



Restorative Justice Implementation Roadmap

Presented by LD Central Restorative Justice Teacher Advisers:

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Outcomes



Begin/Continue a restorative justice implementation plan for your school



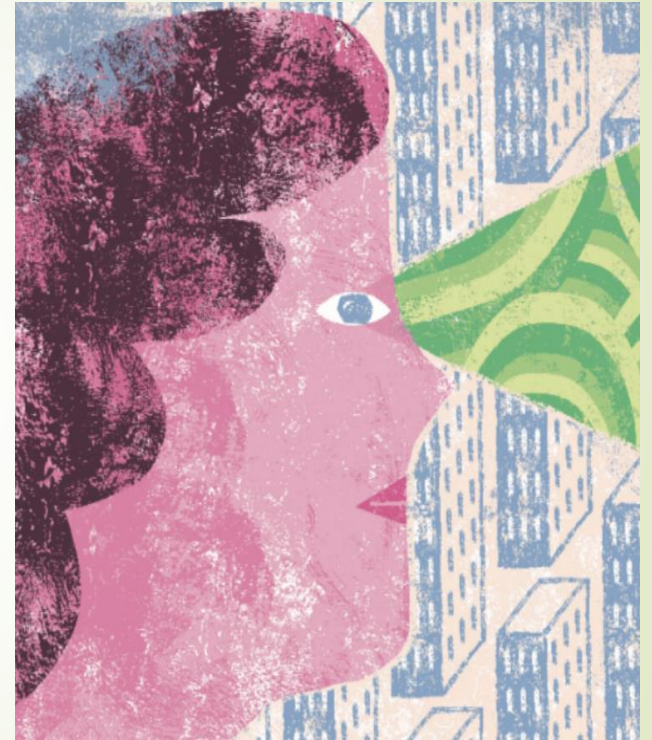
Build community with your colleagues and share best practices




Spend dedicated time with your Restorative Justice Teacher Adviser and determine how they will support

The Restorative Justice School

- Everyone's voice is important
- Professional relationships among staff are developed
- Adults are held accountable to their practice
- The school is clear on what *is* negotiable and what *isn't* in terms of rules
- There is evidence of a strong Tier I of SWPBIS (4:1 ratio, students/staff know expectations)
- Older students are skilled up to help sort minor issues with younger students (supported by adults)

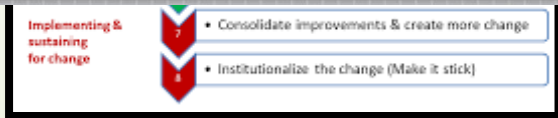
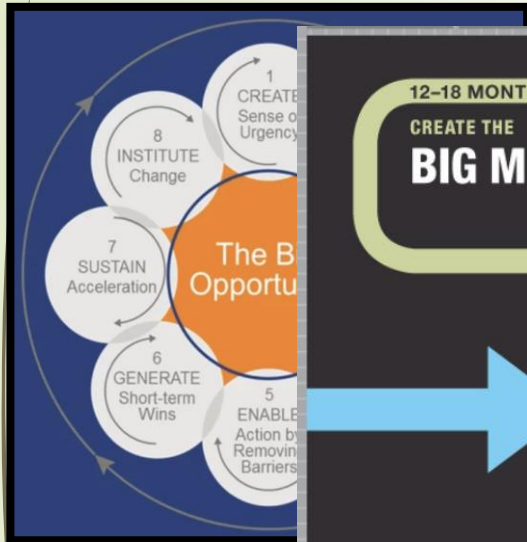





"Culture does not change because we desire to change it. Culture changes when the organization is transformed; the culture reflects the realities of people working together every day."

- Frances Hesselbein (former CEO, Girl Scouts of America)

Many Models for Change....





Wherever you are...know that RJ
is here to stay...

- Step 1: Training
- Step 2: Planning
- Step 3: Implementation
- Step 4: Monitoring
- Step 5: Sustainability and
Capacity Building

RJ Implementation - Guiding Document

Restorative Justice (RJ) Implementation - Guiding Document

RJ Key Feature (page 1)						
	Describe what is currently in place and what needs to be done	List action steps you will take to expand implementation at your school, and resources needed	By When?	By Whom?	Status (Achieved, In Progress, Not Started)	
	In Place Who has been trained and in what?	To be done Who needs to be trained and in what?				
Step 1: Training Who? <input type="checkbox"/> Administration <input type="checkbox"/> Certified/classified staff <input type="checkbox"/> Parents What? <input type="checkbox"/> Community-Building (Tier 2) <input type="checkbox"/> 9 Key RJ Practices <input type="checkbox"/> Harm/Re-Entry (Tier 2/3) <input type="checkbox"/> SEL (Sanford Harmony, 2 nd step, Safe & Civil, etc.)	*Admin (Tier 1 and II) *PSW (Tier II) *Some teachers (Tier I) *Sanford Harmony	*SWPBIS team *Parents (CBC's, Restorative Language, Affective Statements) *Paraprof. (CBC's, Restorative Language, Affective Statements)	*PD conducted by RJ Teacher Adviser (RJTA) *Parent workshops *Website w/ resources	Dec.	RJTA	P
Step 2: Planning <input type="checkbox"/> Monthly SWPBIS Meetings <input type="checkbox"/> LT <input type="checkbox"/> Grade Level Committees <input type="checkbox"/> Admin. Team <input type="checkbox"/> Lead Teachers <input type="checkbox"/> Leadership	*Check-ins *CBC's (limited # of teachers) *Restorative language	*CBC training (all teachers and selected student leaders) *Monthly SWPBIS meetings	*Check-ins at all faculty/staff meetings *SWPBIS updates on monthly agendas *SWPBIS assemblies and activities (monthly)	Dec.	Staff	P
Step 3: Implementation (school-wide) <input type="checkbox"/> Signage <input type="checkbox"/> Behav. Assemblies <input type="checkbox"/> PA announcements <input type="checkbox"/> PDs, faculty mtgs. <input type="checkbox"/> Recognition prog. Classroom <input type="checkbox"/> Behav. Expectations <input type="checkbox"/> Circles/Check-Ins <input type="checkbox"/> Student leaders <input type="checkbox"/> RJ/SEL posters	*Behavior expectations posted in all common areas and classrooms. *Some teachers are doing check-ins and CBC's	*Monthly behavior assemblies *Positive reinforcement system in place *Train students to lead circles	*Continuous implementation of RJ practices at the school site *Continuous training of all stakeholders (annually) *Continuous SWPBIS meetings (monthly)	Jan.	*Admin *Teachers *Faculty	P

RJ Key Feature (page 2)						
	Describe what is currently in place and what needs to be done	Strategies to expand implementation at your school/resources needed	By When?	By Whom?	Status (Achieved, In Progress, Not Started)	
	In Place	To be done				
Step 4: Monitoring <input type="checkbox"/> ROI <input type="checkbox"/> Agendas (SWPBIS, faculty, and other teams) <input type="checkbox"/> Observations <input type="checkbox"/> Data analysis and accessibility	Nothing	*Addition of SWPBIS on all faculty/staff agendas *MISIS referral analysis	*Monthly SWPBIS meetings *Admin to observe for RJ practices (classroom and school-wide)	Nov.	Admin.	N
Step 5: Sustainability & Capacity Building <input type="checkbox"/> Ongoing trainings <input type="checkbox"/> Student leaders <input type="checkbox"/> Lead teachers <input type="checkbox"/> SEL/RJ Committee <input type="checkbox"/> SWPBIS <input type="checkbox"/> Established school-wide expectations	*Some teachers are conducting circles and check-ins	*Monitoring of check-ins and CBC's *Training of all staff in restorative justice practices *Support by RJTA	*Continuous monitoring of RJ practices *Behavior assemblies *Alignment of school goals and RJ implementation *Check-ins at faculty/staff meetings *Faculty circles conducted bi-annually *Training of student leaders to conduct circles *Form an RJ/SEL committee	May	*Admin *Teachers *Faculty	P
Notes	*Reach out to RJTA to calendar professional development trainings (staff and parents) *Determine how often community circles will happen in classrooms and communicate expectations to staff (posted in weekly bulletin)					

Step 1: Training

➤ What?

- ❖ Administrators /school-site teams have been trained in Tier I and Tier II

- ❖ Tier I

- ❖ Intro to Restorative Justice

- ❖ Empathy and Team Building

- ❖ Defusing Disruptive Behavior

- ❖ Tier II

- ❖ Repairing the Harm/Re-Entry

➤ Who?

- ❖ Train all stakeholders

- ❖ New staff



Step 2: Planning

When and who?

- Restorative Justice Practices should be conducted regularly in the classroom, faculty meetings, and schoolwide
- All stakeholders should have continuous training
 - ❖ PD refreshers are highly recommended annually (new staff and reinvigorate existing staff)
 - ❖ Cohort 5 schools will receive Tier II (Repairing the Harm) by this fall, 2019.
- Monthly School-Wide Positive Behavior Intervention & Support (SWPBIS meetings)
 - ❖ Parents
 - ❖ Student Leadership

Step 3: Implementation (school-wide)

When and who?

- Restorative Justice Practices should be conducted regularly in the classroom, faculty meetings, and schoolwide
- All stakeholders should have continuous training
 - ❖ PD refreshers are highly recommended annually (new staff and reinvigorate existing staff)
 - ❖ Cohort 5 schools will receive Tier II (Repairing the Harm) by this fall, 2019.
- Monthly School-Wide Positive Behavior Intervention & Support (SWPBIS meetings)
 - ❖ Parents
 - ❖ Student Leadership
- Training student leaders
- Signage posted throughout the school
- Behavior assemblies and PA announcements

Step 4: Monitoring

- ROI/SWPBIS
- Agendas
- Instructional Leadership Team/PD Calendar
- School has a system to review preferred implementation of restorative practice outcomes
 - ❖ Continuum of practice that can be adapted to all situations
 - ❖ Alignment of philosophy, policy, and practice
- Attention is paid to follow-up, data collection and analysis
 - ❖ Data chats
- Difficult moments are opportunities
 - ❖ Clear dialogue among all stakeholders
 - ❖ Adults held accountable to their practice



Step 5: Sustainability and Capacity Building

- ▶ Restorative Justice practices are fully infused in already existing structures
- ▶ School has provided **at least one supplemental professional development training of Restorative Justice practices**

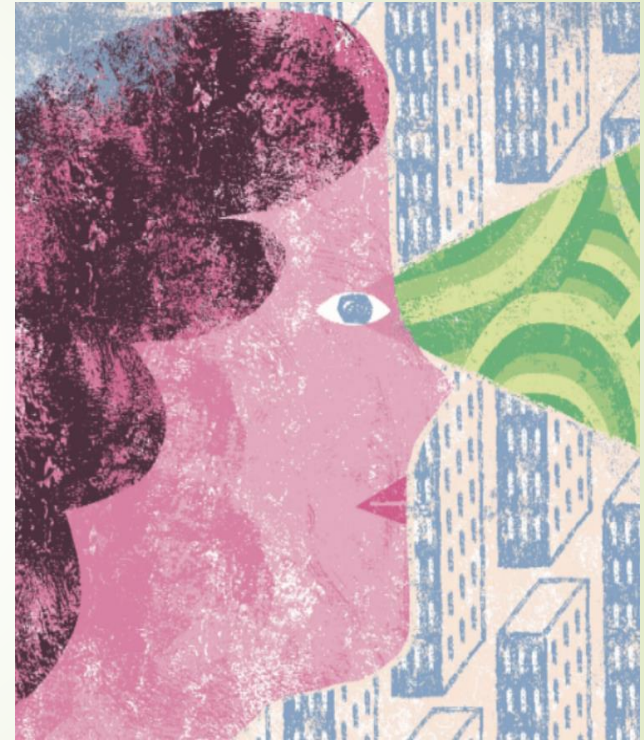
Systems of Support for:

- ❖ 9 Key RJ Practices, Community Building Circles, Repairing Harm/Re-entry Circles
- ▶ School Discipline Plan is fully aligned with Restorative Justice practices



What RJ Sustainability Looks and Feels Like

- Everyone's voice is important
- Professional relationships among staff are developed
- Adults are held accountable to their practice
- The school is clear on what *is* negotiable and what *isn't* in terms of rules
- There is evidence of a strong Tier I of SWPBIS (4:1 ratio, students/staff know expectations)
- Older students are skilled up to help sort minor issues with younger students (supported by adults)



Next Steps...

- Complete your Restorative Justice Implementation Guiding Document
- Share with stakeholders
- Determine PD/Faculty meeting date(s)
- Meet with the SWPBIS committee to continue monitoring the plan
- Remain in contact with your Restorative Justice Teacher Adviser to continue support with implementation



Contact Information

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**Share out
and/or
Questions**





Evaluations

