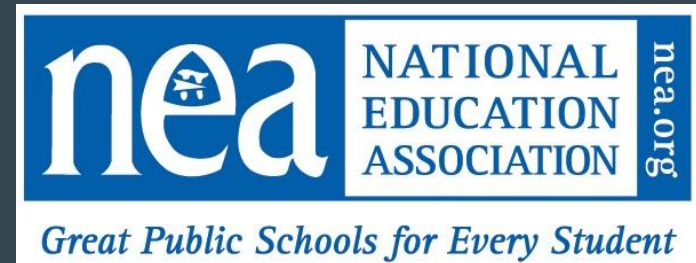
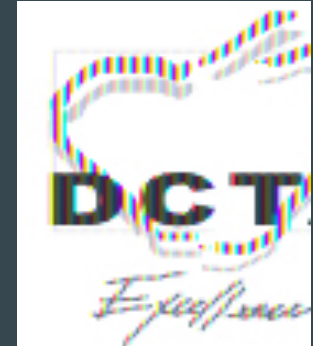
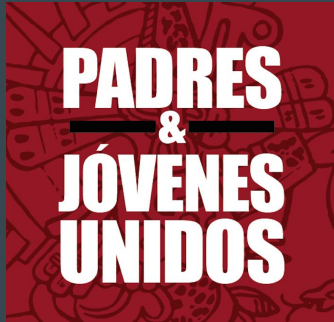


Restorative Justice: Whole School Implementation

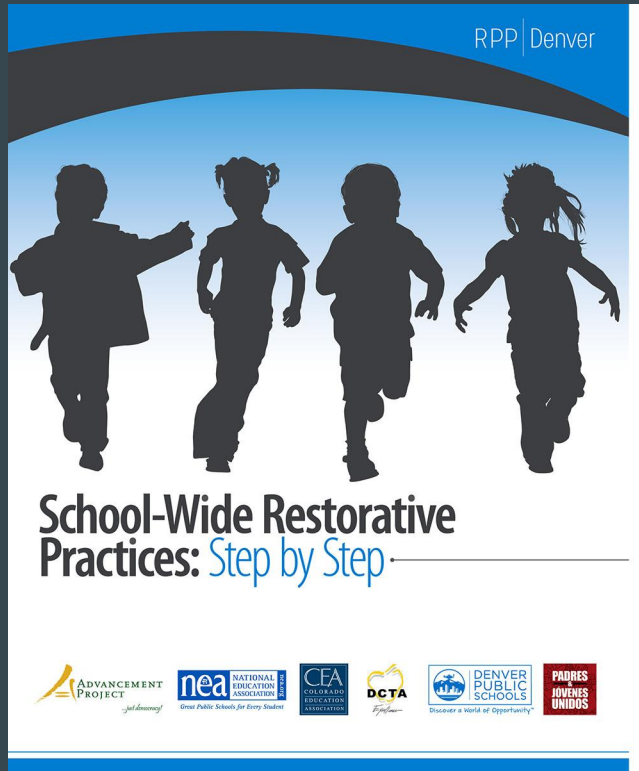
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Staff Buy-In & Ownership
October 19, 2017

Denver School-Based Restorative Practices Partnership



School-Wide Restorative Practices: Step by Step



Addresses the larger systems and structures needed in a school to build and sustain restorative practices

Created by representatives from each of our partners and school-based practitioners from three Denver schools

Staff Buy-In & Ownership

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Learning Community Objectives

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

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

Staff Buy-In & Ownership of Restorative Justice Practices

- Most educators participate in restorative professional development.
- Most educators work to build relationships through the use of circles or other proactive restorative justice practices.
- Most educators engage in restorative dialogue and are willing to take responsibility for their role in interactions with fellow staff, families, and students.
- Most educators maintain a growth mindset that emphasizes improvement over accomplishment and views student and staff member behavior as amenable to change.
- Most educators trust the restorative process to hold individuals accountable for their behavior and to repair community when harm has been caused.
- Most educators understand that, when implemented with a race-conscious lens, the use of restorative justice practices can reduce racial disparities in discipline

How do we get there?

Intentionally by

1. Building skills within educators,
2. Providing educators the time & resources to practice,
3. Promoting educator self-care,
4. Providing educators the time & space to discuss challenges and share ideas, and
5. Highlighting success stories.

Skill-building

See pages 36 & 37 in the implementation guide.

- **Understanding the “why”:** examine disaggregated discipline data, read articles that show the impact of restorative justice practices compared to punitive, strengthen equity focus
- **Proactive Restorative Justice Practices:** Circle keeping, Adding a restorative lens to lesson plans + classroom systems
- **Reactive Restorative Justice Practices:** Restorative Dialogue
- **Complimentary PD:** Implicit Bias, Anti-Racism, Trauma-Informed Care, Social-Emotional Curriculum, Parent-Teacher Home Visit Program, PBIS

Time & Resources to Practice

- Non-evaluative coaching on restorative justice practices (RJ/RP Coordinator!)
- Prompting questions or sentence stems for having constructive conversations
- Schedule time in the classroom when teachers should be building community *throughout the school year*
- Clear systems to refer students, families, and staff to the restorative process when in-class interventions are not successful

Educator Self-Care

- Use restorative justice practices with your staff
- Community building among staff
 - Potlucks
 - Staff competitions
 - Organized events like yoga and hikes
- Staff celebrations and appreciation
- Extra pay!

Time & Space to Discuss Concerns and Share Ideas

- Involve educators in the process of developing school policies and procedures
- Invite teachers to a Behavior Team meeting
- Avenues for feedback for educators
- Noncritical space to troubleshoot concerns (perhaps using protocols)

Highlight Successes

- Celebrate educator and student success stories - a transformed relationship, the development of new skills, a new positive outlook, or just a good day
- Build on existing expertise in your building:
 - Have educators share their best relationship-building strategy in team meetings
 - Have educators observe one another using de-escalation or restorative dialogue

Questions & Answers