

Authentic Engagement of Students & Families



Whole School Restorative Justice Implementation Webinar
February 21, 2018

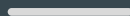
Spectrum of Engagement



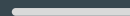
Low



Mid



High



Exceptional

Informing

Students and families are kept informed of restorative justice practices implementation.

Listening

Students and families are encouraged to and given avenues to provide feedback on restorative justice practices implementation.

Including

Students and families are included in the creation and development of structures that support restorative justice practices implementation.

Empowering

Students and families have ownership over restorative justice practices implementation.

Benchmark 1: Common Understanding of Why



Informing

Each year, there is a school-wide or grade-level assembly in which adults tell students what it means to go to a restorative school.



Listening

In their advisement period, students process in circle what it means to be part of a restorative school.



Including

At Back to School night, staff invite students and families sit in circle together to talk about goals for school culture and climate for the upcoming school year.



Empowering

Returning students and families lead Back to School night to share with new students and families what it means to be part of this school community.

Benchmark 2: Foundational Structures



Informing

Students & families are provided a detailed handbook on the supports, policies, and procedures at the school.



Listening

Students & families vote on the school's uniform/dress code policy for the following school year.



Including

Family members are invited to participate in the staff's review of policies and procedures at the end of the school year.



Empowering

Students are tasked with identifying school policies or supports that are currently ineffective and given the power to replace or improve those school policies.

Benchmark 3: Data



Informing

School staff presents discipline data and school climate and culture data to families at a PTA meeting.



Listening

After being presented the data, families provide feedback to the school on how they might improve outcomes for all students.



Including

In their math classes, students analyze school discipline data and look for disparities across highly impacted groups. In their social studies class, students work with the analyzed data to hypothesize root cause and provide suggestions for next steps.



Empowering

Students and families are empowered to create, administer, and present surveys across multiple stakeholders in the school community.

Benchmark 4: Training



Informing

Families are provided the calendar of professional development at the beginning of the year.



Listening

Families are invited to observe professional development around restorative justice practices and provide feedback.



Including

Students create the role-playing scenarios being used in staff professional development. Students can also participate and provide feedback to their educators.



Empowering

Students lead a professional development for staff on strategies to build relationships with students.

Benchmark 5: Restorative Language and Culture



Informing

Teachers send home postcards when students uphold the restorative values in the classroom.



Listening

Families complete school climate surveys every time they are in the building to provide feedback on restorative justice practices implementation.



Including

Students and families are part of the hiring process in order to interview for restorative mindset.



Empowering

Students and families lead gatherings to discuss the impact of race and adult behavior on students. Staff, while welcome to attend as participants, follow the lead of the community.

Benchmark 7: Preventative and Proactive Measures



Informing

Families are invited to school assemblies that celebrate the student body and/or their diverse experiences.



Listening

Students nominate peers and staff members who embody what it means to be restorative for Staff and Student of the Week.



Including

Students and families are invited to gatherings at school to build relationships with one another and the staff.



Empowering

Students and family members are trained in circle-keeping so that they can keep circles in the school building.

Students Engagement: Where Do I Start?

1. Where does your school generally fall on the spectrum of engagement for students?
 - a. What are some of the ways you are currently engaging young people?
 - b. What is one way you can engage students more deeply before the end of this school year?
2. Which students are we engaging?
3. Think of an area of restorative justice practices implementation that your team is currently struggling with the capacity to deliver. How could the engagement of young people help move the needle on this?

Family Engagement: Where do I start?

1. Where does your school generally fall on the spectrum of engagement for families? Why?
 - a. What are some of the ways you are currently engaging families?
 - b. What is one way you can engage families more deeply before the end of this school year?
2. How do we re-engage families that have little faith that the school community has been designed to serve them?
 - a. Communication home
 - b. Communication among staff
3. Think of an area of restorative justice practices implementation that your team is currently struggling with the capacity to deliver. How could the engagement of families help move the needle on this?

Questions & Answers