

RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

Stages					
Beginning Restorative We are just learning what it means to be Restorative	<ul style="list-style-type: none"> Leaders and Champions model informal and formal proactive elements (affective statements, pulse checks and proactive circles) Leaders and Champions attend Restorative Leadership Development training Committed engagement with scheduling, planning and executing Akoben Modes of Transformation (Training, Coaching and Consultation) 	<ul style="list-style-type: none"> Restorative elements shared in each staff meeting (staff in a circle, go-around related to Restorative Practices conducted) Champion team established with at least a 1:8 ratio (including building leaders) Restorative Kits distributed for all staff members Integrated plan includes all Akoben Modes of Transformation (Training, Coaching and Consultation) 	<ul style="list-style-type: none"> Staff have a curiosity and openness to support a paradigm shift towards Restorative Practices Social Discipline Window, Restorative Questions and "Powerful Quote" posted prominently throughout the building 	<ul style="list-style-type: none"> Staff attend "Restorative Practices Primer" 90 minute session All Leaders and Champions attend "Developing a Restorative Approach, Pt. 1" Ideal Community activity completed, posted and reviewed 	<ul style="list-style-type: none"> Connection before Content activities are evident Participate in and process a Proactive Circle led by a Leader or Champion
	<ul style="list-style-type: none"> Leaders and Champions model informal and formal responsive elements (affective statements, restorative questions, restorative conversations, and responsive circles) 	<ul style="list-style-type: none"> Champion team expanded to a 1:5 ratio (including building leaders) Restorative Practices is the dedicated focus of 2 staff meetings 	<ul style="list-style-type: none"> Preliminary evidence of improvement in community functioning (relationships, safety, attendance and restorative discipline) 	<ul style="list-style-type: none"> Champions attend "Developing a Restorative Approach, Pt. 2" 100% of Leaders and Champions are proficient or advanced on DRA pt. 1 and 2 Assessments 	<ul style="list-style-type: none"> Staff practice informal and formal proactive elements (affective statements, pulse checks and proactive circles) Experimenting with Circles to cover course content

**Maturing
Restorative
We are well
underway
towards
becoming a
Restorative
environment**

- Leaders and Champions commit "Space" (consistent time) for story-telling and Q&A around Restorative Practices
- Leaders and Champions offer recognition and resources for Restorative Practices
- Leaders and Champions can clearly articulate Restorative Practices philosophy, rationale and impact on the school community

- Consistent Work-Study Circles with Leaders and Champions
- Dedicated time for proactive circles weekly (ie. Advisory, Umoja Circles, etc).

- Staff can articulate
 1. the importance of establishing connection and challenge
 2. their dominant style of practice in the Social Discipline Window
- Behavioral interventions framed in relational language and reintegration

- Responsive circle used to address general difficulty or situation
- Shared accountability and responsibility discussed

- Circles used for staff conflict
- Social Discipline Window used for supervision and/or support growth for staff
- Circles and Affective Language used in challenging situations with families
- Leaders and Champions and Champions can provide examples of how culture, systems, supervision and practice have transformed

- Restorative Practices Sharing (updates on implementation progress, story-telling) in monthly staff meeting
- Work-Study Circles with staff and facilitated by Champions
- Weekly Check-in/Check-up/Check-out circles (Monday/Wednesday/Friday)

- Evidence of moderate improvement in community functioning (relationships, safety, attendance and restorative discipline)
- Staff can articulate
 - the impact of shame on behavior and how to respond
 - their own struggle (restorative journey) and what has been done to grow in this area
- Initial experience with student voice in restorative implementation

- Staff attend "Developing a Restorative Approach, Pt. 2"
- Optional RP "refreshers", Question and Answers, and book studies offered
- Key staff trained in Facilitating Restorative Conferences
- 80% of staff are proficient or advanced on DRA pt. 1 and 2 Assessments

- Staff practice informal and formal responsive elements (affective statements, restorative questions, restorative conversations, and responsive circles)
- Circles Observation and Feedback forms used for guidance and continuous improvement
- Responsive circles used consistently to address problematic situations
- Students use connection and challenge with each other

Refining Restorative We are continually sharpening our Restorative Environment			<ul style="list-style-type: none"> • Staff connection and challenge evident in Work-Study Circles • Student connection and challenge evident with limited staff intervention required 		<ul style="list-style-type: none"> • Students ask for circles to address issues restoratively • Formal Restorative Conference used when appropriate
	<ul style="list-style-type: none"> • Lead in inviting and inspiring others to be restorative • Contribute to restorative initiatives throughout the broader community • Leaders and Champions support and expect full implementation from staff and students, where appropriate 	<ul style="list-style-type: none"> • Work-Study Circles throughout school and staff facilitated with minimal support needed from Leaders and Champions • School-based policies have been reviewed and revised from a Restorative lens • Sustainability Plan developed and in place • On-site Restorative Practitioner to support staff growth 	<ul style="list-style-type: none"> • Evidence of significant improvement in community functioning (relationships, safety, attendance and restorative discipline) • All community members have and use their voice to contribute • Strong evidence of student-based engagement with restorative implementation (Youth RP Advisory Council) • Shared accountability & responsibility student led and consistently demonstrated • Conspicuous feelings of optimism and belonging are evident 	<ul style="list-style-type: none"> • Staff attend "Equity in Restorative Processes" workshop • 100% of staff are proficient or advanced on DRA pt. 1 and 2 Assessments 	<ul style="list-style-type: none"> • Proactive and Responsive Circles are often prepared by and facilitated by students • Clear evidence of all formal and informal elements on the Restorative Practices Continuum used throughout school community • Ownership and site-specific relevant applications of Restorative Practices

RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

BEGINNING RESTORATIVE

(We are just learning what it means to be Restorative)

Leadership	<ul style="list-style-type: none">• Leaders and Champions model informal and formal proactive elements (affective statements, pulse checks and proactive circles)• Leaders and Champions attend Restorative Leadership Development training• Committed engagement with scheduling, planning and executing Akoben Modes of Transformation (Training, Coaching and Consultation)
Systems	<ul style="list-style-type: none">• Restorative elements shared in each staff meeting (staff in a circle, go-around related to Restorative Practices conducted)• Champion team established with at least a 1:8 ratio (including building leaders)• Restorative Kits distributed for all staff members• Integrated plan includes all Akoben Modes of Transformation (Training, Coaching and Consultation)
Culture	<ul style="list-style-type: none">• Staff have a curiosity and openness to support a paradigm shift towards Restorative Practices• Social Discipline Window, Restorative Questions and "Powerful Quote" posted prominently throughout the building
Learning	<ul style="list-style-type: none">• Staff attend "Restorative Practices Primer" 90 minute session• All Leaders and Champions attend "Developing a Restorative Approach, Pt. 1"• Ideal Community activity completed, posted and reviewed
Practices	<ul style="list-style-type: none">• Connection before Content activities are evident• Participate in and process a Proactive Circle led by a Leader or Champion

RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

EMERGING RESTORATIVE

(We have begun to Implement Restorative Practices)

Leadership	<ul style="list-style-type: none"> • Leaders and Champions model informal and formal responsive elements (affective statements, restorative questions, restorative conversations, and responsive circles) • Leaders and Champions commit "Space" (consistent time) for story-telling and Q&A around Restorative Practices • Leaders and Champions offer recognition and resources for Restorative Practices • Leaders and Champions and Champions can clearly articulate Restorative Practices philosophy, rationale and impact on the school community
Systems	<ul style="list-style-type: none"> • Champion team expanded to a 1:5 ratio (including building leaders) • Restorative Practices is the dedicated focus of 2 staff meetings • Consistent Work-Study Circles with Leaders and Champions • Dedicated time for proactive circles weekly (ie. Advisory, Umoja Circles, etc)
Culture	<ul style="list-style-type: none"> • Preliminary evidence of improvement in community functioning (relationships, safety, attendance and restorative discipline) • Staff can articulate <ol style="list-style-type: none"> 1. the importance of establishing connection and challenge 2. their dominant style of practice in the Social Discipline Window • Behavioral interventions framed in relational language and reintegration
Learning	<ul style="list-style-type: none"> • Champions attend "Developing a Restorative Approach, Pt. 2" • Staff attend "Developing a Restorative Approach, Pt. 1" • 100% of Leaders and Champions are proficient or advanced on DRA pt. 1 and 2 Assessments
Practices	<ul style="list-style-type: none"> • Staff practice informal and formal proactive elements (affective statements, pulse checks and proactive circles) • Experimenting with Circles to cover course content • Responsive circle used to address general difficulty or situation • Shared accountability and responsibility discussed

RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

MATURING RESTORATIVE

(We are well underway towards becoming a Restorative Environment)

Leadership	<ul style="list-style-type: none"> • Circles used for staff conflict • Social Discipline Window used for supervision and/or support growth for staff • Circles and Affective Language used in challenging situations with families • Leaders and Champions and Champions can provide examples of how culture, systems, supervision and practice have transformed
Systems	<ul style="list-style-type: none"> • Restorative Practices Sharing (updates on implementation progress, story-telling) in monthly staff meeting • Work-Study Circles with staff and facilitated by Champions • Weekly Check-in/Check-up/Check-out circles (Monday/Wednesday/Friday)
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Learning	<ul style="list-style-type: none"> • Staff attend "Developing a Restorative Approach, Pt. 2" • Optional RP "refreshers", Question and Answers, and book studies offered • Key staff trained in Facilitating Restorative Conferences • 80% of staff are proficient or advanced on DRA pt. 1 and 2 Assessments

Practices

- Staff practice informal and formal responsive elements (affective statements, restorative questions, restorative conversations, and responsive circles)
- Circles Observation and Feedback forms used for guidance and continuous improvement
- Responsive circles used consistently to address problematic situations
- Students use connection and challenge with each other
- Students ask for circles to address issues restoratively
- Formal Restorative Conference used when appropriate

RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

REFINING RESTORATIVE

(Being Restorative is “who we are” now)

Leadership	<ul style="list-style-type: none">• Lead in inviting and inspiring others to be restorative• Contribute to restorative initiatives throughout the broader community• Leaders and Champions support and expect full implementation from staff and students, where appropriate
Systems	<ul style="list-style-type: none">• Work-Study Circles throughout school and staff facilitated with minimal support needed from Leaders and Champions• School-based policies have been reviewed and revised from a Restorative lens• Sustainability Plan developed and in place• On-site Restorative Practitioner to support staff growth
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Practices	<ul style="list-style-type: none">• Proactive and Responsive Circles are often prepared by and facilitated by students• Clear evidence of all formal and informal elements on the Restorative Practices Continuum used throughout school community• Ownership and site-specific relevant applications of Restorative Practices