

# Community & Stakeholder Collaboration

## How Can I Connect With Others?

When implementing restorative practices, the involvement of multiple stakeholders can amplify success and help to sustain a restorative mindset. Look to engage the following stakeholders as you transform the culture of your school.

### The School District

**PEOPLE:** the superintendent, school board, and district employees responsible for professional development, mental health services, social-emotional supports, discipline, truancy and school transfers

**VALUE:** increased funding for restorative practices, increased professional development opportunities, increased mental health supports, potential to spread restorative practices district-wide, reformed district discipline policies; improved culture and climate

### Students & Families

**PEOPLE:** parent teacher organizations, family volunteers, student organizations, especially those tied to populations affected most by disparities and the school-to-prison pipeline

**VALUE:** strengthen restorative culture by inviting students and families to play a strong role in implementation, use student and family voice to hold the school accountable to implementation

### Educator Unions

**PEOPLE:** building representatives, union employees or elected officials

**VALUE:** key strategy for onboarding educators and engaging them in building restorative culture, increased awareness of staff buy-in and concerns



## Community Advocacy Organizations

**PEOPLE:** grassroots organizations that advocate for racial and social justice, community organizations that support youth, organizations that work with students and families under court-mandate

**VALUE:** strengthen voices of students and families so that they can be effectively engaged, build sustainability and accountability, build bridges between schools and families

## Law Enforcement & The Courts

**PEOPLE:** school police officers, municipal police departments, local prosecutors, public defender's offices, local judges

**VALUE:** reducing the number of students funneled into the school-to-prison pipeline by creating boundaries between the criminal justice system and the schools, more meaningful interventions and positive case outcomes

## Local Universities

**PEOPLE:** student activists or interns, professors in the fields of law, social work, education, criminal psychology/justice, and ethnic studies

**VALUE:** increased opportunities for research, increased capacity through student internships, increased opportunity to identify allies