

Restorative DC/SchoolTalk Whole School Implementation School Profiles SY2018-19

DC Scholars ES – PCS – Year 1**Address:** 5601 E. Capitol St. SE Washington, DC 20019**Principal:** Jessica Hiltabidel**Grades Served:** PK3-5**Number of Students:** 536**Ward:** 7**Demographic Breakdown:**

100% Black

8% Economically Disadvantaged 16% Special Education

Lead technical support: Yazid Jackson (RestorativeDC)**SY18-19 Restorative Goals from Implementation Plan:**

- 90% of DC Scholars teachers will be able to define restorative justice and give at least 3 examples of how they practiced them in their classrooms.
- DC Scholars students will experience at least 75 classroom circles
- 70% of respondents on the Insight Survey will agree with statements in the Learning Environment domain related to respectful interactions between students and students and teachers.

Notes:

- Restorative Overview Professional Development was completed in September for all DC Scholars Teachers and Staff
- 2nd Grade Classrooms have been involved with Circles of Community Building. RJ Coordinator met with Teachers to help facilitate and Co-Facilitate Circles for the classroom.
- Students were able to resolve conflict due to the Circles. Students requested Circles in order to resolve issues with peers and staff. The more often they were completed, the more comfortable I was with the facilitation process.

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
13	46	52	45	158

Score Card Data

Positive School Culture and Climate

Staff uses restorative conversations and questions in day to day conversations with each other and students	40%
All staff is familiar with restorative principles and processes	30%
Classrooms have a regular circle practice	60%
The school's norms, values, and vision are restorative	75%
Staff are trained in circle keeping	10%
Restorative Discipline	
Discipline cases are offered a restorative option	80%
The school uses responsive circles to respond to discipline	80%
The school uses reintegration circles	40%
Score Card Narrative Summary	
Implementation team has been active about increasing capacity within each grade band, and increased transparency. Restorative discipline options are being utilized, complimenting community building circles and norm setting in classrooms. Future goals will be to formally integrate restorative options into the school discipline policy.	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> • Creation of RJ implementation team and begin planning for SY18-19 • Restorative Overview PD for all staff • Met with implementation team to develop SY18-19 Implementation Plan <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> • Implementation plan support • Staff training on Proactive Circle Keeping • RS Team meetings • Community building activities with staff • ISS Toolkit implementation. • Principal and Admin Strategy Meeting • Weekly meetings with RS Team • Review of discipline policies and practices • Coaching of teachers and staff on restorative responses to discipline issues 	

Quarter 3:*(January to March)*

- Conducted Proactive Community Building for 3rd Grade students
- Met with Ms. Bowens and Mr. Hughes to develop roster for new student groups
- Met with 4th grade team including school leadership
- Completed a whole school observation
- Met with 3rd and 4th grade teachers - Introduced Social Discipline Window and Restorative Continuum
- Provided Restorative Communication coaching to Ms. Bowens (Dean of Culture)
- Restorative Discipline Coaching Session with behavior specialist and classroom aides.
- Community building with 3rd grade staff
- Community building activity with 2nd, 3rd, and 4th Grade "High Flyers"
- Met with principal to discuss benchmarks in implementation plan - revising strategies to continue to reach goals
- Circle Keeping PD with MS and ES Deans
- Coaching Deans in responsive circles with students and teachers

Quarter 4:*(April to June)*

- Facilitated implementation planning meetings
- Developed proactive community building groups for 3rd and 4th Grade
- Facilitated Restorative Conversation with students that had been removed from classes in Culture Room
- Continued Student Response to Intervention Groups
- Facilitated proactive student groups with grades 2-4
- Coordinated and reviewed Scorecard
- Assisted in scheduling student and staff focus group

Focus Group Summary**Students (2nd-4th Grade, 6 Students)**

Students describe their school as fun and little crazy. Most have good experiences with teachers and are familiar with circle processes. While it is sometimes difficult to name "restorative practices" they are all familiar with circles either as a staff response to discipline or as a daily/weekly community building activity in their classroom. Fourth and sixth grade students mention asking for circles. Two students mention that when there is a fight, "we have to talk about it" which has reduced the number of fights they see in their grade level. Students feel generally safe in school and happy about the structure provided but allude to the reality of violence in their community – just outside school – causing them to feel unsafe. Student requests include teachers to stop commenting on their parents and for teachers to focus on more egregious behavior rather than minor issues.

Staff

Staff understand restorative justice as a process that offers conflict participants an opportunity to listen and understand each other, and provides a wholistic approach to problem solving. Staff feel like they have been exposed and received training in the concepts of restorative justice, however there is a question about whole staff understanding of the implementation of RJ at the whole school level. There is a feeling that implementation may be taking place in 'silos' throughout the school through practices such as morning circles, yet the implementation and follow through of process are not consistent. Staff are aware that they are receiving support through the RDC

consultant and acknowledge that RJ works when used, however the practices often fizzles out due to time constraints.

Principal Interview Summary

Principal Hiltalbidel acknowledged that the training and support provided by RDC helped to make restorative justice practices more familiar to teachers and the consultant (Yazid Jackson) met consistently with the Dean of Culture. The RJ implementation plan was a helpful in connecting teachers with leadership. The plan needs updating for the upcoming school year (2019-2020) in order to codify the plan for the entire school, give more clarity and ideas about intersections and accountability, and revise reactive systems that are in place. She would also like to have additional tools for the staff for behavior and discipline issues, and well as a plan for consistent implementation across the school.

Monument – PCS – Year 2

Address: 500 19th St NE, Washington, DC 20002

Principal: Denise Miles

Grades Served: 5-8

Number of Students: 124

Ward: 6

Demographic Breakdown:

99% Black 2% Hispanic/Latino

82% At Risk 53% Special Education

Lead technical support: Yazid Jackson (RestorativeDC)

SY18-19 Restorative Goals from Implementation Plan:

- To create a positive school culture. We want everyone in the Monument Academy community, at all hours of the day and evening, to feel safe, engaged, and supported.
- To provide consistent coaching and supervision for staff. We want staff to not only feel supported, but also to be given the tools and development opportunities to grow.
- To use schoolwide procedures to ensure compliance and effectiveness.

Notes:

- ISS room implemented December with RDC Support
- Although there were not many opportunities given for on-site PD, the RDC Team was able to coach staff in Restorative Language

Technical Assistance Hours – up to 25 hours per week				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
32	57	63	61.5	213.5
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				65%
All staff is familiar with restorative principles and processes				75%
Classrooms have a regular circle practice				15%
The schools norms, values, and vision are restorative				80%
Staff are trained in circle keeping				55%
Restorative Discipline				
Discipline cases are offered a restorative option				85%
The school uses responsive circles to respond to discipline				85%
The school uses reintegration circles				85%
Score Card Narrative Summary				
Although there was considerable growth in the staff's school's ability to integrate RP into their everyday environment, the school being closed left no room for future planning.				
Summary of Activities				
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> Met with implementation team and RJ coordinator to develop SY18-19 Implementation Plan Provided coaching and PD in Restorative Conversations <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> Staff handled an irate parent with Restorative Communication School has created an observation program for morning meeting Began planning parent workshop for school to introduce RJ 				

- Restorative ISS room implemented
- Behavior staff using more restorative language with students
- Implementation meetings with RS team
- Community building circles with 6th grade students

Quarter 3:

(January to March)

- Created new action plan for struggling students
- Continued support of transforming ISS to Peace Room
- Prepared lunch club for “High Flyers”
- Developed proactive restorative activities with staff
- Coached Student Support Team on community building circles
- Held debrief and strategic planning sessions with RS Team Lead

Quarter 4:

(April to June)

- Facilitated Lunch Club with 5th, 6th, and 8th grades
- Coached Student Support Team in Restorative Processes
- Held strategic planning meeting for SY 19-20
- Continued Lunch Club Group
- Provided support to staff with news of school closing
- Completed Scorecard with RS Team
- Coordinated end of year evaluations

Focus Group Summary

Students

N/A

Staff

N/A

Principal Interview Summary

N/A

Washington Metropolitan HS – DCPS – Year 2

Address: 300 Bryant St NW, Washington, DC 20001

Principal: Ronald Bradford

Grades Served: 8-12

Number of Students: 240

Ward: 1

Demographic Breakdown:

97% Black 3% Hispanic/Latino

90% At Risk 4% English Language Learner 41% Special Education

Lead technical support: Antonio Carter/Yazid Jackson (RestorativeDC)

SY18-19 Restorative Goals from Implementation Plan:

- Identify the number training on opportunities for Restorative Justice is provided to staff; Monitor the number of Restorative Circles that are hosted every month
- Track Responses and Interventions for different behavior referrals.
- 80% of MS school staff will have training to lead proactive academic restorative circles inside and outside of the classroom

Notes:

- Developed circle tracker but was not implemented to track data consistently
- All staff are familiar with and have experience with proactive circle keeping

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
41	57	72	52	222
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				40%
All staff is familiar with restorative principles and processes				80%
Classrooms have a regular circle practice				50%
The school's norms, values, and vision are restorative				50%
Staff are trained in circle keeping				50%

Restorative Discipline	
Discipline cases are offered a restorative option	85%
The school uses responsive circles to respond to discipline	80%
The school uses reintegration circles	70%
Score Card Narrative Summary	
Behavior staff is strong in use of responsive circles however teaching staff lacks capacity to implement RJ with fidelity in the class room. Check-in circles still happening in classrooms but need more training in responsive RJ practices.	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> • Planning meetings and review of discipline policies and integrating RJ • Planning for SY18-19, including changes to discipline policy • Implementation Planning meetings and review of discipline policies and integrating RJ. • Began middle school circles • Coached middle school teachers on community building circles • <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> • Schools used restorative conversations to resolve neighborhood conflict among students • Teachers in the MS are beginning to receive coaching to build capacity • Continued to meet with RS Team to complete plan • Staff feeling uncertainty with closing of Choice Academy • Established new training dates • Facilitated staff community building circles <p style="text-align: center;">Quarter 3: <i>(January to March)</i></p> <ul style="list-style-type: none"> • Facilitated 2-hour Restorative Communication PD facilitated for RJ team • Facilitated 2-hour Restorative Discipline PD for teachers and staff • Middle School Circles reworked with staff and implemented • Plan and prep for MS community building circles • Facilitated a restorative circle between student and teacher • Worked directly with AP to facilitated restorative process for incident involving a student that was assaulted, supporting those directly affected. • Continued community building circles with MS classes • Provided coaching/feedback to MS teachers on circle keeping <p style="text-align: center;">Quarter 4:</p>	

(April to June)

- Facilitated community building circle for MS classes and teacher teams
- Continued coaching MS teachers on Circle Keeping
- Held Strategic Planning meeting for SY 19-20
- Continued community building activities with MS classes
- Strategic planning for SY 19-20
- Completed Scorecard with RS Team
- Coordinated end of year evaluations

Focus Group Summary**Students**

Students stated that school feels overwhelming, fun and sometimes surprising. It often feels surprising and every day something is different and includes fights, intergroup drama, and teachers not present for their classes. Relationships with teachers range from getting along very well to full of tension when students feel teachers deal with issues by yelling or calling the police. Safety is an extensive concern among students, and students feel most safe when they have a good relationship with the security guards who have meaningful conversations with them, or walk them down the street when potential conflicts arise outside of the school. Students feel unsafe when neighborhood conflicts come into the school, or overly aggressive students are in the building. They do feel like they've had community building circle experience to talk about field trips, school progress, and class concerns. Staff do bring students together when conflicts happen, and students feel circles are helpful with conflicts because information comes out that individuals may not have been aware of prior to the conflict.

Staff

N/A

Principal Interview Summary

N/A

Wheatley Education Campus – DCPS – Year 1**Address:** 1299 Neal St NE, Washington, DC 20002**Principal:** Shenora Plenty**Grades Served:** PK3-8**Number of Students:** 362**Ward:** 5**Demographic Breakdown:**

87% Black 9% Hispanic/Latino 2% White non-Hispanic 2% Two or more races

73% At Risk 9% English Language Learner 24% Special Education

Lead technical support: Drama Docs – Carmen White & Lennie

SY18-19 Restorative Goals from Implementation Plan:

- Expose school and outside community to RJ
- Identify Implementation team and meet
- Schedule professional development to build initial capacity

Notes:

- Coaching with director of SPED – Dr. Kogon
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Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
7	69	75	62	213

Score Card Data**Positive School Culture and Climate**

Staff uses restorative conversations and questions in day to day conversations with each other and students	100%
All staff is familiar with restorative principles and processes	100%
Classrooms have a regular circle practice	100%
The school's norms, values, and vision are restorative	100%
Staff are trained in circle keeping	80%
Restorative Discipline	
Discipline cases are offered a restorative option	80%
The school uses responsive circles to respond to discipline	75%
The school uses reintegration circles	100%

Score Card Narrative Summary

There is a clear commitment from leadership and Behavioral Staff to try and incorporate RP into how students are being educated. That said, there is an opportunity to further train teachers in proactive circle keeping to better equip them with the tools they need.

Summary of Activities

Quarter 1:*(July to September)*

- Met with school leadership
- Met with RJ coordinator to discuss TA and implementation plan
- Met with RJ coordinator to plan for Restorative IEP meetings and Restorative Support Circles
- Toured school

Quarter 2:*(October to December)*

- Met with teachers to discuss Technical Assistance (TA)
- Met with Dr. Kogan to discuss TA and implementation plan
- Met with teachers to discuss scheduling
- Created and implemented creative dramatic RP workshops
- Met with Beckley to create schedule and goal of workshops
- Met with teachers to discuss scheduling PD
- Facilitated creative dramatic approaches to RJ PDs – well received by staff
- 6th & 7th Graders observed, staff need increased support
- Developed more drama inspired RJ PDs for staff

Quarter 3:*(January to March)*

- Restorative Practices through Drama sessions well received
- 5th and 6th grades showing improvement and increased involvement in RJ
- Planning with admin for more teacher engagement
- Closing sessions of first training series of Restorative Practices Through Drama
- Developed creative dramatic stories for next series
- Shifting focus to teachers per Ms. Beckley
- Started second storyline in Restorative Practice Through Drama with PreK-1st Grade
- Jessica Dulay (OSSE) visited school and gave positive feedback on creative approach with early learning group
- Developing resource guide for teachers to ease dependence on TA

Quarter 4:*(April to June)*

- Delivered Restorative Practice workshops to 5 classes from PreK- 1st Grade
- Delivered Restorative Practice workshops to 3 Middle School Classes
- Coached 3rd Grade teacher on using circles in the classroom
- Provided RJ workshops to students and teachers in 5 classes, PreK & 1st Grade
- Provided RJ workshops to 3 classes - 24 MS students
- Met with teachers and RJ coordinator to assess goals of RJ programming
- Provided RJ workshops to 5 classes across PreK - 1st Grades, about 30 students
- Provided RJ workshops to 3 MS classes, about 30 students
- Delivered PD to K - 5 teaching staff

Focus Group Summary
Students N/A
Staff <i>Staff understand restorative justice practices as ways to communicate and address conflict issues that may arise. The practices help young children express themselves and their feelings in a socially appropriate way. Many teachers are familiar with Peace Circles and use restorative practices to discuss feelings, address recess behavior, and set guidelines for the classroom. Restorative justice has also been used to work with students with very disruptive behavior. Staff understand that school administrators have a plan for restorative justice, and discussions have taken place about using RJ to create situations where students can express themselves, and adults can feel comfortable talking through issues between themselves. Staff appreciated the support from the RDC consultants (Dr. Carmen White and Lennie Smith), and gained experience with restorative games and helping students understand how to take responsibility for their actions. Staff would like additional support in working with families and SEL techniques.</i>
Principal Interview Summary
N/A

<p>Miner ES – DCPS – Year 1</p> <p>Address:</p> <p>Principal:</p> <p>Grades Served:</p> <p>Number of Students:</p> <p>Ward:</p> <p>Demographic Breakdown:</p> <p>79% Black 4% Hispanic/Latino 16% White non-Hispanic</p> <p>62% At Risk 3% English Language Learner 22% Special Education</p> <p>Lead technical support: Antonio Carter/Yazid Jackson (RestorativeDC)</p> <p>SY18-19 Restorative Goals from Implementation Plan:</p> <p>Notes:</p> <ul style="list-style-type: none"> • ISS • <p>Technical Assistance Hours – up to 25 hours per week</p>
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Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
18	8	67	64	157
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				45%
All staff is familiar with restorative principles and processes				85%
Classrooms have a regular circle practice				50%
The school's norms, values, and vision are restorative				50%
Staff are trained in circle keeping				85%
Restorative Discipline				
Discipline cases are offered a restorative option				75%
The school uses responsive circles to respond to discipline				55%
The school uses reintegration circles				85%
Score Card Narrative Summary				
Through the year, school leadership has illustrated their commitment to RP by prioritizing PD and coaching time to staff. Looking forward, there will be no significant changes to staff and leadership which will allow for the RDC team to continue to build the first year of work.				
Summary of Activities				
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> Met with RJ coordinator to discuss TA and implementation plan Led PD <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> Signed MOU Led Parent Engagement Workshop with Staff Met with RS Team 				

Quarter 3:*(January to March)*

- Created new Restorative School team
- Teachers starting community building circles in classrooms
- Facilitated 4-hour Restorative Communication PD for teachers and staff
- Introduced community building circles with 1st Grade classes
- Coached 1st Grade teachers on community circles and restorative practices
- Co facilitated community building circles for 1st grade with students
- Provided circle coaching to 1st grade teachers in follow up
- Conducted focus groups with 5th grade teachers to identify areas to target support

Quarter 4:*(April to June)*

- Co facilitated community building circles for 1st grade with students
- Delivered Restorative Communication PD
- Facilitated and coached community building circles with 4th grade team
- Strategic planning with RS team for SY 19-20
- Continued Community Building with 1st, 4th, & 5th graders
- Completed Scorecard with RS Team
- Coordinated end of year evaluations

Focus Group Summary**Students**

Students feel that school can be chaotic, irritating and crazy at times, and also acknowledge that circles provide an opportunity to calm down and deal with daily issues. Students generally have good relationships with their teachers, although there is a feeling that some teachers don't support students. There is a sense of familiarity about circles in all grades, and participation is high among the student body. Community building topics include feelings and fairness, and responsive circles focus on behavior and discipline issues. Students feel circles provide a place to speak about what is on their mind, and feel a sense of safety because what is said in the circle stays in the circle. Several students highlighted morning circles, and a desire to have circles more than once a week.

Staff

N/A

Principal Interview Summary

N/A

Neval Thomas ES - DCPS - Year 1**Address:** 650 Anacostia Ave NE, Washington, DC 20019**Principal:** Jaimee Trahan**Grades Served:** PK3-5

Number of Students: 442

Ward: 7

Demographic Breakdown:

96% Black 2% Hispanic/Latino

79% Economically Disadvantaged 19% Special Education

Lead technical support: YFIC – Ivy Hylton & Makini Nilliwaembini

SY17-18 Restorative Goals from Implementation Plan:

- Deliver 20 hours professional development in proactive RJ practices to grade teams
- Assess school capacity and areas of focus
- Identify Implementation Team

Notes:

- School started technical assistance in Spring 2019
- K-5 grade level PDs delivered on community building activities on a weekly basis, most staff were exposed to Restorative Justice through these PDs
- RS team members were identified and attended summer intensive with school leadership including principal
- RDC Technical support attended weekly Friday staff meeting to assess capacity and staff culture

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
16	83	131	71.5	301.5

Score Card Data

Positive School Culture and Climate

Staff uses restorative conversations and questions in day to day conversations with each other and students	80%
All staff is familiar with restorative principles and processes	80%
Classrooms have a regular circle practice	90%
The school's norms, values, and vision are restorative	80%
Staff are trained in circle keeping	60%
Restorative Discipline	

Discipline cases are offered a restorative option	65%
The school uses responsive circles to respond to discipline	70%
The school uses reintegration circles	65%
Score Card Narrative Summary	
<p>All staff have been introduced to and are aware of RJ but felt the students never felt consequences. Staff training focused on new teachers and behavior support staff however, were unable to train up administrative or RS Team to train their colleagues. 5th grade team was practicing Restorative responses and proactive activities with fidelity by the end of the year, and generally most students referred from any grade level were offered a restorative alternative. Staff have a positive buy-in conceptually but they are concerned about the lack of structure and communication from school leadership for restorative to be successful. Following the summer intensives, there appeared to be a stronger relationship between the RS implementation team and school leadership who accompanied them to the trainings. The plan for SY 19-20 is expected to address many of these concerns.</p>	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> • Conducted Admin Staff Training • RJ Implementation Planning meeting for Admin Team In-Service Week training <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> • Attended RS planning meetings • Signed MOU for Whole School Technical Assistance • Attended weekly RJ Planning Meetings with leadership team and Principal & AP • Provided guidance on SFASA legislation <p style="text-align: center;">Quarter 3: <i>(January to March)</i></p> <ul style="list-style-type: none"> • Community building circles are being held in each grade • Participated in meeting with staff and school leadership • Weekly planning meetings held with school leadership • Facilitated trainings with each grade level in Balance and Restorative Justice (BARJ) • Held training circles with each grade level • Assisted school leadership grade-level "Behavior Reset" assemblies • Conducted BARJ Trainings with staff from each grade level • Provided PD to Special Education teachers and K-1 teachers • Attended and participated in weekly Leadership Team Meetings • Attended all staff meeting and provided updates on grade level specific RJ trainings • Provided grade level PD's from Balanced and Restorative Justice in Education (BARJ-E) Model - Focus on classroom and behavior management • Provided training to all school staff in Restorative Practices 	

- Increasing buy-in from hesitant staff through staff circles

Quarter 4:

(April to June)

- *Provided grade level PD's from Balanced and Restorative Justice in Education (BARJ-E) Model - Focus on restorative and affective language
- Provided make-up training for staff who missed prior sessions
- Facilitate mediation between two staff members per principal request
- Facilitated RS Team/Leadership meeting to discuss future PD
- Provided grade level PD's from Balanced and Restorative Justice in Education (BARJ-E) Model - Focus on Circles
- Coached Principal and Teacher on Restorative Conversation with Parent
- Facilitated restorative conversation with students, SRO, Principal and AP
- Met with admin staff for weekly updates

Focus Group Summary

Students

N/A

Staff

The staff understands restorative justice practices as a conduit for communication that allows for an expression of emotions and for a perpetrator to understand the impact of their actions on a victim. When an incident is dealt with in a circle, it allows everyone to be part of the process and express themselves. RJ practices can also provide an alternative or new way of thinking about suspensions. However, all staff have not fully endorsed the concepts and practices of restorative justice because it feels like a process that takes away all of the regular steps of the discipline process, and staff members are concerned that conversations are taking the place of consequences when an incident occurs. Staff feel there is a lack of clarity and consistency about process and structure of RJ practices. Staff have indicated they would like the restorative process to be implemented at the staff level as a way to model the process to students, as well as support in working with families during times of crisis.

Principal Interview Summary

Principal Trahan found the RDC consultants to be helpful and supportive as the school's implementation team was developed. The team was able to observe full scale mediation and restorative practices as part of the support received by the school. She and the team found the implementation plan to be useful in considering the next steps for the 2019-2020 school year, and was helpful as she considered filling staff positions for the upcoming school year. Principal Trahan felt the support the school received from RDC was key in beginning to shift the mindset of several teachers during weekly check-ins. The weekly PD's allowed staff to experience a safe, honest and collective process without the imposition of the school leadership and quality of interactions improved over time as staff participation went from a mandated to engaged mindset. She would like to continue to build on the framework of this year and continue to improve culture, climate, and social/emotional work.

Stuart Hobson MS – DCPS – Year 1**Address:****Principal:****Grades Served:** 6-8**Number of Students:** 433**Ward:** 6**Demographic Breakdown:**

83% Black 4% Hispanic/Latino 11% White non-Hispanic

27% At Risk 2% English Language Learner 15% Special Education

Lead technical support: Yazid Jackson (RestorativeDC)**SY18-19 Restorative Goals from Implementation Plan:**

- Build capacity with grades 6th through 8th Grade Teachers to facilitate Proactive Circles in the classroom
- 6th Grade Teachers will be able to facilitate Responsive Circles for students.

Notes:

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Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
n/a	n/a	40	28	68

Score Card Data**Positive School Culture and Climate**

Staff uses restorative conversations and questions in day to day conversations with each other and students	15%
All staff is familiar with restorative principles and processes	20%
Classrooms have a regular circle practice	0%
The schools norms, values, and vision are restorative	20%
Staff are trained in circle keeping	20%

Restorative Discipline	
Discipline cases are offered a restorative option	10%
The school uses responsive circles to respond to discipline	0%
The school uses reintegration circles	0%
Score Card Narrative Summary	
Stuart Hobson came on as a Whole School mid-school year and has a culture that heavily leans towards punitive discipline. In early 2019, several PDs around classroom management and student behavior were led. Looking into next year, the school will continue their effort with more training and coaching opportunities.	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> No activity <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> No activity <p style="text-align: center;">Quarter 3: <i>(January to March)</i></p> <ul style="list-style-type: none"> Observed and met with Teachers and behavior staff on 7th grade floor, identified behavior trends and needs for 7th grade Met with 6th and 8th grade teaching teams to introduce RJ and whole school plan for Stuart Hobson Attended all staff meeting and provided updates on grade level specific RJ trainings Provided grade level PD's from Balanced and Restorative Justice in Education (BARJ-E) Model - Focus on classroom and behavior management Provided training to all school staff in Restorative Practices Increasing buy-in from hesitant staff through staff circles <p style="text-align: center;">Quarter 4: <i>(April to June)</i></p> <ul style="list-style-type: none"> Held Behavior Team meeting with 6th and 7th grade teams assessing need and provide supports Facilitated bi-weekly teaching team meetings with a flow that includes focuses on team-building, academics, attendance and behavior Developed community values and norms through team Attended staff team meetings Provided staff support in behavior/discipline meetings 	
Focus Group Summary	
Students	

N/A
Staff N/A
Principal Interview Summary
N/A

Excel Academy – DCPS – Year 1**Address:** 2501 Martin Luther King Ave. SE Washington, DC 20020**Principal:** Tenia Pritchard**Grades Served:** PK3-8**Number of Students:** n/a**Ward:** 8**Demographic Breakdown:**

99% Black 1% Hispanic/Latino 0% White non-Hispanic

73% At Risk 15% Special Education

Lead technical support: YFIC – Ivy Hylton & Makini Nilliwaembini**SY18-19 Restorative Goals from Implementation Plan:**

- Identify Implementation Team
- Assess capacity
- Enroll in summer intensive

Notes:

- School joined cohort in April 2019
- One meeting held
- Two staff trained circle facilitation – Dean of Students and Behavioral Staff

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
n/a	n/a	8	9	17

Score Card Data

Positive School Culture and Climate	
Staff uses restorative conversations and questions in day to day conversations with each other and students	20%
All staff is familiar with restorative principles and processes	80%
Classrooms have a regular circle practice	10%
The schools norms, values, and vision are restorative	90%
Staff are trained in circle keeping	20%
Restorative Discipline	
Discipline cases are offered a restorative option	90%
The school uses responsive circles to respond to discipline	90%
The school uses reintegration circles	90%
Score Card Narrative Summary	
Minimal work was completed as the school came on-board quite late in the school year. Looking to next year, there are many opportunities for growth, specifically in training staff and development of restorative discipline practices.	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> No activity <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> No activity <p style="text-align: center;">Quarter 3: <i>(January to March)</i></p> <ul style="list-style-type: none"> Signed MOU Identified three members of RS Team Attended family resources night and introduced plan to implement RJ school wide <p style="text-align: center;">Quarter 4: <i>(April to June)</i></p> <ul style="list-style-type: none"> Delivered Introduction to RJ training to all full-time staff Delivered open PD for staff - Introduction to Balanced and Restorative Justice in Education (BARJ-E) 	

<ul style="list-style-type: none"> Facilitated meeting to plan PD schedule and topics for SY 19-20 Communicated with principal about summer intensives and scorecard
Focus Group Summary
Students N/A Staff N/A
Principal Interview Summary
N/A

Kingsman Academy – PCS – Year 2

Address: 375 E St NE, Washington, DC 20002

Principal: Kenesha Kelly

Grades Served: 6-12

Number of Students: 306

Ward: 6

Demographic Breakdown:

99% Black 1% Hispanic/Latino 0% White non-Hispanic

91% At Risk 46% Special Education

Lead technical support: Drama Docs- Lenny Smith & Carmen White

SY18-19 Restorative Goals from Implementation Plan:

- Provide more frequent PD for teachers
- Provide more circles in classrooms
- Develop a more restorative school culture

Notes:

- Conducted a 2-hour PD in beginning of the school year but due an emergency was unable to deliver a second.
- Attempted to co-facilitate circles with teachers however classrooms and scheduling were unmanageable throughout the year
- Mr. Dean and Mr. Williams as points of contact for restorative implementation are a finding great difficulty in getting staff buy-in and support

Technical Assistance Hours – up to 25 hours per week				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
12	37	5	26	80
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				10%
All staff is familiar with restorative principles and processes				40%
Classrooms have a regular circle practice				10%
The schools norms, values, and vision are restorative				10%
Staff are trained in circle keeping				40%
Restorative Discipline				
Discipline cases are offered a restorative option				25%
The school uses responsive circles to respond to discipline				25%
The school uses reintegration circles				25%
Score Card Narrative Summary				
We would like to the school develop restorative processes that fit their student body but there needs to be buy in from the staff. There are handful of people trying to practice proactive circles and responsive restorative discipline but the lack of a clear vision and procedures is hindering growth in capacity and the success of RJ in the building.				
Summary of Activities				
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> Met with RJ Coordinator regarding plans for the year, creating an implementation team, and scheduling PDs for SY18-19 Developed implementation plan with RJ Coordinator Meet with implementation team on goals for the year Met with academic dean to discuss increasing check-in circles <p style="text-align: center;">Quarter 2:</p>				

(October to December)

- Continue to work on implementation plan
- Coached restorative coordinator
- Met with students and discussed new approach to RS for Kingsman
- Worked with 9 students directly
- School leadership wants us to focus on ACE program
- Observed ACE program, assessed staff and students needs
- Scheduled to meet with ACE teachers to discuss how to move forward with RP
- Leadership requested we work with Co-Director of Academics(Mr Deane)
- Worked with Mr. Deane to develop case studies in staff PD
- School abruptly canceled scheduled PD for December

Quarter 3:*(January to March)*

- Met with Mr. William to technical assistance
- Revisiting implementation plan with Mr. Corey
- Rescheduled PD from this month to February
- Met with Mr. Corey to assess moving forward
- School lacks staff capacity to develop implementation team
- Met with RS team lead and revamped TA approach
- Revisiting Implementation plan
- Decided to work only with Mr. Corey's program

Quarter 4:*(April to June)*

- Met with RS Team Lead to discussing increasing teacher buy-in
- Assisted RS Team to plan restorative classroom activities
- Coached RS Team Lead on survey for SY 19-20 implementation
- Coached RJ Team Lead on evaluation, completed scorecard and evaluations
- Met with Principal for new vision of RJ in the school
- Coached RS Team lead
- Completed Scorecard with RS Team Lead

Focus Group Summary**Students**

N/A

Staff

N/A

Principal Interview Summary

N/A

SEED – PCS – Year 3**Address:** 4300 C St. SE**Principal:** Quinhonn Scott**Grades Served:** 6-12**Number of Students:** 372**Ward:** 7**Demographic Breakdown:**

98% Black 1% Hispanic/Latino 0% White non-Hispanic

61% At Risk 1% English Language Learner 20.1% Special Education

Lead technical support: Dr. Jane Connor**SY18-19 Restorative Goals from Implementation Plan:****Notes:**

N/A

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
41	76	58.5	61.5	237

Score Card Data**Positive School Culture and Climate**

Staff uses restorative conversations and questions in day to day conversations with each other and students	25%
All staff is familiar with restorative principles and processes	45%
Classrooms have a regular circle practice	5%
The schools norms, values, and vision are restorative	5%
Staff are trained in circle keeping	10%
Restorative Discipline	

Discipline cases are offered a restorative option	15%
The school uses responsive circles to respond to discipline	5%
The school uses reintegration circles	40%
Score Card Narrative Summary	
School leaning closer to fuller commitment to RJ/leadership still struggles with fuller collaboration with staff.	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> • End-of-year wrap-up activities, End-of-year review • Planning for SY18-19, including how to integrate Mode of Care and RJ • Met with School Leadership to determine priority areas of support • Consulted with 4 teachers and 4 Student Life Staff on introduction to RJ (new staff) and coaching on restorative communication skills • Began planning for SPED Education Support Circles • Planning for SY18-19, including how to integrate Mode of Care and RJ • Worked with Dean of Academics - observing, modeling, reflecting, coaching • Co-facilitated Parent meeting to building school-family connection and identifying areas of support desired by families • co-facilitated 2 restorative circles with families and school leaders • Consulted with 3 Student Life Leaders about integration of 9th graders <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> • Leadership planning meeting • Worked with new staff (70% of staff are new) • Provided assistance to 9th grade Student Life staff • Observed and assisted with a restorative reflection meeting (9th grade female students) • Observed Principal hold restorative reflection with a teacher with numerous discipline issues in classroom • Observed Student Life Supervisor involved in a restorative response among staff • Facilitated a circle with parent, student, and teacher • Observed and provided feedback to Student Life Staff on circles facilitated in dorms • Applying RJ to a new focus on SEL • Using proactive circles to support staff manage increased workload with teacher absences. • Met with Dean of Academics 2x - coaching in RJ practice • Consulted with 6 academic staff - co-planned 1 circle • Met with Assistant Head of school for planning and training schedule • Supported FACES Director with parent case - Identified areas of support for families for future planning • Observed and supported two residence hall staff teams (Marshall & Brown) 	

Quarter 3:*(January to March)*

- Working with staff to build family engagement
- Facilitated a Learning Lunch with Staff and Parents
- Met with Assistant Head of school to plan workshops
- Met individually with some Student Life staff to plan observations and coaching
- Worked with Community Family Engagement Team
- Met with Assistant head of school to plan Whole School Intervention
- Facilitated proactive circle with staff
- PD "Restorative Justice through Games" provided to 13 teachers in collaboration with Drama Docs
- Worked with Boys Dorm on active listening and problem solving
- Worked with Ms. Carroll in Girls Dorm on circle process
- Met with Asst. Head of School to continue discussion about commitment to whole school implementation

Quarter 4:*(April to June)*

- Met three times with Team Leads in Student Life Staff
- Participated in meeting with Development Person for school and foundation to discuss community reputation and enrollment
- Facilitated a circle with students and introduced new staff to restorative practices
- Met with Assistant Head of School - increasing commitment to Restorative Practices
- Met three times with Asst Head of School
- Facilitated circle with staff, students, and administrators
- Worked with 4 student life staff, 3 academic staff, and 2 administrators on implementing restorative practices in their roles
- Led a restorative circle with student, staff, and admin
- Met with Assistant Head of school to address programmatic issues - school celebrating low staff turn over
- Consulted with 4 Student Life staff, 3 Academic Staff, 2 Admin staff

Focus Group Summary**Students**

Students feel safe at school, and acknowledge that it can be boring and messy when there is drama between students, and students and teachers. They also feel safe when they understand their own capabilities and ability to use their own voice. Students have familiarity with circles in both the academic and residential areas. Circles are used to talk about life issues on residential floors and to deal with conflicts in some classrooms. Students indicated that circles help them to see conflicts differently, and talk through misunderstanding. They would like to have more opportunities to solve conflicts on their own and develop a process to help their friends deal with conflicts as well.

Staff

Staff in the focus group were enthusiastic and knowledgeable about restorative justice, however concern remains for larger staff buy-in. They are happy and impressed with Restorative DC offerings, both on their campus and wider PD and Community of Practice offerings. Staff who are implementing RJ practices talk highlight stronger connection with students, increased trust and accountability. Staff appreciate the support from RDC and Jane Conner. Staff express

that a disconnect with leadership has prevented them from articulating a school wide plan. The implementation team would like to develop an internal mentorship program and PD schedule. They would like more development for all staff, and consistent support from administration and leadership.

Principal Interview Summary

Principal Scott was new to SEED for the SY 2018-2019. She is familiar with restorative justice practices. She appreciated the work that Jane did with individual cases, and highlighted that she is able to work from a humane standpoint to work with families, staff and students. As a new principal, Dr. Scott was not familiar with the implementation plan for the school, and would like to model some RJ practices based on her experience in Baltimore including weekly circle. She feels that currently SEED uses a hodgepodge of solutions when issues arise with students. She identified training and administrative/staff circles as important goals for the SY 2019-2020.

Washington Leadership Academy – PCS – Year 2

Address: 3015 4th St NE, Washington, DC 20017

Principal: Stephanie Young

Grades Served: 9-11

Number of Students: 214

Ward: 5

Demographic Breakdown:

88% Black 9% Hispanic/Latino 1% Asian 1% Two or more races

55% At Risk 3% English Language Learner 21% Special Education

Lead technical support: Drama Docs – Lenny Smith & Carmen White

SY18-19 Restorative Goals from Implementation Plan:

- Provide PD opportunities for teachers
- Implement circles in the classroom settings
- Focus on developing peer student mentorship program

Notes:

- Recommended scheduling and conducting training on a monthly schedule
- We would like to do more proactive circles in the classroom during the advisory period.
- Strong capacity in previous year but due to the teachers leaving and the principal changing things the circles fell off.

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
8	34	45	43	130
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				15%
All staff is familiar with restorative principles and processes				45%
Classrooms have a regular circle practice				15%
The schools norms, values, and vision are restorative				10%
Staff are trained in circle keeping				30%
Restorative Discipline				
Discipline cases are offered a restorative option				70%
The school uses responsive circles to respond to discipline				75%
The school uses reintegration circles				60%
Score Card Narrative Summary				
<p>We discovered that more than 50% of the staff and Principal were new this year and had not been trained in RJ previously. The focus was on getting the Principal and RS team members to attend professional development days and become more familiar with the restorative principles. The RS coordinator in charge of the discipline and behavioral support uses regularly uses restorative processes, responsive and re-integration circles. However, he would like for the teachers to have a better understanding so that there are not so many referrals.</p> <p>Staff were exposed to proactive circle keeping in the beginning of the year but only a few of the classes continued to have proactive circles during the year.</p>				
Summary of Activities				
<p>Quarter 1: (July to September)</p> <ul style="list-style-type: none"> Met with Director of School and RJ coordinator to discuss TA and set priorities. Met with RJ coordinator to develop implementation plan <p>Quarter 2: (October to December)</p> <ul style="list-style-type: none"> Assisted in developing the implementation plan Facilitated Proactive Circles with female students 				

- Coached restorative coordinator
- Met with RJ coordinator to discuss how best to use RP
- Participated in Restorative Conference at Rhode Island Library with youth and parents
- Worked with Restorative Coordinator on restorative school culture
- Met with coordinator and RS team to develop plan for school culture moving forward

Quarter 3:

(January to March)

- Meeting weekly with the RS implementation team
- We are working with RS Lead, Mr. Carr, to develop a PD for teachers
- Identified RS Team need, more support from Principal
- Maintaining weekly meetings with implementation team
- Worked with implementation team to deliver a PD for teachers
- Worked weekly with peer mediation group
- Designed PD with RS Team on Restorative Overview for 18 teachers
- RS Team meeting weekly to check in on what RJ practices are working and identify areas of growth
- Developing a schedule to provide circles with specific students

Quarter 4:

(April to June)

- Coached RS Team Lead weekly on using circles in the classroom
- Coached RS Team lead on Restorative Discipline – Extension Form
- Facilitated a responsive circle for 7 students
- Completed scorecard assessment with RJ coordinator
- Coached RJ coordinator on teambuilding and integrating RJ into classrooms
- Coached RJ coordinator on responsive circles
- Completed Scorecard with RS team lead
- Met with new Social Emotional Coordinator about RJ initiatives
- Met RS Team and new RJ Coordinator
- Observed classes across grade level

Focus Group Summary

Students

Students have mixed reactions about their school, and described feeling tired, irritated, and stressed yet stated they also feel good when teachers take the time to be sure students are okay and build relationships with them. They generally feel safe in school and comfortable if there is an understanding of how to deal with challenges, however a few students indicated that if they express what they feel they might get in trouble. Students have experienced and participated in restorative circles, and had the opportunity to lead circles as well. Students stated restorative circles helped clear up misunderstandings, reduced conflicts and grudges, and kept peers out of detention and suspension. They also felt they are better able to deal with conflict and express their needs verbally rather than physical altercations. Students described that part of the circle program takes place after school and allows students and teachers time to deal with conflicts and make plans for the next day. They also indicated the suspension room is not productive; they don't get work from teachers, fall behind and get bad grades.

Staff (5 Teachers – Various Grade Levels)

Staff understand the implementation plan for the school, have been introduced to restorative practices and are excited to implement RJ, but feel they have limited capacity to do proactive activities, lack clear procedures for delivering responsive restorative discipline, and are concerned about buy-in for a process that ensures student accountability. The lack of articulated restorative processes in practice and policy creates frustration but enthusiasm for implementing RJ remains. Staff have had success using quick after school check-ins for students with behavioral issues and found that transition periods had become less chaotic, yet concern was expressed that without explicit restorative discipline processes, the number of behavior incidents would increase if RJ became known as way for students to avoid consequences. Behavior staff are trained in RJ discipline procedures and implement it semi-regularly however capacity beyond their team has not been further developed. Requests include additional training and exposure to Restorative DC through professional development to develop a restorative discipline policy further as well as clearly articulated restorative policies and procedures.

Principal Interview Summary

N/A

Hart MS – DCPS – Year 1**Address:** 601 Mississippi Ave SE Washington, DC 20032**Principal:** Charlette Butler**Grades Served:** 6-8**Number of Students:** 401**Ward:** 8**Demographic Breakdown:**

98% Black 1% Hispanic/Latino 0% White non-Hispanic

80% Economically Disadvantaged 1% English Language Learner 23% Special Education

Lead technical support: Drama Docs**SY18-19 Restorative Goals from Implementation Plan:**

- Schoolwide Restorative Proactive Circles
- Improved utility of Responsive Circles
- Transform both teacher and student culture

Notes:**Technical Assistance Hours – up to 25 hours per week**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
41	100	62	106	309
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				80%
All staff is familiar with restorative principles and processes				100%
Classrooms have a regular circle practice				80%
The schools norms, values, and vision are restorative				100%
Staff are trained in circle keeping				80%
Restorative Discipline				
Discipline cases are offered a restorative option				75%
The school uses responsive circles to respond to discipline				75%
The school uses reintegration circles				75%
Score Card Narrative Summary				
Focus on RP SPED saw major breakthroughs in the way classes felt to students. Additionally RP were modeled through several Responsive Processes to address issues in the school. A major focus of SY19-20 is to strengthen the RP Team, encouraging consistency and engagement.				
Summary of Activities				
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> Developed and conducted 2 whole-school professional development workshops: <ul style="list-style-type: none"> Trauma-informed Care and How Restorative Practices Can Support Communication Restorative Practices and Strategies for Building Community and Academic Enhancement. (All staff) End-of-year close out activities and meetings with Implementation team. Co-facilitated circles in Special Ed classes Met with Principal and Special Ed program to plan for SY18-19 Observed Special Ed classes <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> Provided Restorative Circle recap for teachers 				

- Provided proactive circles with special-ed students
- Observed staff facilitating circle
- Provided restorative circle recap for teachers
- Continued to run proactive circles with special-ed students
- Coached staff on community building circles
- Continued to meet with SPED classes for community building RJ practices
- Met with teachers and school leadership to discuss responsive circles
- Facilitated restorative circles with staff regarding conflict with school leadership

Quarter 3:

(January to March)

- Special-ed classes are receiving RJ support and showing success
- Mediated a conflict among staff between teachers and Assistant Principal
- Planning to focus future work on student behaviors
- Restorative Practices are showing positive result in Special Ed. classes
- Continued to mediate conflict between teaching staff and AP
- Starting to shift focus from staff to students
- Facilitated a responsive circle with AP and 7 teachers dealing with conflicts in the school
- Visible results in the improved behavior of Special Education
- Students since beginning community building and responsive circles
- Completed a PD session on responsive circles with 8 teachers

Quarter 4:

(April to June)

- Facilitated restorative circles with 2 special needs classes - 2x weekly
- Delivered Restorative Communication PD for teachers
- Coached AP on engaging whole school in Restorative Practices
- Facilitated circles with 3 special and behavioral needs classes twice weekly.
- Provided weekly PD on restorative communication with 7-10 teachers
- Facilitated proactive circles with 2 gen-ed classes - total 60 students
- Facilitate restorative circles with 3 special education/behavioral classes 2x weekly
- Facilitate community building circles for 2 academic level classes 2 weekly
- Provided PD on Restorative Communication for 7-10 teachers

Focus Group Summary

Students

Students describe their experience with school as okay, comfortable, all right, and sometimes exhausting. They feel most students and teachers get along, although there are a few students who play a great deal to make others laugh. There is good chemistry with most teachers, although there is a feeling that some teachers are rude and take issues to the principal and prolong conflicts. Students feel safe with the security guards and metal detectors, and indicated that deans try to keep students out of trouble and most teachers help students get to class safely; this helps students feel there is a caring environment. Students participate in peace circles for community building on Tuesdays and Thursdays

and discuss bullying and knowing when to make the right choices. According to students, circles about bullying seem to be the most useful.

Staff

N/A

Principal Interview Summary

N/A

Columbia Heights Education Campus – DCPS – Year 4

Address: 3101 16th St NW, Washington, DC 20010

Principal: Maria Tukeva

Grades Served: 6-12

Number of Students: 1345

Ward: 1

Demographic Breakdown:

30% Black 67% Hispanic/Latino 1% White non-Hispanic 1% Asian

53% At Risk 37% English Language Learner 11% Special Education

Lead technical support: Rashid Hughes & Mali Parke

SY18-19 Restorative Goals from Implementation Plan:

- Increase in-house capacity to proactively facilitate RJ circles in their classrooms and with the CHEC community that includes parents, students and staff.
- Establishing a CHEC RJ Database to track, share, review and implement new ideas to the entire faculty
- Building Restorative awareness and capacity for students for them to serve as RJ Ambassadors

Notes:

- Student group for RJ was developed but in-house staff capacity remains low
- Data tracking tools were not implemented to document RJ applications

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
17	38	49	77.5	181.5

Score Card Data

Positive School Culture and Climate	
Staff uses restorative conversations and questions in day to day conversations with each other and students	50-60%
All staff is familiar with restorative principles and processes	80-90%
Classrooms have a regular circle practice	80-90%
The schools norms, values, and vision are restorative	100%
Staff are trained in circle keeping	30%
Restorative Discipline	
Discipline cases are offered a restorative option	50%
The school uses responsive circles to respond to discipline	70%
The school uses reintegration circles	10%
Score Card Narrative Summary	
The school is progressing and we are seeing continued shifts in culture. Looking forward there are plans to keep building capacity within teachers to lead their own RPs. Additionally, revisiting patterns of suspensions, conflicts, and “high flyers” will be useful for further reducing punitive policies within CHEC.	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> • Planning for Pre-service activities • Supported Principal in creating a pro-active, team-building circle for Admin team retreat • Consulted with leadership on addressing issues at the admin staff level • Meeting to begin planning SY18-19 support and implementation team • Met with Principal for planning and check-in • Meet with implementation team on goals for the year to create plan and discuss sustainable pillars/resources for long-term viability. • ISS is going strong with several RJ conflict circles per week and a few proactive whole-class • Middle school admin team, pre-circles, circle and follow-up to repair trust, increase collaboration and partnerships. circles on norms. <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> • Coached principal through RJ process for conflict between teacher and admin • Large restorative process between Ops team and MS teachers/admins 	

- RJ Team running experiential circles with staff & teachers
- *MS Admins continue adjustment of restoring trust, collaboration and attuned vision through circles
- Mr. Pankaj running cafeteria circles between youth and staff leading to new understanding and agreements
- Weekly new staff/teacher experiential circles run by RJ Team
- Facilitated restorative circles with MS admin team – Principal noted progress in relationships and increased cooperation
- Mr. Pankaj holding bi-weekly experiential circles for staff on various topics
- Principal running more restorative process with staff conflicts

Quarter 3:

(January to March)

- MS Admin Team consistently holding restorative dialogue circles. Provided coaching to support. Continuing to improve and gain comfort with the process
- Implementation plan completed and next steps identified with Mr. Pankaj
- 4-5 circles are happening each day in the building. Proactive, responsive, with parents, with support team etc.
- Engaging with Dean of Cultures/Climates to see about increasing visibility and initiatives, including peer to peer mediation program starting in late Winter/Spring
- Planning for peer mediation project with MS and HS Deans - April launch
- Continued coaching MS Team - communication and empathy improved
- MS Admins given question cards to use 1:1 with students
- Circles documentary showing scheduled for April. Community youth and family outreach underway
- 12 Peer mediators across MS and HS identified, 2 from each grade
- Peer mediation program scheduled to begin after PARCC testing and will include weekly circles and townhall
- Principal pleased with MS team progress and monthly check-in circles continue
- 2 Social Workers attended the Trauma Informed RJ session at DCPS Mental Health conference - skills built in session are being used to support SEL for students at CHEC
- SWs requested a Trauma Informed RJ for CHEC staff

Quarter 4:

(April to June)

- *Provided principal with update on progress
- Prepared and developed materials for Community Helpers program
- Identified 12 students from MS and HS for Community Helper (Peer Mediation) program
- Coached Principal on approach to staffing and Restorative Vision
- SWs attended presentation at DCPS Mental Health Day
- Continued Community Helper/Peer Mediation Program with focus on different approaches to conflict
- Worked on Scorecard with implementation team
- Met with DOS about Community Helper program and sending students to RJ conference
- Completed Scorecard with RS team
- Closed out peer mediation program
- Coordinated end of year activities

Focus Group Summary
Students NA
Staff NA
Principal Interview Summary
NA

Kelly Miller – DCPS – Year 1

Address: 301 49th St. NE Washington, DC 20019

Principal: Kortni Stafford

Grades Served: 6-8

Number of Students: 482

Ward: 7

Demographic Breakdown:

96% Black 3% Hispanic/Latino 0% White non-Hispanic

100% Economically Disadvantaged 2% English Language Learner 20% Special Education

Lead technical support: Youth and Families In Crisis – Ivy Hylton & Makini Nilliwaembini

SY18-19 Restorative Goals from Implementation Plan:

- Dean's team will have met regularly (weekly), discussed stats regarding behavior and strategies to decrease unwanted/inappropriate behaviors as well as the complete RJ training.
- Schedule and hold community building circles in every class on a weekly basis
- Conduct regular CBC with CC staff and faculty

Notes:

- Collaborative action planning was unable to happen due to difficulty scheduling with school
- Only a handful meetings held during the year
- A group of students were trained in circles

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
66	82	38	47.5	233.5
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				30%
All staff is familiar with restorative principles and processes				45%
Classrooms have a regular circle practice				10%
The schools norms, values, and vision are restorative				50%
Staff are trained in circle keeping				20%
Restorative Discipline				
Discipline cases are offered a restorative option				100%
The school uses responsive circles to respond to discipline				20%
The school uses reintegration circles				25%
Score Card Narrative Summary				
School staff have capacity for more restorative practices, but it was seldom used. Reintegration circles were wholly depended on parent participation which lead to a lack of consistency and fidelity in the implementation of Restorative Practices.				
Summary of Activities				
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> • Participated in meetings with the principal and members of the new leadership team to discuss next steps for SY 18-19 and school-wide implementation. • Conducted Intro to RJ Training for Admin Staff • Planned and supported Admin Retreat • Conducted Community-building Circle for Admin Team • Supported AP to develop a staff training (PPT and talking points) • RJ Implementation Leadership Training • Meetings with RJ coordinator and implementation team to develop implementation plan • Conducted classroom observations • Conducted RJ implementation circles with staff 				

Quarter 2:*(October to December)*

- Observed and debriefed behavior team staff circle
- Met with dean of students and reviewed WSIP and submit changes
- Observed ISS and met with ISS coordinator
- Classroom observations
- PD with faculty to review circles
- Observed classroom circles, and debriefed with teachers
- Met with dean of students, AP and leadership team
- Observed transitions and staff interaction with students
- Classroom observations
- Met with Dean of Students and Principal, Ms. Stafford, to review outcomes for 7th graders after Restorative process
- Met with 6th grade AP and DOS
- Met with 8th grade faculty
- Observed transitions and staff interaction with students
- Attended school-wide staff meeting
- Mid-year check in circle with new staff
- Produced written report for Principal, Ms. Stafford

Quarter 3:*(January to March)*

- Met with Dean of Students
- Provided RJ coaching to admin staff
- Developed alternative discipline approaches of select staff
- Mid-year review with Principal Stafford
- Prepared for upcoming PD for March
- Status change to Supplemental TA custom - Option 1 &3
- Facilitated a behavior circle in an 8th grade science class per teacher request
- Attended planning meeting with Dean, and supported his presentation on restorative practice
- Collaborated with Dean Openheim to develop RJ presentation and roll out new graduated consequence scale

Quarter 4:*(April to June)*

- Met with RS Team - Revisited and reviewed goals for remainder of year
- Provided training on mindfulness and breathing for PARCC testing
- Followed up with staff on community building circles
- Facilitated restorative conversation between 7th grade staff and student
- Met with DOS to discuss development of Peer Mediation Group
- Facilitated circles with Behavior Buddies to develop peer mediators
- Observed and debriefed with DOS a restorative conference with girls involved in fight and parents in attendance

- Conducted 2 part restorative conversation with two staff members
- Met with DOS to discuss end of year activities
- Facilitated check-in circle with Behavior Buddies and 8th grade Social Worker
- *Observed first student facilitated circle and debriefed with supervising student and Dean of Students
- Reviewed Scorecard with Dean of Students and School Leadership

Focus Group Summary

Students

N/A

Staff

N/A

Principal Interview Summary

N/A

Paul – Year 1

Address: 5800 8th St NW Washington, DC 20011

Principal: Guye Turner

Grades Served: 9-12

Number of Students: 480

Ward: 4

Demographic Breakdown:

61% Black 38% Hispanic/Latino 1% White non-Hispanic

57% At Risk 22% English Language Learner 21% Special Education

Lead technical support: Yazid Jackson

SY18-19 Restorative Goals from Implementation Plan:

- One In-school Peer Restorative Practices Group
- One After-school Peer Restorative Practice Group
- Have Principal & Deans Attend Summer Intensive

Notes:

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Technical Assistance Hours – up to 25 hours per week				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
0	7.5	41	78	123.5
Score Card Data				
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				10%
All staff is familiar with restorative principles and processes				20%
Classrooms have a regular circle practice				10%
The schools norms, values, and vision are restorative				10%
Staff are trained in circle keeping				10%
Restorative Discipline				
Discipline cases are offered a restorative option				0%
The school uses responsive circles to respond to discipline				20%
The school uses reintegration circles				0%
Score Card Narrative Summary				
N/A				
Summary of Activities				
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> No activity <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> Planning Meeting #1 Planning Meeting #2 Signed MOU RJ Youth Leadership Team Meeting Planning Meeting Met with youth leadership team and principal 				

Quarter 3:*(January to March)*

- Met with principal to discuss Whole School plan
- Started recruitment process for RJ Youth Leadership team
- Spoke with students during lunch period to increase interest in RJ Youth Leadership team
- Met with Principal Fisher to discuss implementation plan
- Assessed the positive school culture through observations of classrooms and transition periods
- Confirmed that principal has reviewed all youth leader applications and approved the team
- Finalized training dates for youth leadership team.
- Working with 10 youth to provide circle keeping experience to develop a piece for OSSE conference.
- Students are sharing experiences and identity in proactive circles

Quarter 4:*(April to June)*

- Continued work with students in Peer Mediation program
- Developed Whole School Implementation Plan
- Facilitated restorative circle with 9 students on identity
- Rehearsed with Youth Leaders for OSSE presentation
- Coached 1 teacher on restorative conversations
- Provided coaching to teacher through restorative conversations with class
- Rehearsed with 9 youth leaders for OSSE performance on identity
- Conducted restorative circles with 10 youth
- Facilitated Youth RJ sessions on Tuesdays and Thursdays
- Met with RJ Team Lead and Team Leader for year end evaluation and planning

Focus Group Summary**Students**

N/A

Staff

N/A

Principal Interview Summary

N/A

Mundo Verde Bilingual Academy – Year 1**Address:** 30 P St NW Washington, DC 20001**Principal:** Giselle Allen**Grades Served:** PK3-5

Number of Students: 604

Ward: 5

Demographic Breakdown:

18% Black 35% Hispanic/Latino 45% White non-Hispanic

12% At Risk 20% English Language Learner 14% Special Education

Lead technical support: Mali Parke

SY18-19 Restorative Goals from Implementation Plan:

- Redevelop core implementation team to impact our restorative culture in the school.
- Increase parent engagement and partnership with our restorative culture and climate
- Increase student engagement with understanding restorative justice principles within crew

Notes:

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
6	11	15	2.5	34.5

Score Card Data

Positive School Culture and Climate

Staff uses restorative conversations and questions in day to day conversations with each other and students	%
All staff is familiar with restorative principles and processes	45%
Classrooms have a regular circle practice	10%
The schools norms, values, and vision are restorative	50%
Staff are trained in circle keeping	20%
Restorative Discipline	
Discipline cases are offered a restorative option	100%
The school uses responsive circles to respond to discipline	20%

The school uses reintegration circles	25%
Score Card Narrative Summary	
Unfortunately, the school was not responsive to many efforts to connect and plan for the school year. As a result, minimal work was able to be completed.	
Summary of Activities	
<p style="text-align: center;">Quarter 1: <i>(July to September)</i></p> <ul style="list-style-type: none"> • Planning for SY18-19. Introduction to new principal (formerly was AP) • Working with RJ Coordinator to design and create a restorative coaching program for a core group of deans and teachers • Parent engagement bulletin in draft to engage with parents throughout the year on RJ and culture and climate <p style="text-align: center;">Quarter 2: <i>(October to December)</i></p> <ul style="list-style-type: none"> • Unable to contact and confirm times with school • Focus groups completed. MOU signed. Re-engaged Principal • Restorative coach moving to Montgomery Co. Added Restorative Skills to job listing/new hiring process • New coaching group planned for early year to teachers. • Hiring process initiated for restorative coordinator • Focusing on engaging parents - need for increased understanding of RJ practices <p style="text-align: center;">Quarter 3: <i>(January to March)</i></p> <ul style="list-style-type: none"> • Referrals have "significantly dropped" from the prior year. Principal, Michelle, credits the PDs from last year for teachers ability to intervene in their classroom and foster better relationships with students • New RJ/behavior coordinator hiring process halted • Implementation plan completed • New coaching program for 12 educators starting bi-weekly in mid-February • Reviewing survey on "belonging", RS team plan to focus on this topic March-May. • Expanding implementation team to be able to facilitate more regular meetings • Three staff attended the Trauma Awareness PD and worked as a team • Working to strengthen relationships with other key staff and outside • Principal unresponsive to email and phone call. Cancelled scheduled on-site visit same day. • RDC Consultant requested for clarity, renewal of partnership, and year end engagement (Specifically a coaching program scheduled to begin) - No response. <p style="text-align: center;">Quarter 4: <i>(April to June)</i></p> <ul style="list-style-type: none"> • Very limited response from Principal to multiple attempts at communication 	

- Notified that implementation team will be growing as a result of teachers vote to unionize
- Several failed attempts to schedule a meeting with school leadership

Focus Group Summary**Students***N/A***Staff***N/A***Principal Interview Summary***N/A*