

## 1. Gain Commitment:

### Establish administrative support and introduce Restorative Practices core components to all staff.

- Meet with administrators (and/or school leadership teams) and identify supporters/potential supporters. In order for school-wide Restorative Practices to be implemented and sustained, school leadership must support and participate in the effort.
- Establish and share baseline data from CPS [Dashboard/IMPACT Verify](#) (discipline data), [My Voice My School](#) surveys, and/or [School Climate Self-Assessment](#). This data can also help “make the case” for Restorative Practices and school climate development.
- Present an overview of Restorative Practices for the school community and/or key stakeholders. Schools may ask for feedback from the community and/or ask staff to take a vote on whether they would like to adopt Restorative Practices.

## 2. Create Ownership:

### Identify School Climate Team and Restorative Practices Leaders.

This step may come before or after establishing administrative support and introducing Restorative Practices philosophy to staff.

- **ESTABLISH A TEAM:** With all school-wide approaches, implementing Restorative Practices and improving the climate of your school building requires a team that is invested in creating systemic change. A School Climate Team—which may also be known at your school as a Tier 1 MTSS Team, PBIS Team, Foundations Team, or a part of your Instructional Leadership Team—should meet regularly to drive the implementation of Restorative Practices. [This team](#) should reflect the organizational makeup of the school community and include: a principal or assistant principal, dean/disciplinarian or staff who are responsible for disciplinary decision-making at the school, teachers representing all grade bands and subject areas, non-teaching staff such as clerks or security, and family/community/student voice. For additional information on establishing a School Climate Team, see the [School Climate Workbook](#) or attend Fundamentals of School Climate training (search [Learning Hub](#) for “OSEL Fundamentals”).
- **IDENTIFY RESTORATIVE PRACTICES CHAMPIONS:** Your school may choose to identify 1-2 members of

this team who will serve as your school’s Restorative Practices Lead(s). This person will be responsible for training other staff and serving as a champion of Restorative Practices throughout the building. The Restorative Practice Lead(s) may serve any position at the school (i.e. dean, teacher, security officer, etc.) but should be well-respected and have the capacity to lead change. The RP Lead should also have time freed up to engage in Restorative Practices with both staff and students (for example, leading Talking Circles), as well as attend ongoing professional development and professional learning communities. Contact your Network SEL Specialist for more information regarding the district-wide training available for Restorative Practice Leads at schools. If your school has an external Restorative Practices coach, your RP Lead and coach should work together and plan regular check-ins with the Climate Team to coordinate efforts. For more information about restorative practice coaches, contact your Network SEL Specialist.

## 3. Create Buy-In:

### Develop a shared vision and support staff in developing their practice.

#### **DEVELOP A SHARED VISION AND AGREEMENTS**

**AROUND A RESTORATIVE SCHOOL CLIMATE:** The school Climate Team should lead development of a shared vision and shared agreements amongst all staff. A shared vision is intended to provide staff with a sense of collective responsibility and unity around developing a restorative school climate. A shared vision should articulate the community’s shared values, direct all restorative practice and climate improvement efforts, including school policies and procedures, and provide motivation and direction to both new and veteran staff.

- In order to “live” your shared vision as a staff, it will be important to decide exactly what your shared vision looks like in action. To accomplish this goal, develop a set of shared agreements among staff and students. These agreements should establish how all members of the school community agree to interact with each other, work together, and resolve conflict. These agreements also help to build shared values and a larger sense of community among staff and students.
- Once developed, the school vision and agreements should be posted throughout the school environment and in communications with staff, students and families. The vision and agreements should be explicitly taught and reinforced throughout the school year.

- Provide ongoing professional development to all staff in Restorative Practices. After receiving an initial overview of what Restorative Practices are, staff need to engage in ongoing professional development to develop Restorative Mindsets and skills. All staff, including the school principal, should attend introductory Restorative Practices training on the core components. In-depth introductory is available district-wide (Learning Hub search code: “OSEL Restorative Practices 101”), or schools can request an Overview of Restorative Practices training at your school. In addition, ensure that staff have time to reflect on and discuss Restorative Practices implementation at staff meetings or professional development days. Use training materials, case studies, and school-level data to guide these discussions. It’s also helpful to embed Restorative Practices into staff meetings, such as holding staff circles to plan or to discuss school issues.

#### ***4. Develop Systems as Practices:***

**Identify preventative Restorative Practices that all staff can use to build community, and establish a restorative discipline system.**

**ESTABLISH PREVENTATIVE RESTORATIVE**

**PRACTICES:** Before identifying a menu of restorative disciplinary responses, it is important that schools establish practices to build relationships and community. Restorative disciplinary practices cannot “restore” a community when the community was not built in the first place. To foster a restorative culture:

- Integrate Restorative Mindsets and Practices into all aspects of daily school life. Create clear shared agreements that all members of the school community agree to uphold, and hold Talking Circles that allow students and staff to build relationships, share their joys and concerns, and solve problems together. See [Restorative Practices in the Classroom](#) for guidance.
- Create visual reminders of Restorative Practices throughout the school building: in posters, bulletin boards, lanyards, and written communications with staff, students, and families. These reminders should explicitly reference the values of the school community, such as positive relationships and respect.
- Train and encourage all staff and students to use restorative language (“I” statements, empathetic listening) to express their feelings and reflect on other’s feelings.

Establish a restorative discipline system: Develop a clear discipline system that provides opportunities to address root causes, repair harm, and allow students to take ownership over their behaviors. This discipline system should follow the CPS [Student Code of Conduct](#) and [Guidelines for Effective Discipline](#).

- Train all staff in using restorative language and Restorative Conversations to de-escalate behavior incidents, promote reflection, and prevent disciplinary referrals.
- Identify a menu of instructive, corrective, and Restorative disciplinary interventions and staff who can deliver these interventions. These interventions may include [Restorative Conversations](#), [Peace Circles](#), [Peer Conference](#), and/or Alternatives to Suspension. Register for trainings for each of these interventions on the Learning Hub by searching “OSEL.”
- Develop written protocols for disciplinary procedures and Restorative Practices, including a clear referral process, procedures for assigning students to restorative interventions, schedules for restorative circles and/or peer conferences, and procedures for tracking and following up on agreements.
- Identify a process for communicating outcomes back to staff who refer students for restorative interventions, and re-integrating students who are removed from the classroom or school community.
- Establish procedures for staff, students, or families to request Restorative Practices.

#### ***5. Continuously Improve:***

**Track and monitor data to reflect and improve practice**

Creating a restorative school culture takes time, and successful implementation often requires a three to five year process. Collecting and monitoring implementation and outcome data is a necessary part of successfully implementing and sustaining Restorative Practices.

Because successful implementation of Restorative Practices in schools affects many aspects of school culture and student discipline, tracking progress requires school teams to carefully collect and monitor both quantitative and qualitative data sources. Collecting and monitoring the following data sources using the [MTSS Problem Solving Process](#) can help schools continuously improve their Restorative Practices implementation:

- **RESTORATIVE PRACTICES IMPLEMENTATION:** The school climate team or an outside observer assesses the fidelity of implementation of Restorative Practices through the CPS [Restorative Practices Implementation Rubric](#).
- **SCHOOL CLIMATE DATA:** The school climate team completes and develops prioritized action items through the [School Climate Self-Assessment](#) twice yearly, analyzes [My Voice My School \(5 Essentials\)](#) yearly, and regularly conducts informal surveys of staff, students, and families.
- **DISCIPLINE DATA:** All office disciplinary referrals and responses taken, including restorative interventions and punitive actions, are entered into [IMPACT Verify](#) and monitored at every team meeting via [Dashboard](#).
- **TRAINING DATA:** The school keeps a calendar of school-based professional development on Restorative Practices, a folder of the agendas and materials for professional development, and a list of staff trained in each type of Restorative Practices process.
- **RESTORATIVE INTERVENTIONS HELD AND AGREEMENTS MADE AND KEPT:** The school has a system for tracking and following up on agreements made by participants during Restorative interventions. The school has developed a data collection process for Restorative Practices that are not tied to SCC infractions. Schools that use Student Logger may choose to use it for this purpose.
- **OBSERVATION AND SURVEY DATA:** Both formal and informal observations and [survey data](#) can capture how students, staff, and families feel about the school climate and culture, safety, and relationships.

