



### **Administrative Buy In & Commitment**

- Research Restorative Practices in the context of the school community
- Training in Restorative Practices
- Promote, support and delegate roll out of Restorative Practices
- Convene Restorative Discipline Team to collaboratively create a plan for your school
- Allocate appropriate resources, including professional development

### **Community Building Circles that Incorporate Social and Emotional Learning**

- Train staff in Circle keeping practice and social and emotional skill building
- Build time into the schedule for weekly Circles with staff and/or students
- Find appropriate space(s) to conduct Circles
- Make Circles curriculum materials available
- Convene Circles with staff and/or students when issues arise that impact the community
- Facilitate difficult conversations around equity issues in school

### **Restorative Discipline Team**

- Research Restorative Practices in the context of the school community
- Training in Community Building Circles, Social and Emotional Learning, Restorative Interventions, etc.
- Regular meetings for: visioning; goal setting; prioritizing short/long term goals; ongoing evaluation; problem solving; design of school tailored discipline plan; & keeping abreast of developments in the field.
- Ongoing communication with stakeholders beyond the Restorative Discipline Team

### **Create Restorative Discipline Plan for Your School**

- Create and communicate clear expectations for behavior
- Review NYC DOE Discipline Code with a special focus on Restorative Practices
- Assess and review Disciplinary Interventions currently used at the school
- Create school discipline plan aligned with Restorative Practices

### **Develop & Strengthen Professional Learning Community through PO and coaching**

- Train and coach staff in social and emotional learning skills and RP in the classroom and beyond
- Develop common language
- Reflection on mistakes & opportunities for growth
- Model social and emotional skills and Restorative Practices at all levels of interaction in the community
- Train and support teachers and staff on issues around race, gender and equity

### **Appoint/Hire Restorative Practices Coordinators (RPCs)**

- Appoint and train RPCs in Restorative Interventions when harm has been done
- Involve RPCs in responding to conflict and incidents of harm-doing
- Involve RPCs in planning and facilitating support circles .
- Develop lines of communication between RCPs and other school staff

### **Restorative Interventions (RI) throughout the school day**

- Educate staff about Restorative Interventions like negotiation, restorative conversations, restorative circles, restorative conferences, (peer) mediation, fairness panels, etc.
- Identify staff who will facilitate interventions when more serious conflict arises or when harm has been done
- Train staff in pieces relevant to their role(s) in school
- Allocate appropriate space and time for restorative interventions
- Develop lines of communication about RIs and possible follow up

### **Interventions with Students Who Need Extra Help**

- Provide additional S.E.I. support
- Plan and facilitate re-entry circles for students who have been absent due to suspension or incarceration
- Develop (peer) mentoring program

### **Leadership Opportunities for Students**

- Training in restorative mindset
- Training in **S.E.L** and in circle keeping practice, peer mediation, peer mentoring, or other RP supports
- Training around gender, race and equity issues
- Involvement in circle keeping, restorative interventions, welcoming new students and families into the school community using RP, etc.

### **School Community Stake Holder Buy In**

- Develop common language
- Model Restorative Practices at all levels of interaction in the community
- Informational sessions (for security staff, lunch room staff, paras, aides, parents and others in the school-community) to promote understanding and buy in
- Training of community stake holders to become RP leaders in the school