

A PROCESS EVALUATION OF SCHOOL-BASED RESTORATIVE PRACTICES IMPLEMENTATION



WHAT DID WE DO?



What we learned will inform our work at the two schools and other schools seeking to implement restorative practices.

GCC interviewed 20 staff at Clarke Middle and Whit Davis Elementary schools to get staff perspectives on RP implementation.



WHAT DID WE LEARN?



Leadership

School Leadership and Restorative Culture Leadership Teams set the tone for restorative culture, by modeling the behavior they want to see, identifying practices and spaces to be transformed, and hiring for a restorative mindset.

Staffing

Hiring a Restorative Coordinator with a dedicated focus on RP, and the extensive training of a Restorative Culture Leadership Team helped both schools transition from piecemeal trainings to sustained school-wide implementation.



Transforming punitive practices and spaces

Explicit incorporation of restorative interventions into the progressive discipline system for all levels of misbehavior and creating supportive, trauma-informed physical spaces allowed staff to get at the roots of conflict and behavior challenges.



WHAT'S NEXT?

Deepen equity work

Restorative Practices create space for conversations on race, but they don't substitute for dedicated work on racial bias and racial healing.

Improve metrics

Measuring progress toward restorative culture requires new indicators beyond simply suspensions and referrals.

Step up support to teachers

Greater coordination between RP and Behavior Intervention, particularly when Tiers 2 and 3 support are needed, as well as easily accessible restorative supports and spaces for teachers.

Bring in the community

Caregivers and community members can support real changes in culture and behavior, especially when involved in restorative interventions.

Read the full report at
<https://www.gaconflict.org/resources>