KIPCOR Values of Restorative Justice Implementation

Restorative Justice is a set of values and principles – it is not a program. Therefore every application and implementation will look different because each community, each school is unique. This guide therefore seeks to focus on guidelines and principles which can point schools in a direction for success. **Measures for success and fidelity in implementation, and answers for "is this restorative?" ultimately rest on the criteria of the foundational values.**

Foundational Restorative Values

Inclusion

Those who are most impacted lead

Accountability through relationship

Justice as healing and repair

Voluntary participation

Shared responsibility

Respect

Core Assumptions

Our work at KIPCOR is shaped by our underlying assumptions about the implementation of restorative justice practices in schools. To make our approach more transparent, below are some of our core assumptions which help describe why we do what we do, how we train, and how we coach.

- ❖ While there are many excellent guides, scripts, and frameworks, restorative justice approaches are best learned and refined through ***practice*** and a commitment to ***core values*** – not to any particular 'script' or programmatic rubric.

- ❖ We believe that significant positive impact can occur with ***just one*** person choosing a restorative approach, in ***just one*** setting (classroom, office, etc). However, the ***most significant*** impacts are achieved through <u>whole-school implementation</u>.

- ❖ Restorative approaches are successful and sustainable not only when they are conducted restoratively, but when the *implementation efforts* are in alignment with restorative values.

- ❖ Sustainable, successful restorative approaches are equally valued and used *among adults* as students.

- ❖ Commitment to restorative approaches includes a recognition of the harm of structural oppressions, and dedicated efforts to challenging and correcting those oppressions.

- ❖ Successful and sustainable restorative practice initiatives will integrate reflective practice, data collection, and evaluation and fidelity monitoring to guide and refine efforts.
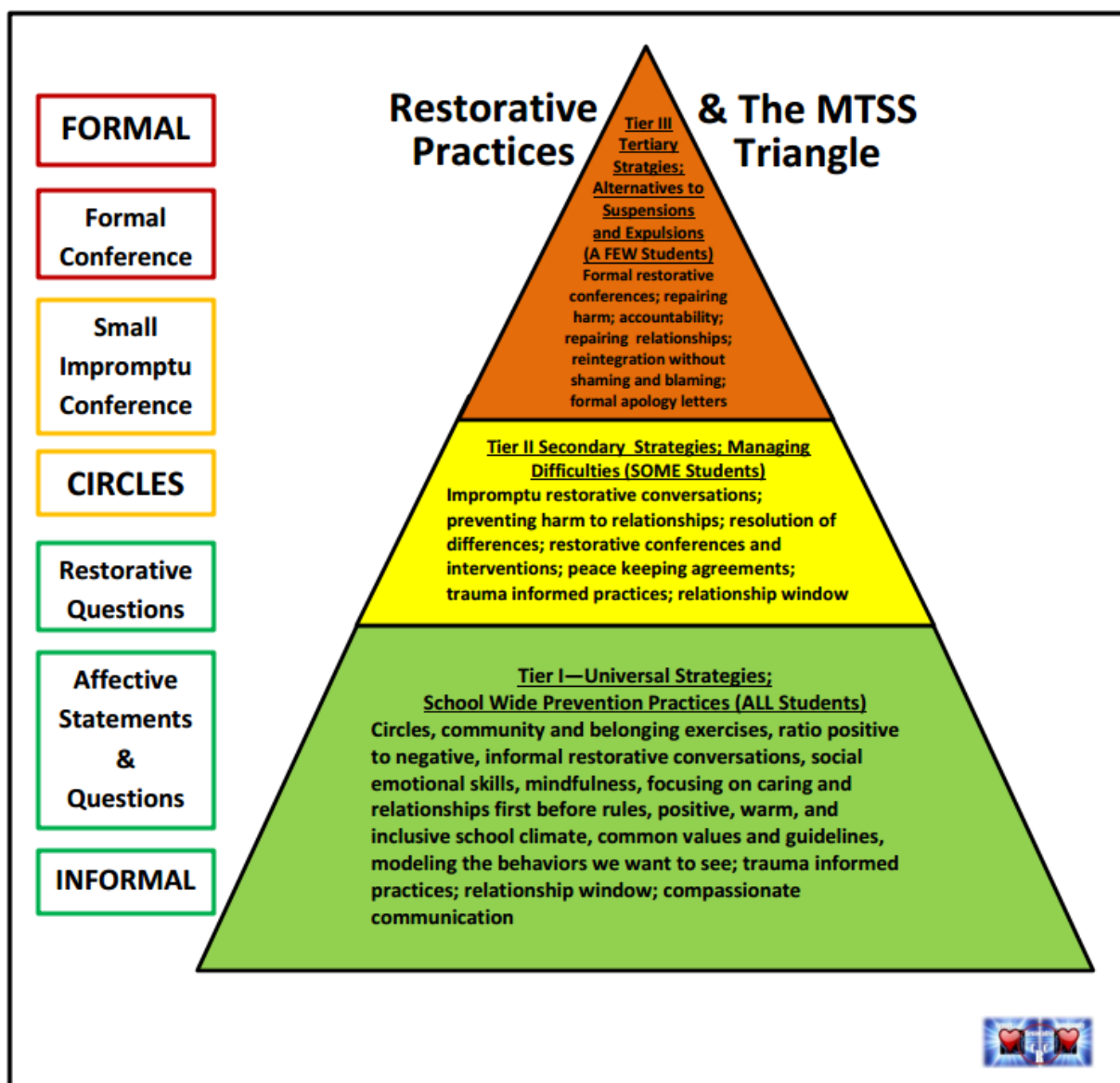
Restorative Practices in Schools

Tier Goals

Tier 1: **Build Relationships.** Immerse the whole school in restorative community building to create a caring culture where every member can thrive.

Tier 2: **Respond to Conflict and Harm**. Provide restorative practices to heal harm, resolve conflicts, and create learning opportunities.

Tier 3: **Provide Individualized Support**. Welcome integrate, and support youth in joining the school community after a sustained absence, or if they need an individualized circle of support.

Restorative Practices and MTSS Triangle: Janet Fox Petersen and Rob Simon. Adapted from John Kidde & Rita Alfred, Alameda County Health Services Coalition, 2011 & Ted Wachtel, International Institute of Restorative Practices,2012.
Tier Goals: "OUSD Response to Intervention Model" in Oakland USD Restorative Justice Implementation Guide: A Whole School Approach, .p 12.