

How Strong Is My School's Implementation? Benchmarks Self-Assessment

Benchmark 1: There is a common understanding of why restorative practices are being implemented.

- Educators in my school clearly understand why suspensions, expulsions, and referrals to law enforcement do not change behavior. These exclusionary practices are used sparingly, if at all.
- Educators in my school understand that suspensions, expulsions, and referrals to law enforcement disproportionately impact students of color and perpetuate the school-to-prison pipeline.
- Educators in my school look at behavior and conflict as learning opportunities, versus a need for disciplinary action.

Benchmark 2: Foundational structures to support RP implementation are in place.

- There is a Behavior Team that consists of representatives from: administration, discipline, social-emotional supports, special education, mental health supports, students and classroom teachers. They both meet regularly and communicate with other staff members around RP implementation and school culture.
- There are avenues in place for the school community to provide ongoing feedback on implementation of restorative practices.
- There is a system in place to refer students and educators to restorative interventions.

Benchmark 3: A method of collecting and analyzing data is developed.

- Reliable school discipline data, disaggregated by race, gender, and special education status is being collected.
- Office referrals, discipline data, and school culture data are analyzed and used to inform future goals around reducing exclusionary discipline practices.
- Data is used to track and develop goals that address the disparities in school discipline.

Benchmark 4: Educators, both new and returning, are trained in restorative practices.

- New educators are onboarded to restorative practices through both intensive training and frequent feedback on their use of restorative practices.
- Returning educators continue to be trained each year in restorative practices and are provided feedback throughout the year.

Benchmark 5: Restorative language and culture have been established.

- The restorative questions are used, not just in formal mediations, but in more informal conversations in hallways, classrooms, and staff meetings to address conflict.
- School leadership uses restorative, asset-based language with staff, students, and families.
- Educators recognize and discuss the role their own behavior plays in conflicts with students and families.
- Educators recognize and discuss how bias impacts their interactions with students and families, specifically in the area of race.

Benchmark 6: Families and students are well-informed of the shift to restorative practices.

- Students can speak to why their school implements restorative practices and know what restorative practices entail.
- Families can speak to why the school implements restorative practices and can use common language with their students at home.
- Students and families feel valued in the school decision-making process.

Benchmark 7: Preventative measures, not just reactive measures, are being taken to improve school climate.

- The Behavior Team invests time in preventative work (celebrating successes, community building) rather than just reacting to incidents and conflict in the building.
- Educators proactively build relationships with fellow staff members, students, and their families.