Restorative Justice: a yardstick for schools

1. Focuses on Relationships
	1. Does the response go beyond focusing on rule and policy violations
	2. Is there equal concern given to harm experienced by individuals and the community?
2. Give voice to the person(s) harmed (empowerment)
	1. Does the response address the needs of the person harmed and others affected?
	2. Does it allow an opportunity for those who have been harmed to be part of the resolution?
3. Give voice to persons(s) who caused harm (empowerment and connect before you correct)
	1. Has the person who harmed been asked what he/she needs?
	2. Does it allow an opportunity for those who harmed to be part of the resolution?
4. Engage in collaborative problem-solving (getting to yes)
	1. Are the solutions being arrived at collaboratively, meaning that all those affected by the harm are fully involved (this includes the student who caused the harm)?
	2. Given the imbalances that often exist between persons and institutions, have these been recognized, acknowledged, discussed and addressed?
5. Enhance responsibility (relevancy)
	1. Does the response help the person take responsibility for the harm caused vs. focusing on punishment?
	2. Have you supported the person who caused harm to enhance perspective? (affect management and attunement)
6. Empower change and growth
	1. Does the response allow the person who harmed to be involved in the process of repair with a concern toward that individual’s growth and competency?
	2. Has the individual been able to acknowledge harm? If not, what are the adults doing to support that student?
7. Plan for restoration
	1. Does the response allow for the person who harmed as well as the person harmed to be supported and reintegrated back to the community?