>• Are selected or adapted from the two sets of standard questions.</td>
</tr>
<tr>
<td></td>
<td>• Always ask the wrongdoer to identify who has been harmed, what harm was done, and what needs to be done to make things right.</td>
</tr>
<tr>
<td></td>
<td>• Always ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.</td>
</tr>
<tr>
<td></td>
<td>• Require a response, whether it be verbal or written.</td>
</tr>
<tr>
<td></td>
<td>• Are asked in a non-judgemental way that communicates a genuine desire for understanding.</td>
</tr>
<tr>
<td></td>
<td>• Are used in the appropriate public/private setting.</td>
</tr>
</tbody>
</table>
### Essential Element #2 Restorative Questions

<table>
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<tr>
<td><strong>Interview</strong></td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td>I can use Restorative Questions in formal and informal settings. I can accurately assess my colleagues' use of Restorative Questions in formal and informal settings.</td>
</tr>
<tr>
<td>Observation checklist based on the characteristics of high quality</td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>The majority of my students indicate that I use Restorative Questions in a respectful way and encourage students to use Affective Statements in response.</td>
</tr>
<tr>
<td>Questionnaire distributed by each teacher to all of his/her students</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td>I can accurately assess my use of Restorative Questions in formal and informal settings. I assess myself as proficient in the use of Restorative Questions based on all of the above criteria.</td>
</tr>
<tr>
<td>Self-reflection to be compared to colleagues' observation forms</td>
<td></td>
</tr>
</tbody>
</table>
## Essential Element #3  Small Impromptu Conferences

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>School-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and Purpose</strong></td>
<td><strong>Small Impromptu Conferences:</strong></td>
</tr>
<tr>
<td>✓ Are questioning exercises that quickly resolve lower-level incidents involving two or more people.</td>
<td></td>
</tr>
<tr>
<td>✓ Ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.</td>
<td></td>
</tr>
<tr>
<td>✓ Model a healthy approach to conflict resolution and break the pattern of lower-level incidents escalating or accumulating over time.</td>
<td></td>
</tr>
<tr>
<td>✓ Encourage people involved in the incident to talk to each other, express their feelings and think about the impact of their behavior.</td>
<td></td>
</tr>
<tr>
<td>✓ Are a response to behavior midway on the restorative practices continuum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characteristics of High Quality</th>
<th><strong>High-Quality Small Impromptu Conferences:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Are confined to structured conversations based on a set of Restorative Questions.</td>
<td></td>
</tr>
<tr>
<td>✓ Are consistently used whenever lower-level incidents occur.</td>
<td></td>
</tr>
<tr>
<td>✓ Take place as soon as possible once an incident has been noticed.</td>
<td></td>
</tr>
<tr>
<td>✓ Are conducted in a respectful tone.</td>
<td></td>
</tr>
<tr>
<td>✓ Prompt students to use Affective Statements in response to the Restorative Questions.</td>
<td></td>
</tr>
<tr>
<td>✓ Ask students to take specific actions that will repair harm resulting from the incident.</td>
<td></td>
</tr>
</tbody>
</table>
### Essential Element #3  Small Impromptu Conferences

<table>
<thead>
<tr>
<th>Verification Methods</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Interview by expert team members of everyone in their base team</td>
<td>I can explain the rationale and benefits of using Small Impromptu Conferences.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td>Observation checklist based on the characteristics of high quality</td>
<td>I can use Small Impromptu Conferences in all school settings and contexts. I can accurately assess my colleagues' use of Small Impromptu Conferences in various school settings and contexts.</td>
</tr>
</tbody>
</table>

**Data Collection**

**Self-Assessment**

| Self-reflection to be compared to colleagues' observation forms | I can accurately assess my use of Small Impromptu Conferences. I assess myself as proficient in the use of Small Impromptu Conferences, based on all of the above criteria. |
## Essential Element #4  Proactive Circles

### Scope of Proficiency

### Description and Purpose

<table>
<thead>
<tr>
<th>Circles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are meetings with participants seated in a circle, with no physical barriers.</td>
</tr>
<tr>
<td>• Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.</td>
</tr>
<tr>
<td>• Can be used with any group of students who meet on a regular basis.</td>
</tr>
<tr>
<td>• Are designed so students increase ownership for facilitating circles and generating topics over time.</td>
</tr>
<tr>
<td>• Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.</td>
</tr>
</tbody>
</table>

### Broad-based

<table>
<thead>
<tr>
<th>Proactive Circles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are NOT held in response to an incident or problem.</td>
</tr>
<tr>
<td>• Ideally should account for no less than 80 percent of all circles a student experiences.</td>
</tr>
<tr>
<td>• Are based on topics intentionally selected and sequenced to increase risk-taking over time.</td>
</tr>
<tr>
<td>• Build the social capital necessary to support successful Responsive Circles.</td>
</tr>
<tr>
<td>• Provide opportunities for students to share feelings, ideas and experiences in order to build trust, mutual understanding, shared values and shared behaviors.</td>
</tr>
<tr>
<td>• Are used to set class norms at the beginning of a year, semester or whenever necessary.</td>
</tr>
<tr>
<td>• Are used to set up behavioral expectations prior to events that occur outside the regular classroom.</td>
</tr>
<tr>
<td>• Can be used to help students with academic goal setting and planning.</td>
</tr>
<tr>
<td>• Can be used to set ground rules for projects and activities.</td>
</tr>
<tr>
<td>• Can be used to build or monitor understanding of academic content.</td>
</tr>
</tbody>
</table>
**Essential Element #4** Proactive Circles

### Characteristics of High Quality
- Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student-speaker for clarification when absolutely necessary.
- Students remain focused on the explicit topic/goals introduced by the facilitator.
- The facilitator sets a positive tone.
- The facilitator models desired responses and behavior.
- Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

**During High-Quality Proactive Circles:**
- Topics are intentionally selected to increase risk-taking over time.

### Verification Methods

<table>
<thead>
<tr>
<th>Verification Methods</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Interview by expert team members of everyone in their base team</td>
<td>I can explain the rationale and benefits of using Proactive Circles for a variety of purposes.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td>Observation checklist based on the characteristics of high quality</td>
<td>I use Proactive Circles for a variety of purposes and much more frequently than I use Responsive Circles. I can accurately assess my colleagues’ use of Proactive Circles.</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>Questionnaire distributed by each teacher to all of his/her students</td>
<td>The majority of my students indicate that I effectively use circles to develop community.</td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Self-reflection to be compared to colleagues’ observation forms</td>
<td>Over time and when appropriate, I provide opportunities for students to take increasing ownership for circles. I can accurately assess my use of Proactive Circles. I assess myself as proficient in the use of Proactive Circles based on all of the above criteria.</td>
</tr>
</tbody>
</table>
# Essential Element #5  Responsive Circles

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>Broad-based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and Purpose</strong></td>
<td><strong>Circles:</strong></td>
</tr>
</tbody>
</table>
|                      | › Are meetings with participants seated in a circle, with no physical barriers.  
|                      | › Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.  
|                      | › Can be used with any group of students who meet on a regular basis.  
|                      | › Are designed so students increase ownership for facilitating circles and generating topics over time.  
|                      | › Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.  
| **Responsive Circles:** |                      |
|                      | › Are a vehicle for using peer pressure to get positive change in behavior.  
|                      | › Should ideally account for no more than 20 percent of the total circles a student experiences.  
|                      | › Engage students in the management of conflict and tension by repairing harm and restoring relationships in response to a moderately serious incident or pattern of behavior affecting a group of students or an entire class.  
|                      | › Require the appropriate level of safety and community to handle high-risk sharing.  
|                      | › Address who has been harmed and what needs to happen to make things right.  
|                      | › Make it possible to air feelings, repair harm, solve problems and plan changes for the future.  
|                      | › Require all people involved in wrongdoing to play an active role in making things right. |
RESTORATIVE PRACTICES WHOLE-SCHOOL IMPLEMENTATION

11 Essential Elements

Essential Element #5  Responsive Circles

Characteristics of High Quality

During High-Quality Circles:
- Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student-speaker for clarification when absolutely necessary.
- Students remain focused on the explicit topic/goals introduced by the facilitator.
- The facilitator sets a positive tone.
- The facilitator models desired responses and behavior.
- Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

During High-Quality Responsive Circles:
- Disapproval of the inappropriate behavior is voiced by more people than just the facilitator.
- Students take responsibility for their personal behavior and collective responsibility for the group’s behavior.
- Reintegrative aspects are intentionally inserted. The facilitator always looks for ways to reintegrate identified offenders and allow them to reclaim their good name in the group.

Verification Methods

Proficiency Criteria for Long-Term/Sustainable Implementation

Interview
Interview by expert team members of everyone in their base team
I can explain the rationale and benefits of using Responsive Circles.

Observation
Observation checklist based on the characteristics of high quality
I use Responsive Circles when necessary.
I can accurately assess my colleagues’ use of Responsive Circles.

Data Collection
Questionnaire distributed by each teacher to all of his/her students
The majority of my students indicate that I effectively use Responsive Circles to repair harm.

Self-Assessment
Self-reflection to be compared to colleagues’ observation forms
Over time and when appropriate, I provide opportunities for students to take increasing ownership for circles.
I can accurately assess my use of Responsive Circles.
I assess myself as proficient in the use of Responsive Circles based on all of the above criteria.
# Essential Element #6 Restorative Conferences

<table>
<thead>
<tr>
<th>Description and Purpose</th>
<th>Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restorative Conferences:</strong></td>
<td><strong>Restorative Conferences:</strong></td>
</tr>
<tr>
<td>▶ Are a structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents.</td>
<td>▶ Are a structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents.</td>
</tr>
<tr>
<td>▶ Are meetings where all of those involved in an incident (often including friends and family of all parties) come together with a trained facilitator who was not involved in the incident.</td>
<td>▶ Are meetings where all of those involved in an incident (often including friends and family of all parties) come together with a trained facilitator who was not involved in the incident.</td>
</tr>
<tr>
<td>▶ Are consistent with the belief that deterrence must be linked to relationships, personal accountability and repairing harm rather than on punishment and blame.</td>
<td>▶ Are consistent with the belief that deterrence must be linked to relationships, personal accountability and repairing harm rather than on punishment and blame.</td>
</tr>
<tr>
<td>▶ Help develop empathy through understanding of each participant's experience and perspective.</td>
<td>▶ Help develop empathy through understanding of each participant's experience and perspective.</td>
</tr>
<tr>
<td>▶ Are structured using a strategic, scripted approach that includes: facilitator introduction, initial offender phase, initial victim phase, victim supporter phase, offender supporter phase, offender response phase, agreement phase, facilitator closure to conference, and breaking of bread.</td>
<td>▶ Are structured using a strategic, scripted approach that includes: facilitator introduction, initial offender phase, initial victim phase, victim supporter phase, offender supporter phase, offender response phase, agreement phase, facilitator closure to conference, and breaking of bread.</td>
</tr>
<tr>
<td>▶ Use a series of Restorative Questions (Socratic engagement) to prompt the responses of participants in each phase of the conference. These questions are designed to help all participants develop their own capacity to make sense and meaning of what has happened, who was affected, and what is needed to make things right.</td>
<td>▶ Use a series of Restorative Questions (Socratic engagement) to prompt the responses of participants in each phase of the conference. These questions are designed to help all participants develop their own capacity to make sense and meaning of what has happened, who was affected, and what is needed to make things right.</td>
</tr>
<tr>
<td>▶ Limit the role of the facilitator to following the script, keeping the conference on track, and avoiding the tendency to interfere in the discussion or the decisions made by the participants.</td>
<td>▶ Limit the role of the facilitator to following the script, keeping the conference on track, and avoiding the tendency to interfere in the discussion or the decisions made by the participants.</td>
</tr>
<tr>
<td>▶ Are NOT a routine class process.</td>
<td>▶ Are NOT a routine class process.</td>
</tr>
<tr>
<td>▶ Are the most formal type of restorative practice on the continuum.</td>
<td>▶ Are the most formal type of restorative practice on the continuum.</td>
</tr>
</tbody>
</table>
# Essential Element #6 Restorative Conferences

## Characteristics of High Quality

**High-Quality Restorative Conferences:**
- Consistently follow the script, sequence and norms of the protocol.
- Acknowledge and disapprove of harmful behavior, value all involved and avoid arbitrary punishments.
- Do not reflect the views of the facilitator in the outcomes of the conference.
- Allow people to express their negative feelings and transition to more positive affects while developing their own solutions to the harm resulting from an incident.
- Effectively reintegrate the wrongdoer into the community.

## Verification Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview</strong></td>
<td>Interview by expert team members of everyone in their base team</td>
</tr>
<tr>
<td></td>
<td>I can explain the rationale and benefits of using Restorative Conferences.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td>Observation checklist based on the characteristics of high quality</td>
</tr>
<tr>
<td></td>
<td>I can facilitate a Restorative Conference. I can accurately assess my colleagues’ use of Restorative Conferences.</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Self-reflection to be compared to colleagues’ observation forms</td>
<td>I can accurately assess my use of Restorative Conferences. I assess myself as proficient in the use of Restorative Conferences based on all of the above criteria.</td>
</tr>
</tbody>
</table>
## Essential Element #7  Fair Process

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>Broad-based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and Purpose</strong></td>
<td><strong>Fair Process:</strong></td>
</tr>
<tr>
<td></td>
<td>› Is an approach to decision making that is an application of the “with” concept from the Social Discipline and Organizational Change windows.</td>
</tr>
<tr>
<td></td>
<td>› Means people are treated respectfully throughout a decision-making process and they perceive that process to be fair, regardless of the outcome.</td>
</tr>
<tr>
<td></td>
<td>› Outlines a set of transparent practices designed to create open lines of communication, assure people that their feelings and ideas have been taken into account, and foster a healthy community.</td>
</tr>
<tr>
<td></td>
<td>› Is based on the central idea that individuals are most likely to trust and cooperate freely with systems — whether they themselves win or lose by those systems — when Fair Process is observed.</td>
</tr>
<tr>
<td></td>
<td>› Is an essential ingredient of any successful behavioral or organizational change.</td>
</tr>
<tr>
<td></td>
<td>› Is used with students, staff and parents when participatory decisions are appropriate.</td>
</tr>
<tr>
<td></td>
<td>› Does NOT mean every decision is made by a vote or by consensus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characteristics of High Quality</th>
<th>High-Quality Fair Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>› Engages students affected by the decision by giving them the opportunity to provide input and reason to believe their opinion will be considered.</td>
</tr>
<tr>
<td></td>
<td>› Explains the reasoning behind the decision when students are affected.</td>
</tr>
<tr>
<td></td>
<td>› Clarifies expectations so students understand the implications of the decision, specific expectations for carrying out the decision, and the consequences for not meeting those expectations.</td>
</tr>
</tbody>
</table>
## Essential Element #7 Fair Process

<table>
<thead>
<tr>
<th>Verification Methods</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Interview by expert team members of everyone in their base team</td>
<td>I can explain the rationale and benefits of using Fair Process with my students.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td>Observation checklist based on the characteristics of high quality</td>
<td>I use Fair Process when making decisions that affect students. I can accurately assess my colleagues' use of Fair Process when making decisions that affect students.</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>Questionnaire distributed by each teacher to all of his/her students</td>
<td>The majority of my students indicate that I consistently use Fair Process (engage, explain, clarify expectations) when making decisions that affect them.</td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Self-reflection to be compared to colleagues' observation forms</td>
<td>I can accurately assess my use of Fair Process when making decisions that affect students. I assess myself as proficient in the use of Fair Process based on all of the above criteria.</td>
</tr>
</tbody>
</table>
## Essential Element #8 Reintegrative Management of Shame

<table>
<thead>
<tr>
<th><strong>Scope of Proficiency</strong></th>
<th><strong>Broad-based</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and Purpose</strong></td>
<td><strong>Reintegrative Management of Shame:</strong></td>
</tr>
<tr>
<td></td>
<td>• Is informed by the Psychology of Affect and the Compass of Shame.</td>
</tr>
<tr>
<td></td>
<td>• Recognizes shame as a critical regulator of human social behavior.</td>
</tr>
<tr>
<td></td>
<td>• Anticipates the shame response when positive affect is interrupted.</td>
</tr>
<tr>
<td></td>
<td>• Relates to both wrongdoers and those impacted by wrongdoing.</td>
</tr>
<tr>
<td></td>
<td>• Does not try to avoid the natural occurrence of shame when confronting negative behavior.</td>
</tr>
<tr>
<td></td>
<td>• Anticipates the shame response in every situation where people are confronted with the consequences of misbehavior.</td>
</tr>
<tr>
<td></td>
<td>• Helps people transform and move beyond shame.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Characteristics of High Quality</strong></th>
<th><strong>High Quality Reintegrative Management of Shame involves:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Listening actively to what the shamed person has to say.</td>
</tr>
<tr>
<td></td>
<td>• Acknowledging the feelings of the shamed person.</td>
</tr>
<tr>
<td></td>
<td>• Encouraging the shamed person to express his/her feelings and to talk about the experience that brought about the shame response.</td>
</tr>
<tr>
<td></td>
<td>• Acknowledging the worth of the person while rejecting the unacceptable behavior (separating the deed from the doer).</td>
</tr>
<tr>
<td></td>
<td>• Avoiding labels that stigmatize the person experiencing shame.</td>
</tr>
<tr>
<td></td>
<td>• Discouraging dwelling on shame.</td>
</tr>
<tr>
<td></td>
<td>• Self-examining and monitoring one's own shame response.</td>
</tr>
</tbody>
</table>
### Essential Element #8  Reintegrative Management of Shame

<table>
<thead>
<tr>
<th>Verification Methods</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
</table>
| **Interview**        | I can explain the rationale and benefits of using Reintegrative Management of Shame.  
I can explain the four ways people react to shame when there is an interruption of one of the positive affects [enjoyment-joy or interest-excitement]. |
| **Observation**      | I use Reintegrative Management of Shame in formal and informal settings.  
I can accurately assess my colleagues' use of Reintegrative Management of Shame in formal and informal settings. |
| **Data Collection**  | The majority of my students indicate that I separate the “deed from the doer” when I confront unacceptable behavior. That is, I acknowledge the worth of a person at the same time that I reject specific unacceptable behavior. |
| **Self-Assessment**  | I can accurately assess my use of Reintegrative Management of Shame in formal and informal settings.  
I can manage my personal response to shame. This includes identifying the type of response in relation to the compass of shame, and moderating the intensity of the shame response.  
I assess myself as proficient in the use of Reintegrative Management of Shame based on all of the above criteria. |
## Essential Element #9  Restorative Staff Community

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>School-wide</th>
</tr>
</thead>
</table>
| Description and Purpose | A Restorative Staff Community:  
| | • Models and consistently uses restorative practices with each other to build and maintain healthy staff relationships. |
| Characteristics of High Quality | A High-Quality Restorative Staff Community:  
| | • Is led by an administration that models restorative practices.  
| | • Uses Affective Statements with each other.  
| | • Uses Restorative Questions to resolve staff conflicts and repair harm done to staff relationships.  
| | • Uses Proactive Circles regularly to build a healthy staff community.  
| | • Uses Responsive Circles to address conflicts that arise among staff members.  
| | • Uses Fair Process in all situations where participatory decision making is appropriate.  
| | • Is made up of individuals who each have a deep understanding of the Fundamental Hypothesis and how it relates to the other essential elements. |
## Essential Element #9  Restorative Staff Community

### Verification Methods

<table>
<thead>
<tr>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodic Staff Survey covering staff and administrative actions related to each of the aspects of a high-quality Restorative Staff Community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of the staff indicates that as a staff we meet the criteria for a high-quality Restorative Staff Community.</td>
</tr>
</tbody>
</table>

### Self-Assessment
## Essential Element #10 Restorative Approach with Families

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>Broad-based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description and Purpose</strong></td>
<td><strong>A Restorative Approach with Families:</strong></td>
</tr>
<tr>
<td></td>
<td>› Consistently uses restorative practices in interactions with students’ family members.</td>
</tr>
<tr>
<td></td>
<td>› Values the contributions, knowledge and expertise of family members.</td>
</tr>
<tr>
<td></td>
<td>› Views all interactions with family members as opportunities to build relationships.</td>
</tr>
<tr>
<td></td>
<td>› Establishes genuine rather than token engagement of family members.</td>
</tr>
<tr>
<td><strong>Characteristics of High Quality</strong></td>
<td><strong>A High-Quality Restorative Approach with Families:</strong></td>
</tr>
<tr>
<td></td>
<td>› Uses Affective Statements in interactions with students’ family members.</td>
</tr>
<tr>
<td></td>
<td>› Uses Proactive Circles regularly to build healthy relationships with students’ family members.</td>
</tr>
<tr>
<td></td>
<td>› Uses Responsive Circles to resolve problems between students’ family members and the school.</td>
</tr>
<tr>
<td></td>
<td>› Uses Fair Process in all situations where participatory decision making is appropriate.</td>
</tr>
<tr>
<td></td>
<td>› Actively engages family members in learning about restorative practices.</td>
</tr>
<tr>
<td></td>
<td>› Anticipates a shame response from family members when inappropriate behavior of their relative is reported to them.</td>
</tr>
<tr>
<td></td>
<td>› Uses Reintegrative Management of Shame when interacting with family members.</td>
</tr>
<tr>
<td></td>
<td>› Engages families in “real” and substantive consultations regarding behavioral and academic concerns.</td>
</tr>
<tr>
<td></td>
<td>› Requires intentional and strategic communication of positive student behavior and academic achievement.</td>
</tr>
</tbody>
</table>
11 Essential Elements

**Essential Element #10** Restorative Approach with Families

<table>
<thead>
<tr>
<th>Verification Methods</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Interview by expert team members of everyone in their base team</td>
<td>I can explain the rationale and benefits of using a Restorative Approach with Families.</td>
</tr>
<tr>
<td></td>
<td>I can provide examples of my use of restorative practices with family members.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>I can assess and document my use of restorative practices with family members of students.</td>
</tr>
<tr>
<td></td>
<td>I frequently engage families in substantive consultations.</td>
</tr>
<tr>
<td></td>
<td>I routinely communicate positive student behavior and academic achievement to family members.</td>
</tr>
<tr>
<td></td>
<td>I assess myself as proficient in the use of a Restorative Approach with Families.</td>
</tr>
</tbody>
</table>
### Essential Element #11  Fundamental Hypothesis Understandings

> Worked on by all expert groups as a part of their work on all other essential elements

<table>
<thead>
<tr>
<th>Scope of Proficiency</th>
<th>School-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Fundamental Hypothesis: Human beings are the happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things with them rather than to them or for them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description and Purpose</th>
<th>The Fundamental Hypothesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is the cornerstone of all of the Restorative Practices Essential Elements.</td>
</tr>
<tr>
<td></td>
<td>Is based on the interplay of control/pressure and support.</td>
</tr>
<tr>
<td></td>
<td>Is represented inside the “with” domain of the Social Discipline Window and the Organizational Change Window.</td>
</tr>
<tr>
<td></td>
<td>Provides a framework to examine daily interactions and to become intentionally restorative on a consistent basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characteristics of High Quality</th>
<th>High-Quality interactions are consistent with the Fundamental Hypothesis when they:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintain high expectations for appropriate behavior.</td>
</tr>
<tr>
<td></td>
<td>Do not ignore inappropriate behavior.</td>
</tr>
<tr>
<td></td>
<td>Use the appropriate mix of control/pressure and support.</td>
</tr>
<tr>
<td></td>
<td>Minimize the role of the facilitator and maximize the participation of the people directly involved.</td>
</tr>
<tr>
<td></td>
<td>Minimize the times that the facilitator operates outside of the “with” domain.</td>
</tr>
</tbody>
</table>
**RESTORATIVE PRACTICES WHOLE-SCHOOL IMPLEMENTATION**

**11 Essential Elements**

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**Essential Element #11**  Fundamental Hypothesis Understandings

- Worked on by all expert groups as a part of their work on all other essential elements

<table>
<thead>
<tr>
<th>Verification Methods</th>
<th>Proficiency Criteria for Long-Term/Sustainable Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview</strong></td>
<td></td>
</tr>
<tr>
<td>Expert team members interview each person in their base team</td>
<td>I can explain the Fundamental Hypothesis.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Affective Statements.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Restorative Questions.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Small Impromptu Conferences.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Proactive Circles.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Responsive Circles.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Restorative Conferences.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Fair Process.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and Reintegrative Management of Shame.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and a Restorative Staff Community.</td>
</tr>
<tr>
<td></td>
<td>I can explain the connection between the Fundamental Hypothesis and a Restorative Approach with Families.</td>
</tr>
</tbody>
</table>

---

**Observation**

---

**Data Collection**

---

**Self-Assessment**

<table>
<thead>
<tr>
<th>Self-reflection</th>
<th>I often reflect on which domain of the Social Discipline/ Organizational Change Window I am functioning in during a specific interaction.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I am aware when my interactions are not consistent with the Fundamental Hypothesis during a specific interaction.</td>
</tr>
<tr>
<td></td>
<td>I assess myself as proficient in my understanding of the Fundamental Hypothesis based on all of the above criteria.</td>
</tr>
</tbody>
</table>