

APPENDIX VI – 8

Assessing Implementation of School-Wide Restorative Practices		Yes	Needs Work	Not Yet
	<u>Leadership Vision & Commitment</u>			
1)	Leadership has a shared vision for creating a Restorative school culture and has communicated this clearly to the school community.			
2)	Leadership has an action plan for implementing Restorative Practices over a three-year time frame and has set clear expectations that all staff—from the classroom to the discipline office—use Restorative Practices to build relationships and respond to discipline incidents.			
3)	Leadership has clearly expressed to staff the purpose of implementing Restorative Practices at the school.			
4)	Leadership has clearly expressed to students the purpose of implementing Restorative Practices at the school.			
5)	Leadership has clearly expressed to the parent community the purpose of implementing Restorative Practices at the school.			
6)	Leadership has provided opportunities for professional development for staff—at least 2x/year.			
7)	Leadership has collected and reviewed disaggregated data that shows exclusionary school disciplinary practices are not effective and/or are racially disproportionate in their use to show why a culture shift is necessary.			
8)	Leadership has created a team to specifically focus on implementing Restorative Practices.			
9)	Leadership has incorporated the success in creating a Restorative Culture into her/his own performance evaluation.			
10)	Leadership has incorporated Restorative Practices into performance evaluation for staff.			
11)	Leadership is committed to engaging students in creating a Restorative School.			
12)	Leadership is committed to engaging parents in creating a Restorative School.			
13)	Leadership is committed to hiring new staff based on their interest in and experience with Restorative Practices.			
	<u>Staff Buy In, Training & Relationship Building</u>			
14)	Staff are mostly all bought in to the purpose and practices of Restorative Justice in Education.			
15)	A Core Team has been identified and is working to model, coach, and expand the skills sets of other staff using Restorative Practices.			
16)	There is a plan for working with resistant staff (e.g., restorative conversations, minimum expectations, right fit, etc.).			
17)	Staff has support structures in place to implement Restorative Practices with fidelity (e.g., coaching, mentoring, learning communities, book groups)			

18)	All staff are provided with an overview of Restorative Practices and a training manual, staff manual and resources before they start teaching that includes: data to show the need for the shift; articles on the benefits of RP; outlines of new procedures; sample lesson plans/scripts for holding Circles and Restorative Conversations.			
19)	Staff are encouraged to take time to implement Restorative Practices in their classroom			
20)	Staff are encouraged to take 1-2 weeks at the beginning of the school year to create a sense of community and belonging in their classrooms.			
21)	Staff understands the paradigm shift from punitive discipline to Restorative Practices.			
22)	Staff understands the school-to-prison pipeline and the reasoning for using Restorative Practices to keep students in the classroom or in school rather than resorting to exclusionary practices.			
23)	All staff receive at least one day of professional development training on Restorative Practices each year.			
24)	Staff understands that this culture shift will take time (i.e., 3-5 years).			
	<u>Restorative Language and Practices</u>			
25)	Restorative Language is reflected in: <ul style="list-style-type: none"> • Mission statement • Strategic Plan • Teacher’s Handbook • Student Handbook/Code of Conduct • Value Statements • Visual Messaging (i.e., posters, bulletin boards, etc.) 			
26)	Restorative Language has been taught and is well understood by all staff.			
27)	The school has integrated Restorative Language school-wide (e.g., relationship, impact, harm, repair, reintegration, needs and obligations)			
28)	Punitive and Police Language has been removed from standard terminology (e.g., detention, In-School Suspension, Infraction, witness statements) and renamed.			
29)	The school has an operational definition of Restorative Practices and is known by all.			
30)	The school uses the 5 Rs of Restorative Practices (Respect, Relationship, Responsibility, Repair, Reintegration) or some other clear listing of core values behind Restorative Practices.			
31)	Staff have an understanding of how Restorative Practices fit into the school’s discipline philosophy, policies, and matrix.			
32)	Staff have an understanding of how Restorative Practices fit into the district’s discipline philosophy, policies, and matrix.			
33)	The staff lounge has one or more posters showing some elements of Restorative Practices.			

34)	The school uses the following Tier 1 Restorative Practices regularly: <ul style="list-style-type: none"> • Affective Statements • Restorative Questions/Conversations • Proactive Circles • Academic Circles 			
35)	The school uses the following Tier 2 Restorative Practices regularly: <ul style="list-style-type: none"> • Restorative Agreement Meetings • Restorative Mediations • Problem Solving Circles • Support Groups and Circles • Peer Mediation 			
36)	The school uses the following Tier 3 Restorative Practices regularly: <ul style="list-style-type: none"> • Community Group Conferences/Restorative Conferencing • Circles of Support and Accountability • Truancy Circles 			
	<u>Organizational Culture and Climate—Relational Ecology</u>			
37)	Our school has a listening culture based on trust, collegiality and teamwork.			
38)	Our school creates an atmosphere of safety when dealing with difficult issues (e.g., listening with curiosity, no fear of reprisal, no stored hurts)			
39)	Our school discusses difficult topics such as staff trust and racial/gender equity.			
40)	Students are part of creating a culture of respect and trust, both within the classroom and around the school.			
41)	Our school has a relational-based, student-centered culture.			
42)	Our school has a commitment to equity and social justice and it is woven throughout the values and curriculum of the school.			
43)	People feel like they are heard at our school and that their voice matters.			
44)	Staff circles are held 1-2x/year to deepen and strengthen relationships.			
	<u>Restorative Practices Infrastructure</u>			
45)	The school has a dedicated Restorative Practices Coordinator (ideally full time).			
46)	The Restorative Practices Coordinator has a clear sense of their duties and is strongly supported and valued by leadership.			
47)	The Restorative Practices Coordinator is engaged in the following activities: <ul style="list-style-type: none"> • Models Restorative Practices for teachers • Facilitates Restorative Mediations, Conferences and Circles • Monitors individual student behaviors by checking in with them throughout the school day • Follows through after a Restorative process 			

	<ul style="list-style-type: none"> Organizes data for and help lead Implementation Team meetings Gathers testimonials of RP success stories Cultivates advocates for RP among the school community Leads or co-leads staff PDs on Restorative Practices Teach students Restorative Practices and conflict resolution skills 			
48)	<p>There are key physical infrastructure locations that support Restorative Practices, such as:</p> <ul style="list-style-type: none"> An office for the coordinator to hold confidential conversations and mediations A location for the coordinator to hold confidential Community Group Conferences A Restorative Intervention/Support Room as an alternative to an In-School Suspension Room 			
49)	The school has classified staff who are trained in Restorative Practices, who are valued by teachers and administration, and who can “push” into classrooms to support classroom teachers.			
50)	The school has a budget earmarked for Restorative Practices and leadership is able to re-prioritize school resources to plan and implement Restorative Practices.			
51)	<p>The school has the following programs/approaches in place:</p> <ul style="list-style-type: none"> Trauma-informed Care Social Emotional Learning (SEL) Positive Behavior Interventions & Supports (PBIS) Equity/Culturally Responsive Pedagogy 			
52)	The School Resource Officer has been trained in Restorative Practices.			
53)	The school’s Campus Monitors/Paraprofessionals have been trained in Restorative Practices.			
54)	The school’s instructional coach has been trained in Restorative Practices.			
	<u>School Discipline Policies and Handbooks</u>			
55)	Our school has mandated that Restorative Practices be used as part of our discipline policy and is clearly written in the handbook and discipline matrix.			
56)	The school discipline policy is known by all staff and is being used consistently.			
57)	The school offers alternatives to suspension (e.g., in-school suspension rooms, mediations, community service, credit recovery)			
58)	Our school uses Restorative Reintegration processes when students are gone from school or the classroom and re-enter the learning community.			
59)	There is a clear discipline referral system and form that is based on Restorative Practices and has been explained each year to staff.			

60)	The student handbook clearly states the school's vision and purpose for using Restorative Practices.			
	Performance Evaluation and Support Structures			
61)	Staff and teachers' annual evaluations reflect their performance in Restorative Practice			
62)	The school has set up support structures for staff to learn from and support each other in their use of Restorative Practices			
63)	Fidelity instruments, performance evaluations and coaching structures are used to support the fidelity of using Restorative Practices			
64)	The school has opportunities for staff to share success stories and strategies with their colleagues.			
65)	The school has an implementation team that meets at least 3x/year.			
66)	The school's implementation team has clear agendas with specific goals that have been set and are reviewed at each meeting.			
67)	The school has a clear evaluation plan for Restorative Practices, for staff and students.			
68)	The school collects disaggregated discipline data at least 2x/year (e.g., race/ethnicity, income, gender, special needs, etc.).			
69)	Discipline and use of Restorative Practices data is shared with staff to inform the purpose and goals for implementing Restorative Practices.			
70)	The school solicits staff perspectives on their experiences using Restorative Practices.			
71)	The school solicits student perspectives on their experiences using Restorative Practices.			
72)	The school solicits parent perspectives on their experiences using Restorative Practices.			
73)	The school shares evaluation data with the wider school community (e.g., school board, police department, community partners, etc.)			
74)	The school uses evaluation data to improve current Restorative Practices and set goals for the future.			
	Student Engagement and Leadership			
75)	The school has a clear understanding of the importance of including students in creating a Restorative School Culture.			
76)	Classroom teachers have a clear understanding of the importance of including students in creating a Restorative Classroom Culture.			
77)	There is a clear plan for engaging students in creating a Restorative School Culture.			
78)	Students have been made aware of the new philosophy behind Restorative Practices.			
79)	The school uses student focus groups to discuss climate and culture issues and Restorative Practices efforts.			

80)	The school has established Restorative Practices/Peer Mediation training and/or a class for students.			
81)	Students are engaged in creating visual art and messaging throughout the school that supports a Restorative Culture			
	Parent Engagement and Leadership			
82)	The school has a clear understanding of the importance of including parents in creating a Restorative School Culture.			
83)	The school has a clear understanding of the importance of including parents in creating a Restorative Classroom Culture.			
84)	There is a clear plan for engaging parents in creating a Restorative School Culture.			
85)	Parents have been made aware of the new philosophy behind Restorative Practices.			
86)	The school uses parent focus groups to discuss climate and culture issues and Restorative Practices efforts.			
87)	The school has established an opportunity for parents to be trained in Restorative Practices.			
88)	The school has established a clear protocol for when parents need to be communicated with before or after a Restorative process.			
89)	Parents receive positive phone calls home about a positive and courageous participation in a Restorative process.			
	Explicit Links with Learning & Engagement			
90)	There are explicit links between Restorative Practices and student engagement and achievement in the classroom (made by Leadership, the instructional coach and in grade level meetings).			
91)	The school has a clear understanding that Restorative Practices is more than just fixing challenging behavior.			
92)	Classroom teachers are motivated to use Restorative Practices in the classroom as a way to increase academic achievement.			
93)	Restorative Practices are used to build grit, brave classrooms, cooperative learning, critical thinking, and “the productive struggle”.			
94)	Classroom teachers use a variety of strategies to build an equitable classroom where all voices are heard and all cultures are engaged.			
	Data Collection and Decision Making			
95)	Data is regularly collected on implementation and impact of restorative strategies and used to inform continued implementation efforts.			
96)	Outcomes are communicated to the school community.			
97)	Goals are set each year by leadership and the school community and reviewed at regular intervals.			
98)	Goals are communicated to the entire school community.			
	Long Term Sustainability			

99)	The school has a plan in place for sustaining Restorative Practices over time.			
100)	The district actively supports and promotes Restorative Practices.			
	Implementation Benchmarks (Denver School-Based RP Partnership)			
	Benchmark 1: There is a common understanding of why Restorative Practices are being used.			
	Benchmark 2: Foundational structures to support RP implementation are in place.			
	Benchmark 3: A method of collecting and analyzing data is developed.			
	Benchmark 4: Educators, both new and returning, are trained in Restorative Practices.			
	Benchmark 5: Restorative language and culture have been established.			
	Benchmark 6: Families and students are well-informed of the shift to Restorative Practices.			
	Benchmark 7: Preventative measures, not just reactive measures, are being taken to improve school climate.			

(This assessment tool is a compilation of materials from a wide variety of sources, including Vermont Agency of Education Whole-School Restorative Approach Resource Guide, Denver School-Based RP Partnership Implementation Guide, The Conflict Center’s RP and Policy Assessment.)

School _____ Date _____
 RPPF _____ Principal _____