Indicators	1- Struggling Towards a More Restorative School Community	2-Working Towards a More Restorative School Community	3-Approaching a More Restorative School Community	4-Driven by the Principles of a Restorative School Community
Stakeholder Involvement	School site does not have a restorative justice coordinator. **Only educators and some staff** sit on the restorative justice action committee. **Few** faculty and staff have participated in trainings/workshops and continue engaging in learning opportunities on restorative justice implementation. Administrators are **not** actively supporting attempts to grow restorative practices within the school community. **Few** students are included in restorative justice implementation through school-wide programs, including but not limited to peer mediation, justice panel, fairness committee, restorative justice action team etc.	School site has a restorative justice coordinator which also has another title within the building. Representatives from **some** school community stakeholder groups sit on the restorative justice action committee, including but not limited to administrators, teachers, counselors, social workers, staff, students, CBOs, families. **Some** faculty and staff have participated in a variety of trainings/workshops and continue engaging in learning opportunities on restorative justice implementation. Administrators are **somewhat** supportive of restorative approaches and are willing to reflect on ways to move to shift school culture to reflect these principles. **Some** students are included in restorative justice implementation through school-wide programs, including but not limited to peer mediation, justice panel, fairness committee, restorative justice action team etc.	School site **employs at least one** restorative justice coordinator. Representatives from a **variety** of school community stakeholder groups sit on the restorative justice action committee, including but not limited to administrators, teachers, counselors, social workers, staff, students, CBOs, families. **Most** faculty and staff have participated in a variety of trainings/workshops and continue engaging in learning opportunities on restorative justice implementation. Administrators are **mostly** supportive of restorative approaches and intentionally move to shift school culture to reflect these principles. **Most** students are included in restorative justice implementation through school-wide programs, including but not limited to peer mediation, justice panel, fairness committee, restorative justice action team etc.	School site **employs at least one** restorative justice coordinator. Representatives from **all** school community stakeholder groups sit on the restorative justice action committee, including but not limited to administrators, teachers, counselors, social workers, staff, students, CBOs, families. **All** faculty and staff have participated in a variety of trainings/workshops and continue engaging in learning opportunities on restorative justice implementation. Administrators are **fully supportive** of restorative approaches and intentionally move to shift school culture to reflect these principles. **All** students are included in restorative justice implementation through school-wide programs, including but not limited to peer mediation, justice panel, fairness committee, restorative justice action team etc.

Planning for Implementation of Restorative Practices	School site **does not implement** or plan for ways to grow restorative approaches between community stakeholders. **Few** faculty, staff, and administration are **trained or have engaged in some professional development** about **certain aspects** of restorative justice implementation in schools. **Few** stakeholders demonstrate an **understanding** of restorative justice and the school to prison pipeline.	School site **inconsistently** planning for and implementing **some Tier 1 and Tier 2** restorative approaches between **some** community stakeholders. **Some** faculty, staff, and administration **are trained or have engaged in some professional development** about **certain aspects** of restorative justice implementation in schools. **Some** stakeholders demonstrate an **understanding** of restorative justice and the school to prison pipeline.	School site **consistently** planning for and implementing a **variety of Tier 1 and Tier 2** restorative approaches between **most** community stakeholders. A **majority** of faculty, staff, and administration are trained in the **three tiered appraoch** to restorative justice implementation in schools. **Most** stakeholders demonstrate an **understanding** of restorative justice and the school to prison pipeline.	School site **consistently** implements a **variety of Tier 1, Tier 2, and Tier 3** restorative approaches between **all** community stakeholders. **All** faculty, staff, and administration are trained in the **three tiered approach** to restorative justice implementation in schools. **All** stakeholders demonstrate a **deep understanding** of restorative justice and the school to prison pipeline.
Intentionally Inclusive School Community	School site is **not grounded** in core values that guide decision making. School site offers **few** opportunities and supports for community members, including but not limited to clubs, social support networks, sports, arts education and extra-curricular activities. Some educators practice forms of student-centered culturally responsive pedagogy. **Few** classrooms and school spaces intentionally celebrate and include diverse communities. **Few** students and families report feeling welcome and safe within the school building.	School site is **somewhat grounded** in core values that guide decision making. School site offers **some** opportunities and supports for community members, including but not limited to clubs, social support networks, sports, arts education and extra-curricular activities. **Some** educators practice forms of student-centered culturally responsive pedagogy. **Some** classrooms and school spaces intentionally celebrate and include diverse communities. **Some** students and families report feeling welcome and safe within the school building (certain demographic groups feel more welcome than others).	School site is **mostly grounded** in core values that guide decision making. School site offers a **variety** of opportunities and supports for community members, including but not limited to clubs, social support networks, sports, arts education and extra-curricular activities. A **majority** of educators practice forms of student-centered culturally responsive pedagogy. **Most** classrooms and school spaces intentionally celebrate and include diverse communities. A **majority** of students and families report feeling welcome and safe within the school building.	School site is **completely grounded** in community developed core values that guide decision making. School site offers a **variety** of opportunities and supports for community members, including but not limited to clubs, social support networks, sports, arts education and extra-curricular activities. **All** educators **consistently** practice student-centered culturally responsive pedagogy and seek opportunities for students to engage with their community at large and effect change. **All** classrooms and school spaces intentionally celebrate and include diverse communities. **All** students and families report feeling welcome and safe within the school building.

Reduction in Punitive and Zero Tolerance Disciplinary Policies	School site demonstrates **little to no** decline in implementation of punitive and zero tolerance disciplinary policies over the course of five years. School site **rarely** implements alternatives to punitive policies. School site discipline code does not reflect restorative justice principles. School site **rarely** engages in reflection and inquiry into systems that perpetuate student push-out with the goal of revising and implementing a restorative alternative.	School site demonstrates **some** decline in implementation of punitive and zero tolerance disciplinary policies over the course of five years. School site **inconsistently** implements alternatives to punitive policies. School site discipline code **does not** reflect restorative justice principles. School site engages in **infrequent** reflection and inquiry into systems that perpetuate student push-out with the goal of revising and implementing a restorative alternative.	School site demonstrates a **steady** decline in implementation of punitive and zero tolerance disciplinary policies over the course of five years. School site attempts to **consistently** implements alternatives to punitive policies. School site discipline code **partially** reflects restorative justice principles. School site **engages** in reflection and inquiry into systems that perpetuate student push-out with the goal of revising and implementing a restorative alternative.	School site demonstrates **significant** decline in implementation of punitive and zero tolerance disciplinary policies over the course of five years. School site **consistently** implements alternatives to punitive policies. School site discipline code **fully** reflects restorative justice principles. School site **consistently** engages in reflection and inquiry into systems that perpetuate student push-out with the goal of revising and implementing a restorative alternative.
Professional Development	School site **rarely** engages in professional development focused on developing a democratic, anti-racist, inclusive school community, including but not limited to inquiry circles, book clubs, anti-bias trainings, critical pedagogy trainings. Educators and students alike are **unlikely** to engage in politcal education. School site **rarely** explores means of expanding restorative practices.	School site **infrequently** engages in professional development focused on developing a democratic, anti-racist, inclusive school community, including but not limited to inquiry circles, book clubs, anti-bias trainings, critical pedagogy trainings. Educators and students alike **rarely** engage in politcal education. School site **sometimes** explores means of expanding restorative practices.	School site **sometimes** engages in internal and external professional development focused on developing a democratic, anti-racist, inclusive school community, including but not limited to inquiry circles, book clubs, anti-bias trainings, critical pedagogy trainings. Educators and students alike engage in **some** politcal education. School site **explores** means of expanding restorative practices.	School site **frequently** engages in a variety of internal and external professional development focused on developing a democratic, anti-racist, inclusive school community, including but not limited to inquiry circles, book clubs, anti-bias trainings, critical pedagogy trainings. Educators and students alike engage in **frequent** politcal education. School site **consistently** explores means of expanding restorative practices.