

Restorative DC/SchoolTalk
Whole School Implementation
School Profiles
SY2017-18

Kingsman Public Charter School (MS)

Year 1

Address: 1373 E St. NE, Washington DC, 20002

Principal: Kennesha Kelly

Grades Served: 6-12

Number of Students: 254

Ward: 6

Demographic Breakdown:

99.2% Black, non-Hispanic 88.2% At-Risk (Label on PCSSB school profile – no Economic Student data)
 0.8% Asian 57.9% Special Education

Lead technical support: *Dr. Carmen White, Lennie Smith*

SY17-18 Restorative Goals from Implementation Plan:

- Provide weekly proactive restorative circles
- Meet with RJ coordinator and team consistently
- Develop goals for next year

Notes:

- All staff were introduced to RJ during pre-service week
- Parents were introduced to RJ during back-to-school night
- Principal is very supportive of RJ but was not directly involved with implementation
- Regular meetings were held with the RJ coordinator throughout the year, however, full implementation team needs to be developed
- During SY17-18, the focus of the RJ efforts were on the MS and weekly circles were held on Wednesdays with a boys group and a girls group. The behavior team was exposed to RJ through these circles Once per month parents were also invited.

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
45.5	104	71	88	308.5

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	15%
Classrooms have a regular circle practice	15%
The schools norms, values, and vision are restorative	15%
Staff are trained in circle facilitation	20%

Restorative Discipline

Discipline cases are offered a restorative option	50%
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The school uses responsive circles to respond to discipline	50%
The school uses reintegration circles	50%

Monument Academy Public Charter School (ES-MS)

Year 1

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

Principal: Denise Miles (started midyear)

Grades Served: 5-8

Number of Students: 76

Ward: 6

Demographic Breakdown:

100% Black, non-Hispanic 86.8% At-Risk (Label on PCSSB school profile – no Economic Student data)
 52.6% Special Education

Lead technical support: Antonio Carter

SY17-18 Restorative Goals from Implementation Plan:

- 80% of staff trained in RJ philosophy and they can connect CARE model to RJ
- 95% of interested staff participate in an RJ process for community building, self-care, and/or processing
- Develop system/protocol for aligning RJ and CARE principles in bullying and re-entry policy

Notes:

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- Monument mission is to primarily serve youth in the foster care system
- Focus on planning trainings, building RS team, setting goals, implementing in Fall 2018
- Monument had a principal change midyear. Principal Miles is very committed to RJ and utilized circles with staff as part of transition
- SY17-18 was a challenging year for the school with the majority of the RJ work focused on exploration and planning

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
11.3	22	31.75	74.5	139.55

Positive School Culture and Climate

Staff uses restorative conversations and questions in day to day conversations with each other and students	75%
All staff is familiar with restorative principles and processes	10%
Classrooms have a regular circle practice	20%
The schools norms, values, and vision are restorative	90%
Staff are trained in circle facilitation	30%

Restorative Discipline

Discipline cases are offered a restorative option	20%
The school uses responsive circles to respond to discipline	10%
The school uses reintegration circles	50%

Mundo Verde Public Charter School(ES)

Year 1

Address: 30 P Street NW, Washington DC, 20001

Principal: Zenada Mahon

Grades Served: PreK-3 -5

Number of Students: 563

Ward: 5

Demographic Breakdown:

22% Black, non-Hispanic	9.2% At-Risk
38.2% Hispanic/Latino	10% Special Education
1.6% Asian	16.5% English Language Learners
0.2% Native American	29.7% Economic Disadvantage
31.8% White	
6.2% Multi Racial	

Lead technical support: *Dr. Carmen White, Lennie Smith*

SY17-18 Restorative Goals from Implementation Plan:

- To increase awareness and access to Restorative Justice Philosophy/Practices for staff, students, and parents
- To increase Mundo Verde’s restorative capacity
- Increase the implementation of proactive restorative practices

Notes:

- Held a professional development series for all staff (4 sessions)
- Created a restorative room
- Partnered with Advocates for Justice and Education for a parents workshop
- Created a kindness campaign in 4th grade & peer mediation curriculum for 4th and 5th grade
- Provided leadership coaching to RJ coordinator and leadership team

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
16.5	77	27.5	70	191

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	70%
Classrooms have a regular circle practice	100%

The schools norms, values, and vision are restorative	75%
Staff are trained in circle facilitation	10%
Restorative Discipline	
Discipline cases are offered a restorative option	90%
The school uses responsive circles to respond to discipline	na
The school uses reintegration circles	na

SEED Public Charter School(ES-MS)

Year 1

Address: 4300 C Street SE, Washington DC, 20019

Principal: First Name? Mann (Not returning) Current Principal Zenada Mahon

Grades Served: 9-12

Number of Students: 361

Ward: 7

Demographic Breakdown:

98.8% Black, non-Hispanic	67% At-Risk
0.6% Hispanic/Latino	20.2% Special Education
0.3% Multi Racial	0.3% English Language Learners
0.3% Pacific Islander	60% Economic Disadvantage

Lead technical support: Melina Mora, Dr. Jane Connor McMahon

SY17-18 Restorative Goals from Implementation Plan:

- Special Education Support Circles
- Restorative Coach Training Program
- Create a culture and climate plan

Notes:

- SEED is residential during the week
- Piloted Special Education Support Circles
- Principal and RS Coordinators will be new for next year
- Midyear a 7th grader committed suicide at the school. Staff and students received support from DBH and RDC
- 15 academic and residential staff participated in a pilot Restorative Coaching program (8 months). Monthly ½ day professional development workshop and weekly coaching sessions.

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
42.5	145.25	155.5	130	473.25

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	25%
Classrooms have a regular circle practice	0%
The schools norms, values, and vision are restorative	0%
Staff are trained in circle facilitation	15%
Restorative Discipline	
Discipline cases are offered a restorative option	10%
The school uses responsive circles to respond to discipline	10%
The school uses reintegration circles	10%

Washington Leadership Academy Public Charter School (ES-MS)

Year 1

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

Principal: Stephanie Renee Young

Grades Served: 9-11

Number of Students: 110

Ward: 5

Demographic Breakdown:

85.5% Black, non-Hispanic	86.8% At-Risk
13.6% Hispanic/Latino	88.2% Economically Disadvantaged
0.9% White, non-Hispanic	20.9% Special Education

Lead technical support: *Dr. Carmen White, Lennie Smith, Melina Mora*

SY17-18 Restorative Goals from Implementation Plan:

- Establish a set of systems and procedures via RP
- Provide PD and coaching opportunities to staffers
- Incorporate student leadership

Notes:

- RJ team was called to support various responsive circles throughout the year. School is interested in further integrating re-entry and responsive processes into their discipline policy
- Weekly circles were held in every classroom with some consistency by the end of the year
- Weekly meetings were held with RJ coordinator however more engagement is needed by the full RJ team
- There will be a new principal for SY18-19
- All staff PD was held at the beginning of the year but limited PD opportunities after that
- RJ peer leadership is growing. A student team attended the RJ Youth Leadership Retreat

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
38.3	70.25	44	48	200.55
Positive School Culture and Climate				
Staff uses restorative conversations and questions in day to day conversations with each other and students				50%
All staff is familiar with restorative principles and processes				50%
Classrooms have a regular circle practice				25%
The schools norms, values, and vision are restorative				50%
Staff are trained in circle facilitation				75%
Restorative Discipline				
Discipline cases are offered a restorative option				75%
The school uses responsive circles to respond to discipline				50%
The school uses reintegration circles				75%

Washington Metropolitan Public School (HS)

Year 1 (Started mid-year)

Address: 300 Bryant Street NW, Washington DC, 20001

Principal: Michael Alexander

Grades Served: 9-12

Number of Students: 195

Ward: 1

Demographic Breakdown:

97% Black, non-Hispanic	4% English Language Learners
3% Hispanic/Latino	100% Economically Disadvantaged
1% Multiple Races	30% Special Education

Lead technical support: Antonio Carter

SY17-18 Restorative Goals from Implementation Plan:

- Principal Alexander, AP Taylor and RJ Support Specialist will identify core group of staff members to lead/expand restorative practices at WMOA.
- Communicate Restorative Justice Plan to all stakeholders
- Develop Restorative Justice Processes and System

Notes:

- The principal took leave in March and will not be returning for SY 18-19 however, the AP will be staying on and has been active coordinating meetings and activities with RS team.
- TA Started Mid-Year (January 2018)

Technical Assistance Hours – up to 25 hours per week				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
NA	NA	12	76	88
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				40%
Classrooms have a regular circle practice				30%
The schools norms, values, and vision are restorative				70%
Staff are trained in circle facilitation				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				70%

Columbia Heights Educational Campus (MS-HS)
Year 3
Address: 3101 16th St. NW. Washington, DC 20010
Principal: Maria Tukeva
Grades Served: 6-12
Number of Students: 1240
Ward: 1
Demographic Breakdown:

31% Black	100% Economically Disadvantaged
68% Hispanic/Latino	39% English Language Learners
2% Asian	10.2% Special Education
1% White, non-Hispanic	

Lead technical support: Mali Parke, Melina Mora

SY17-18 Restorative Goals from Implementation Plan:

- HS Goal 1: Teachers/Staff Trained to Run Climate & Culture-Building Circles
- HS Goal 2: Run Circles with and for Parents in a variety of situations.
- Parent Run Circles and Student Run Circles (in Spanish and English)
- HS Goal 3: Students Run and Students Ask for Circles as an Alternative to fighting, inappropriate Classroom Behavior, talking to friends or taking issues to Social Media
- MS Goal 1: MS will hold weekly circles in Monday PLT classes that are student lead or co-facilitated.
- MS Goal 2: Have a clear action plan for tier one, two and three violations

- MS Goal 3: Teachers, students, Admin, and families will begin to request circles when conflict arises.

Notes:

- Up to 70+ restorative circles/dialogues with students per month on average
- ISS Room transformed into a Restorative Corner
- RJ implementation includes both MS and HS
- Staff and Admin are using restorative processes for staff engagement and for staff on staff conflict
- School held a youth retreat in October and utilized proactive processes
- Overall school is showing steady improvement in almost all areas
- There is some concern that staffing is being cut for SY18-19

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
99.25	134	90	44	367.25

Positive School Culture and Climate

Staff uses restorative conversations and questions in day to day conversations with each other and students	35%
All staff is familiar with restorative principles and processes	90%
Classrooms have a regular circle practice	70%
The schools norms, values, and vision are restorative	na
Staff are trained in circle facilitation	10%

Restorative Discipline

Discipline cases are offered a restorative option	60%
The school uses responsive circles to respond to discipline	60%
The school uses reintegration circles	na

Hart Middle School

Year 2

Address: 601 Mississippi Ave SE, DC 20032

Principal: Charlette Butler

Grades Served: 6-8

Number of Students: 337

Ward: 8

Demographic Breakdown:

99% Black, non-Hispanic	100% Economically Disadvantaged
1% Hispanic/Latino	1% English Language Learners
	22% Special Education

Lead technical support: *Dr. Carmen White*

SY17-18 Restorative Goals from Implementation Plan:

- To ensure consistent schoolwide check-in circles
- To implement check-out circles
- Use RP to heal staff relationships

Notes:

- Principal was on leave for the first couple months of the school year
- Strong buy-in from leadership for RJ integration
- School implemented weekly check-in circles during advisory period
- Provided restorative circles for staff to build positive relationships
- RJ is becoming an important part of the school climate but more consistency in practice is needed

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
88	49.45	88.5	83	308.95

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	90%
Classrooms have a regular circle practice	90%
The schools norms, values, and vision are restorative	80%
Staff are trained in circle facilitation	90%

Restorative Discipline

Discipline cases are offered a restorative option	70%
The school uses responsive circles to respond to discipline	65%
The school uses reintegration circles	70%

Kelly Miller Middle School
Year 2
Address: 301 49th St. NE. Washington, DC. 20019
Principal: Kortini Stafford
Grades Served: 6-8
Number of Students: 387
Ward: 7
Demographic Breakdown:
 95% Black, non-Hispanic 100% Economically Disadvantaged

4% Hispanic/Latino

3% English Language Learners
21% Special Education

Lead technical support: *Dr. Carmen White*

SY17-18 Restorative Goals from Implementation Plan:

- Foster buyin and understand of RJ philosophy with leadership team
- Develop mission/vision statement for the school and whole school implementation
- Determine how Chapter 25 tier 1 & 2 behavior can be responded to in a restorative way

Notes:

- Provided foundational training to leadership on restorative justice philosophy and practices
- Provided coaching to RJ coordinator and school climate team and several
- Conducted a survey with Admin team to work out RJ priorities for the school for whole school implementation and reviewed outcomes with Admin

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
13.5	64.5	43	34.5	155.5

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	55%
Classrooms have a regular circle practice	5%
The schools norms, values, and vision are restorative	15%
Staff are trained in circle facilitation	30%

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%

Ballou Senior High School

Year 3

Address: 4401 4th St SE Washington, DC 20032

Principal: Yetunde Reeves (left mid-year)

Grades Served: 9-12

Number of Students: 930

Ward: 8

Demographic Breakdown:

97.7% Black, non-Hispanic 100% Economically Disadvantaged
 2.0% Hispanic/Latino <1% English Language Learner
 .2% White non-Hispanic 25.5% Special Education

Lead technical support: Ivy Hylton (*Youth and Families in Crisis*)

SY17-18 Restorative Goals from Implementation Plan:

- Worked with the social workers to
- Ensure fidelity of circles classroom circles

Notes:

- Pre-service week training in restorative justice and restorative practices as conducted by school staff with coaching by the RDC team
- Provided monthly pd and coaching to school social workers in RJ applications
- Culture and Climate team met twice per month
- Provided observation and coaching to teachers on classroom circles
- RJ is largely integrated into the culture of the school and discipline practices
- Principal was replaced due to concerns over attendance and graduation rates in the middle of the year
- During the spring, school wide circles were held for both staff and students in response to the issues of graduation and attendance, as well as several student deaths
- Significant leadership and staff changes are expected for SY18-19

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
30	57.5	125	138.5	351

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	75%
Classrooms have a regular circle practice	40%
The schools norms, values, and vision are restorative	70%
Staff are trained in circle facilitation	50%
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	85%

Luke C. Moore

Year 3

Address: 1001 Monroe St. NE. Washington, DC. 20017

Principal: Jada Langston

Grades Served: 9-12

Number of Students: 266

Ward: 5

Demographic Breakdown:

94% Black 100% Economically Disadvantaged
 5% Hispanic/Latino 1.5% English Language Learners
 15% Special Education

Lead technical support: *Dr. Jane Connor McMahon*

SY17-18 Restorative Goals from Implementation Plan:

- The implementation did not develop goals for SY17-18

Notes:

- Implemented computer based curriculum which hindered use of circles.
- Significant leadership and staff changes are expected for SY18-19
- Two staff members participated in the Restorative Coaching Program along with SEED PCS
- RDC met with the RJ coordinator at least monthly

Technical Assistance Hours – up to 25 hours per week

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
70.5	80	50	40	240.5

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	15%
Classrooms have a regular circle practice	10%
The schools norms, values, and vision are restorative	20%
Staff are trained in circle facilitation	20%

Restorative Discipline

Discipline cases are offered a restorative option	na
The school uses responsive circles to respond to discipline	na
The school uses reintegration circles	20%