

# RESTORATIVE PRACTICES IMPLEMENTATION

## RUBRIC

Stages					
<b>Beginning Restorative</b> We are just learning what it means to be Restorative	<ul style="list-style-type: none"> <li>Leaders and Champions model informal and formal proactive elements (affective statements, pulse checks and proactive circles)</li> <li>Leaders and Champions attend Restorative Leadership Development training</li> <li>Committed engagement with scheduling, planning and executing Akoben Modes of Transformation (Training, Coaching and Consultation)</li> </ul>	<ul style="list-style-type: none"> <li>Restorative elements shared in each staff meeting (staff in a circle, go-around related to Restorative Practices conducted)</li> <li>Champion team established with at least a 1:8 ratio (including building leaders)</li> <li>Restorative Kits distributed for all staff members</li> <li>Integrated plan includes all Akoben Modes of Transformation (Training, Coaching and Consultation)</li> </ul>	<ul style="list-style-type: none"> <li>Staff have a curiosity and openness to support a paradigm shift towards Restorative Practices</li> <li>Social Discipline Window, Restorative Questions and "Powerful Quote" posted prominently throughout the building</li> </ul>	<ul style="list-style-type: none"> <li>Staff attend "Restorative Practices Primer" 90 minute session</li> <li>All Leaders and Champions attend "Developing a Restorative Approach, Pt. 1"</li> <li>Ideal Community activity completed, posted and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Connection before Content activities are evident</li> <li>Participate in and process a Proactive Circle led by a Leader or Champion</li> </ul>
<b>Emerging Restorative</b> We have begun to implement Restorative Practices	<ul style="list-style-type: none"> <li>Leaders and Champions model informal and formal responsive elements (affective statements, restorative questions, restorative conversations, and responsive circles)</li> <li>Leaders and Champions commit "Space" (consistent time) for story-telling and Q&amp;A around Restorative Practices</li> <li>Leaders and Champions offer recognition and resources for Restorative Practices</li> <li>Leaders and Champions can clearly articulate Restorative Practices philosophy, rationale and impact on the school community</li> </ul>	<ul style="list-style-type: none"> <li>Champion team expanded to a 1:5 ratio (including building leaders)</li> <li>Restorative Practices is the dedicated focus of 2 staff meetings</li> <li>Consistent Work-Study Circles with Leaders and Champions</li> <li>Dedicated time for proactive circles weekly (ie. Advisory, Umoja Circles, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary evidence of improvement in community functioning (relationships, safety, attendance and restorative discipline)</li> <li>Staff can articulate the importance of establishing connection and challenge</li> <li>their dominant style of practice in the Social Discipline Window</li> <li>Behavioral interventions framed in relational language and reintegration</li> </ul>	<ul style="list-style-type: none"> <li>Champions attend "Developing a Restorative Approach, Pt. 2"</li> <li>100% of Leaders and Champions are proficient or advanced on DRA pt. 1 and 2 Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Staff practice informal and formal proactive elements (affective statements, pulse checks and proactive circles)</li> <li>Experimenting with Circles to cover course content</li> <li>Responsive circle used to address general difficulty or situation</li> <li>Shared accountability and responsibility discussed</li> </ul>

<p><b>Maturing Restorative</b> We are well underway towards becoming a Restorative environment</p>	<ul style="list-style-type: none"> <li>• Circles used for staff conflict</li> <li>• Social Discipline Window used for supervision and/or support growth for staff</li> <li>• Circles and Affective Language used in challenging situations with families</li> <li>• Leaders and Champions can provide examples of how culture, systems, supervision and practice have transformed</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices Sharing (updates on implementation progress, story-telling) in monthly staff meeting</li> <li>• Work-Study Circles with staff and facilitated by Champions</li> <li>• Weekly Check-in/Check-up/Check-out circles (Monday/Wednesday/Friday)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of moderate improvement in community functioning (relationships, safety, attendance and restorative discipline)</li> <li>• Staff can articulate the impact of shame on behavior and how to respond</li> <li>• their own struggle (restorative journey) and what has been done to grow in this area</li> <li>• Initial experience with student voice in restorative implementation</li> <li>• Staff connection and challenge evident in Work-Study Circles</li> <li>• Student connection and challenge evident with limited staff intervention required</li> </ul>	<ul style="list-style-type: none"> <li>• Staff attend "Developing a Restorative Approach, Pt. 2"</li> <li>• Optional RP "refreshers", Question and Answers, and book studies offered</li> <li>• Key staff trained in Facilitating Restorative Conferences</li> <li>• 80% of staff are proficient or advanced on DRA pt. 1 and 2 Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Staff practice informal and formal responsive elements (affective statements, restorative questions, restorative conversations, and responsive circles)</li> <li>• Circles Observation and Feedback forms used for guidance and continuous improvement</li> <li>• Responsive circles used consistently to address problematic situations</li> <li>• Students use connection and challenge with each other</li> <li>• Students ask for circles to address issues restoratively</li> <li>• Formal Restorative Conference used when appropriate</li> </ul>
<p><b>Emerging Restorative</b> We have begun to implement Restorative Practices</p>	<ul style="list-style-type: none"> <li>• Lead in inviting and inspiring others to be restorative</li> <li>• Contribute to restorative initiatives throughout the broader community</li> <li>• Leaders and Champions support and expect full implementation from staff and students, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Work-Study Circles throughout school and staff facilitated with minimal support needed from Leaders and Champions</li> <li>• School-based policies have been reviewed and revised from a Restorative lens</li> <li>• Sustainability Plan developed and in place</li> <li>• On-site Restorative Practitioner to support staff growth</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of significant improvement in community functioning (relationships, safety, attendance and restorative discipline)</li> <li>• All community members have and use their voice to contribute</li> <li>• Strong evidence of student-based engagement with restorative implementation (Youth RP Advisory Council)</li> <li>• Shared accountability &amp; responsibility student led and consistently demonstrated</li> <li>• Conspicuous feelings of optimism and belonging are evident</li> </ul>	<ul style="list-style-type: none"> <li>• Staff attend "Equity in Restorative Processes" workshop</li> <li>• 100% of staff are proficient or advanced on DRA pt. 1 and 2 Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive and Responsive Circles are often prepared by and facilitated by students</li> <li>• Clear evidence of all formal and informal elements on the Restorative Practices Continuum used throughout school community</li> <li>• Ownership and site-specific relevant applications of Restorative Practices</li> </ul>

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## BEGINNING RESTORATIVE

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

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

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## EMERGING RESTORATIVE

(We have begun to Implement Restorative Practices)

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<b>Culture</b>	<ul style="list-style-type: none"> <li>• Preliminary evidence of improvement in community functioning (relationships, safety, attendance and restorative discipline)</li> <li>• Staff can articulate               <ol style="list-style-type: none"> <li>1. the importance of establishing connection and challenge</li> <li>2. their dominant style of practice in the Social Discipline Window</li> </ol> </li> <li>• Behavioral interventions framed in relational language and reintegration</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Champions attend "Developing a Restorative Approach, Pt. 2"</li> <li>• Staff attend "Developing a Restorative Approach, Pt. 1"</li> <li>• 100% of Leaders and Champions are proficient or advanced on DRA pt. 1 and 2 Assessments</li> </ul>
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(We are well underway towards becoming a Restorative Environment)

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# RESTORATIVE PRACTICES IMPLEMENTATION RUBRIC

## REFINING RESTORATIVE

(Being Restorative is “who we are” now)

<b>Leadership</b>	<ul style="list-style-type: none"><li>• Lead in inviting and inspiring others to be restorative</li><li>• Contribute to restorative initiatives throughout the broader community</li><li>• Leaders and Champions support and expect full implementation from staff and students, where appropriate</li></ul>
<b>Systems</b>	<ul style="list-style-type: none"><li>• Work-Study Circles throughout school and staff facilitated with minimal support needed from Leaders and Champions</li><li>• School-based policies have been reviewed and revised from a Restorative lens</li><li>• Sustainability Plan developed and in place</li><li>• On-site Restorative Practitioner to support staff growth</li></ul>
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