

TEACHERS UNITE SCHOOL SITE CLIMATE AND CULTURE RUBRIC **This work is licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/3.0/ or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.**

	Mountain View, CA 94042, USA.				
TEACHERS UNITE					
	1- Struggling Towards a	2-Working Towards a	3-Approaching a More	4-Driven by the Principles	
Indicators	More Restorative School	More Restorative School	Restorative School	of a Restorative School	
indicators	Community	Community	Community	Community	
		School site has a restorative			
		justice coordinator which also has another title within the building.	School site employs at least one		
		Representatives from some	restorative justice coordinator.	School site employs at least one	
		school community stakeholder	Representatives from a variety of	restorative justice coordinator.	
		groups sit on the restorative	school community stakeholder	Representatives from all school	
		justice action committee,	groups sit on the restorative	community stakeholder groups sit	
	Cabaal aita daga wat baya a	including but not limited to	justice action committee, including	on the restorative justice action	
	School site does not have a restorative justice coordinator.	administrators, teachers, counselors, social workers, staff,	but not limited to administrators, teachers, counselors, social	committee, including but not limited to administrators, teachers,	
	Only educators and some staff	students, CBOs, families. Some	workers, staff, students, CBOs,	counselors, social workers, staff,	
	sit on the restorative justice action	faculty and staff have participated	families. Most faculty and staff	students, CBOs, families. All	
	committee. Few faculty and staff	in a variety of trainings/workshops	_	faculty and staff have participated	
	have participated in	and continue engaging in learning		in a variety of trainings/workshops	
	trainings/workshops and continue	opportunities on restorative	engaging in learning opportunities	and continue engaging in learning	
	engaging in learning opportunities	justice implementation.	on restorative justice	opportunities on restorative justice	
	on restorative justice implementation. Administrators	Administrators are somewhat supportive of restorative	implementation. Administrators are mostly supportive of	implementation. Administrators are fully supportive of restorative	
	are not actively supporting	approaches and are willing to	restorative approaches and	approaches and intentionally	
	attempts to grow restorative	reflect on ways to move to shift	intentionally move to shift school	move to shift school culture to	
	practices within the school	school culture to reflect these	culture to reflect these principles.	reflect these principles. All	
	community. Few students are	principles. Some students are	Most students are included in	students are included in	
	included in restorative justice	included in restorative justice	restorative justice implementation	restorative justice implementation	
	implementation through school-	implementation through school-	through school-wide programs,	through school-wide programs,	
	wide programs, including but not limited to peer mediation, justice	wide programs, including but not limited to peer mediation, justice	including but not limited to peer mediation, justice panel, fairness	including but not limited to peer mediation, justice panel, fairness	
	panel, fairness committee,	panel, fairness committee,	committee, restorative justice	committee, restorative justice	
Stakeholder Involvement	restorative justice action team etc.	11	action team etc.	action team etc.	
	Total and Judado donon tourn old.	The state of the s	delicii tadiii oto.	delicii todiii otoi	

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 extracurricular 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	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. School site frequently engages in
Professional Development	School site rarely engages in professional development focused on developing a democratic, antiracist, 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.		a variety of internal and external professional development focused on developing a democratic, antiracist, 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 political education. School site consistently explores means of expanding restorative practices.