



THE INSTITUTE *for* RESTORATIVE JUSTICE *and* RESTORATIVE DIALOGUE

Becoming a Restorative Discipline Coordinator

“To fundamentally change the culture of a school, it takes a concerted effort over 3-5 years and a Restorative Discipline Coordinator to ensure that a school-wide initiative is sustainable”

Restorative Discipline (RD) is a whole school relational approach to building school climate that fosters belonging over exclusion, social engagement over control and meaningful accountability over punishment.

But best practices call for more than just an enthusiastic administrator or a good teacher training. Critical to successful school implementation is an on-site Restorative Discipline Coordinator who serves in a multi-faceted, multi-disciplinary, and highly creative role insuring both adherence to the principles of Restorative Discipline as well as crafting the fluid and flexible model that works best for that particular campus.

This didactic and experiential five-day workshop delineates the scope of the RD coordinator role in fostering a successful whole school model. Participants will be equipped with the tools to not only implement and sustain a restorative discipline approach but to actually change the climate of a school campus. Restorative Discipline recognizes relationships as being at the heart of the educational experience in order to build healthy school communities, support students and teachers, and address discipline issues. Central to the training experience will be a focus on thinking and working contextually rather than following a pre-set model.

This workshop will address these core areas.

Implementing a Whole School Approach

- Understanding and embracing RD principles.
- Working with administrators to create an implementation plan for the school.
- Working with teachers and staff to ready them for implementation
- Developing a Leadership Response Team.
- Integrating RD with PBIS, SEL and other behavior management approaches.
- Implementing RD at different school levels based on developmental theory.
- Conducting teacher and staff training including managing typical reactions to the change process.

Engaging in Restorative Practices

- Recognizing the continuum of restorative practices using the 3-Tier Model of Behavior Support.
- Practicing multiple RD applications including circles, family group conferencing, victim offender mediation, and restorative chats in both elementary and secondary school settings.
- Applying RD for non-disciplinary community building.
- Formulating and monitoring meaningful agreements to assure accountability.
- Learning to think restoratively about school issues and interactions with students and staff.

Contextualizing the Model and Tailoring RD to an Individual School

- Developing peer student leadership
- Rooting RD in the surrounding community.
- Involving parents, influential adults, and community leaders.
- Integrating existing school and community programs to buttress RD.
- Utilizing data collection to identify trends and modify RD application
- Becoming adept at recognizing key influences including levels of personal trauma, impact of disproportionality on equitable responses to student behavior, the impact of bullying on student relationships, and cultural gaps between students and teachers.