



Implementing Restorative Practices

1. Keys to Success

- a. Make it universal. Present it in a way that allows everyone to relate to it (ex. underlying values) and so that everyone can find their own place in the framework.
- b. Be inclusive and non-coercive. “Your concerns and differences of perspective are welcome, necessary, and helpful.”
- c. Let it be authentic to every member of the community. Your own way, your class, your needs. In class, start small and be consistent.
- d. It’s an organic process that requires improvisation and being responsive to changing circumstances and needs as they unfold.
- e. Allow time for the practices. If you do the practices, the shift in the classroom and community will happen. As everyone gets to know each other more, the process deepens on its own.
- f. Be role models, magnets in the community for change.
- g. Allow for shared ownership and wide participation in vision articulation and communication. Avoid the top down habit.
- h. Allow time for things to unfold, and be PATIENT.

2. Major Considerations

- a. Who is included? Who needs further training?
- b. Where can you integrate the practices?
- c. Do you have a system for referrals? How do you connect different people in order to assure that their needs are met?
- d. How are those who are trained being utilized? Are you defaulting to one person because they are the most comfortable? Give everyone a chance to make it their own.
- e. Are you sharing information broadly? What is the flow of information? Where are there blockages?
- f. When shifting from punitive to restorative model, first stage is to make adjustments. When there is more understanding and experience, then you can make policy changes.
 - i. Important to manage expectations of discipline practices. When changes are made, students, teachers, administration, staff, and parents all need to be informed.