

All members of the school community have access to Restorative practices and avenues to participate in circles.

Students have time and space to deescalate without punitive consequences.

80% of the teachers and staff have participated in circles.

Our school has offered opportunities for everyone to engage in Restorative Practices.

Non-teaching staff are included in and encouraged to use restorative practices

Students and families are invited into restorative practices.

Students are trained in restorative practices including restorative conversations and community building circles.

There is a school wide event dedicated to promoting restorative practices.

Teachers are actively using Restorative practices in the classroom (circles, restorative conversations etc.)

Our school encourage use of help zone and mediations.

All are greeted when they enter the school and asked if they need help.

There is awareness of where racial/ethnic/cultural disparities are present in the school community and efforts are made to acknowledge and redress them.

We celebrate and embrace the diversity of our school community as well as recognize the gifts each race, ethnicity, and culture brings to us.

Your teachers/ school staff get along with each other.

Students feel valued (appreciated) by ALL teachers/ staff in the school.

Students can solve problems that come up with other students in the school.

Our school has a method to assess relationships in the school.

Efforts have been made to make students aware of school goals and how they relate to Restorative Practices.

Students know a group of people they have access to who are focused on restorative practices.

There are opportunities for the student body to have discussions on difficult issues such as race, gender, or LGBTQ

Teachers are given support to effectively and non-punitively manage their classroom.

There are opportunities for discussion about race, trauma, gender, and sexual orientation inequities in the community outside of school.

There is awareness of where racial/ethnic/cultural disparities are present in the school community and efforts are made to acknowledge and redress them

We celebrate and embrace the diversity of our school community as well as recognize the gifts each race, ethnicity, and culture brings to us.

Principals and Assistant Principals use Restorative Language with students when addressing problems.

School grounds are inviting and communicate “who” is important in this community.

The school has scheduled time to build positive climate and culture.

Students have space for discussing issues at the school and feel their ideas are welcome.

Students understand and have a chance to comment on overall school goals.

Negative, harmful language is addressed when it occurs and not allowed to persist even when seen as joking.

Teachers have a method to welcome the whole student into the classroom (check in/check out circles, talking with students and providing referrals to services)

All are greeted when they enter the school and asked if they need help.