

DATE: _____

SCHOOL: _____

Trauma-informed Restorative Practices Checklist (DRAFT 2-12-2019)

Please assess your school on each element according to the following scale:

- 1- Element is NOT AT ALL in place
- 2- Element is PARTIALLY in place
- 3- Element is MOSTLY in place
- 4- Element is FULLY in place

Please reflect on the trauma-informed restorative practices of your school and how they compare to the following draft district-wide characteristics. Use your assessment to identify top priorities for your school.

Overall School Climate		
Rating	Restorative Practices look like/sound like/feel like	Comments
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Parents are aware of and have ownership of trauma-informed restorative justice in the school community.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Students are aware of and have ownership of trauma-informed restorative justice in the school community.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	All staff in the building are aware of and have ownership of trauma-informed restorative justice in the school community.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Clear and consistent processes exist to welcome new members (staff, students, and parents) into the community ("Entry Process")	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	"Sense of Belonging" or Relational Ecology is tracked as a metric for all levels (admin, staff, students, parents)	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Every Student is connected with an adult in the building for supports and goal setting and meets with that adult as least twice per week.	

<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p>	<p>Circles (including student-led) are used regularly as a tool for:</p> <ul style="list-style-type: none"> • Community building & Social-Emotional Learning • Critical Incidents (loss of student or staff, student arrest, violent fights, lock downs, witnessing of fights) • Academic Circles • Repairing harm • Re-entry • Parent involvement • Staff & Team Meetings 	
<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p>	<p>School Climate is both trauma-informed and trauma-responsive:</p> <ul style="list-style-type: none"> • All-staff, students, and parents are trauma-informed • Focus on co-regulation of staff, student, and parent stress factors • All staff are aware of their own ACE score. • Stress management is a foundational practice of the school culture for both students and staff. • A process is in place to identify and refer students of concern. 	
<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p>	<p>Equity has been a consideration in policy, climate and culture, and school discipline procedures:</p> <ul style="list-style-type: none"> • Students and staff are aware of issues surrounding power, privilege, and oppression. • Dress codes are inclusive • Considerations/accommodations have been made for non-gender conforming students to access restrooms. • Restorative practices take language barriers into consideration. 	
<p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p>	<p>Mindfulness and Socio-emotional learning are recognized as vital practices interwoven into all curricula</p>	

1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Students are greeted by staff as they come into the building each morning. Students of concern of flagged for check-ins.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Respect Agreements are living documents with frequent engagement <ul style="list-style-type: none"> • In classrooms • Between staff and admin; staff and staff • With parents as a tool for engagement 	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	School contains predictable and safe environments (including classrooms, hallways, playgrounds, and school bus) that are attentive to transitions and sensory needs.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Ongoing partnerships exist with State and community agencies to facilitate access to resources including mental health and basic needs. (Access to counseling, food, resources, snacks, backpack programs, food pantry)	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Restorative Dialogue exists between: <ul style="list-style-type: none"> • Admin-Teacher/Staff/Parents • Admin-Student • Teacher/Staff-Teacher/Staff • Teacher/Staff-Student • Student-Student • Parents- Admin-Staff 	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Community Events in place to facilitate connections and sense of belonging (community building) <ul style="list-style-type: none"> • Include non-school-based community • Incoming students • Pep Rally 	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	A buddy system or support system exists for teachers and staff.	

1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Visible symbols of community are in place (Examples: Posters, worry stones, climate-positive visuals that reflect empowerment for all student identities, posters promoting RJ/RP)	
Discipline		
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Restorative Practices exist in place of or in partnership with suspensions/detentions.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Discipline policies are culturally and racially informed and trauma-responsive including dress code, substance use, bullying.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Clear and consistent process exists to welcome students who have been excluded from the community back to the community (“Re-entry Process”)	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Crisis intervention plans and teams are in place with connections to the appropriate human service agencies and community partners including mental health, police, and community health.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Enhanced referral documentation forms reflect RP considerations	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Calm Rooms are available with trained staff and utilized as alternatives to suspensions and detentions with a focus on regulating student stress and reflecting on behaviors. (Re-direction room, Zen Room, mindfulness room, relax room)	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	An RP process is established for regular check-ins with “at risk” and/or students of concern.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	“Community Connection Form” or Circle Request Form is in place to enable members of the community to request circle discussions to build and/or repair relationships	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	ALSUP is in place and Plan B is used with students frequently	

	involved with the discipline system.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Peer mediation/peer monitoring/Youth Court/Youth Panel is in place. Panel is youth led.	
RJ/RP Implementation		
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Development of Climate Specialist or Restorative Justice Coordinator. Their role is clarified and clear with all parents, students and staff.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, Restorative Justice consultant, classroom observations, and opportunities for team work.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Advisory curriculum reflects RP, including student training in Restorative Practices (i.e., how to solve problems, be accountable, and repair harm one might cause)	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	An RP trained person is available during the day to assist (e.g. 'Circle Keepers')	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	"Upstanders" are recognized throughout the school (students and staff)	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Implementation Team of at least 10 people is in place with admin leadership and support as well as parent involvement.	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Implementation Team meets on a regular basis (suggested 2x a month)	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Ongoing training for staff exists to address the following topics: <ul style="list-style-type: none"> • Nonviolent Communication™ • Collaborative & Proactive Solutions™ • The 5 Skills of Restorative 	

	<ul style="list-style-type: none"> ● Circle training ● Mindfulness ● Equity in education ● Trauma-informed classrooms including de-escalation, ACEs, and Resilience ● Refreshers on core beliefs ● Staff-wide calibrations ● Student led and teacher led training 	
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Restorative Practices Checklist - School-Specific Priorities

Based on your checklist results above, please list your top 5 priorities and indicate related timeframes to address (these items should ultimately be reflected in your school RP plan).

Priority	Action(s) to Address	Timeframe
