**Restorative Practices: NEXT STEPS**

* Introducing the concept to the whole school – via an assembly and on-going, short workshops to pique the interest of the school community, etc.
* A Needs Assessment should be done and a discussion about what outcomes the schools stakeholders are looking for in terms of culture and climate (as it relates to restorative practices).
* There should a core group of people trained in restorative practices (strategic people – teachers, parents, administrators, student council, etc.).
* Decisions that are made should be steeped in data. There should be a concerted effort to collect data on the culture and climate of the school as well as the disciplinary practices of the school.
* There should be a town hall of sorts to help establish the foundation for what it means for the school to be safe and welcoming (focusing in on restorative practices).
* There should be continuous professional development on restorative practices that is worked into every aspect (staff meetings, grade level meetings, assemblies, etc.) of the school.
* A clearly defined system of support should be established - one where there are communities of learners that meet regularly to learn from one another and continue to grow and deepen the work of restorative practices.
* There should be points throughout the process where progress is being checked and adjustments are being made accordingly to hone in on what is to be a school the practices restoration and punishment.
* There has to be continuous community building and on-going and consistent progress checks to determine if the school community is on track towards achieving preferred/stated outcomes – leading to a realignment of school policy with the new practice (restorative practices).

Step 1:

**Restorative Practices Professional Development and Laying the Ground Work**

Have an introduction/a presentation on restorative practices (RP) to the entire school and school community.

Ask for people to be part of the RP implementation and support team.

Have that team of people trained intensively on RP.

Determine the need of the school as whole, in terms of RP implementation.

Discuss preferred outcomes of the whole school, in terms of RP implementation.

Collect and analyze the school climate and exclusionary practices (baseline data).

Step 2:

**Systems of Support**

Plan RP professional development (PD) workshops for the implementation and support team. Those may look different in terms of length and content. I recommend three, 3-hour workshops covering the following: A framework for RP in a school setting; talking circles and circle keeping sequence; and, restorative conversations.

I also highly recommend that there be a training for staff, student, and students’ families. It can mirror the training for the implementation and support team, with a few tweaks. By the way, the training should be done together. Note: A group of 15-20 is great (Maybe 5 staff, 5 students and 5 parents/guardians).

Appraise the talking circles and circle keeping sequence in order to create a groundwork for a climate that is restorative in nature. Also, begin to schedule the RP PDs.

Cultivate systems of support for ongoing RP PD as well as addressing problem solving, genuine dialogue and overall support.

Examine the school community outcomes and plan/design tools for continuous checks on the progress of the work.

Step 3:

**Progress Checks for Stated Outcomes**

Getting the whole school onboard is instrumental in truly altering the culture and climate of the school. To that end, below are some recommended actions:

Note that this is not a linear process, necessarily.

The school community partakes in RP PD accompanied with approaches that get at how to implement the strategies.

The RP team facilitates the PD on talking circles and circle keeping sequence and restorative conversations.

Carry out the training on RP for the staff, students, and parents as an inclusive process.

There should be an inventory of RP-like practices that are already happening at the school and there should be a thoughtful method for thinking about structures/spaces/practices that already exist in the school that will allow RP to live and grow.

There ought to be an examination (that is continuous) of RP concepts and the complications with implementation of RP. There should be an unswerving dedication to regular community building activities and celebrations.

The implementation process as well as the stated outcomes must be checked and followed with fidelity – strategic check-in points must be established prior.

Step 4:

**Sustainability**

Unremitting community building/strengthening and RP PD to all stakeholders (esp., ones that have not been exposed to it). On-going and regular progress checks to ascertain if the school is on track towards achieving the desired/preferred/stated outcomes.

Repositioning of the school’s stance on discipline with that of the new practice.