

## Restorative Practices Environmental Scan

Date: \_\_\_\_\_ School: \_\_\_\_\_

Observer(s): \_\_\_\_\_

<b>Building Culture and Climate</b>	<b>TRUE?/Comments</b>
<b>School-Wide Observations</b>	1=Not Yet 2=Partially 3=Mostly
Vision and mission is prominently displayed around the building and knowledge by staff and students is demonstrated.	
Visual representation of school-wide value system (i.e.-character banners, posters, signage, inspirational quotes/messaging, values) and student and faculty expectations for enhancing the culture.	
Welcoming staff/students and positive climate throughout the building. (Office, hallways, classroom doors, etc.)	
Parents, staff, and community stakeholders are active contributors to inclusive culture-building.	
Proactive circles are utilized with students and adults to build culture and climate during structured and unstructured times.	
Evidence of restorative language, questioning, & tone utilized by staff and students consistently.	
Trauma-sensitive, inclusive, equitable learning environment where staff and students feel healthy, safe, engaged, supported, and challenged. (Lens of Equity is evident)	
School Culture liaison is identified, provides coaching, schedules ongoing collaboration with district staff.	
Evidence of multiple restorative practices being utilized as an alternative to punitive discipline.	
A sense of belongingness and connectedness among students and adults is cultivated through activities and opportunities such as mentoring, leadership opportunities, Pride announcements, WOW moments, Character/Attendance/Achievement Awards, transition support, advisory, Unity and Circle activities.	
Time & space is utilized to practice mindfulness as a wellness technique for faculty and students.	
Time for students to practice social-emotional learning skills is reinforced across the curriculum.	
<b>Classroom/Teacher Observations</b>	
Student and Teacher expectations/agreements utilize restorative language and were created with students.	
Agreements for circle displayed, practiced, and knowledge by staff and students is demonstrated.	
Classroom and circle values are created, practiced, and knowledge by staff and students is demonstrated.	
Evidence of restorative language, questioning, tone utilized by teacher(s) and students consistently.	
Proactive, academic, responsive circles are being utilized.	
Time & space is created to practice mindfulness and self-regulation (cool-down space).	
Time for students to practice social-emotional learning skills is embedded across the curriculum.	
A restorative culture is reinforced by establishing consistency, daily schedule, procedures, routines, transitions, reflection, and relationship building strategies which should be evident and practiced on a daily basis.	
<b>Administrative Observations</b>	
Champions the development of a restorative culture through modeling, coaching, and visibility.	
Provides opportunities for continued professional development on restorative and trauma sensitive practices.	
A continuum of preventative and responsive systems/practices used throughout the school.	
Restorative practices is embedded in school improvement plans and modeled/reinforced by stakeholders.	
Responsive/Repair circles and re-entry protocols are embedded as restorative discipline procedures.	
Designated team (PSLT/Student Services/ILT) drives site-based implementation efforts. (Not an extra team)	
<b>Student Observations</b>	
Evidence of student voice in creating school values, restorative culture, expectations for all stakeholders.	
Evidence of students utilizing reflection, restorative language, questioning, and tone.	
Active participants in Circle and demonstrate knowledge of the Circle process and/or lead circle.	
Elects to participate in responsive circles to repair harm and conflict.	
Practices mindfulness and self-regulation following classroom/school procedure/protocol.	
Contributes to the inclusive, restorative culture; practices relationship building strategies.	
Readily identifies at least one trusted adult they rely upon for ongoing support within the school.	
Communicates a connection to school and a sense of value to the school community.	