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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.5</td>
<td>104</td>
<td>71</td>
<td>88</td>
<td>308.5</td>
</tr>
</tbody>
</table>

Positive School Culture and Climate

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff uses restorative conversations and questions in day to day conversations with each other and students</td>
<td>25%</td>
</tr>
<tr>
<td>All staff is familiar with restorative principles and processes</td>
<td>15%</td>
</tr>
<tr>
<td>Classrooms have a regular circle practice</td>
<td>15%</td>
</tr>
<tr>
<td>The schools norms, values, and vision are restorative</td>
<td>15%</td>
</tr>
<tr>
<td>Staff are trained in circle facilitation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Restorative Discipline

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline cases are offered a restorative option</td>
<td>50%</td>
</tr>
</tbody>
</table>
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:**
- 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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.3</td>
<td>22</td>
<td>31.75</td>
<td>74.5</td>
<td>139.55</td>
</tr>
</tbody>
</table>

**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 school’s 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
- 38.2% Hispanic/Latino
- 1.6% Asian
- 0.2% Native American
- 31.8% White
- 9.2% At-Risk
- 10% Special Education
- 16% English Language Learners
- 29.7% Economic Disadvantage
- 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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.5</td>
<td>77</td>
<td>27.5</td>
<td>70</td>
<td>191</td>
</tr>
</tbody>
</table>

**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

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**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
- 0.6% Hispanic/Latino
- 0.3% Multi Racial
- 0.3% Pacific Islander
- 67% At-Risk
- 20.2% Special Education
- 0.3% English Language Learners
- 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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.5</td>
<td>145.25</td>
<td>155.5</td>
<td>130</td>
<td>473.25</td>
</tr>
</tbody>
</table>

**Positive School Culture and Climate**
<table>
<thead>
<tr>
<th><strong>Staff</strong> uses restorative conversations and questions in day to day conversations with each other and students</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff is familiar with restorative principles and processes</td>
<td>25%</td>
</tr>
<tr>
<td>Classrooms have a regular circle practice</td>
<td>0%</td>
</tr>
<tr>
<td>The schools norms, values, and vision are restorative</td>
<td>0%</td>
</tr>
<tr>
<td>Staff are trained in circle facilitation</td>
<td>15%</td>
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</tbody>
</table>

**Restorative Discipline**

<table>
<thead>
<tr>
<th>Discipline cases are offered a restorative option</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school uses responsive circles to respond to discipline</td>
<td>10%</td>
</tr>
<tr>
<td>The school uses reintegration circles</td>
<td>10%</td>
</tr>
</tbody>
</table>

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**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  
- 13.6% Hispanic/Latino  
- 0.9% White, non-Hispanic  
- 86.8% At-Risk  
- 88.2% Economically Disadvantaged  
- 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
<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.3</td>
<td>70.25</td>
<td>44</td>
<td>48</td>
<td>200.55</td>
</tr>
</tbody>
</table>

**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%

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**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
- 3% Hispanic/Latino
- 1% Multiple Races
- 4% English Language Learners
- 100% Economically Disadvantaged
- 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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>12</td>
<td>76</td>
<td>88</td>
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**Positive School Culture and Climate**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Staff uses restorative conversations and questions in day to day conversations with each other and students</td>
<td>20%</td>
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</tr>
<tr>
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<tr>
<td>Classrooms have a regular circle practice</td>
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**Restorative Discipline**

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<table>
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<tbody>
<tr>
<td>Discipline cases are offered a restorative option</td>
<td>90%</td>
</tr>
<tr>
<td>The school uses responsive circles to respond to discipline</td>
<td>90%</td>
</tr>
<tr>
<td>The school uses reintegration circles</td>
<td>70%</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Black</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>68%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>100%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>39%</td>
</tr>
<tr>
<td>Special Education</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>99.25</td>
<td>134</td>
<td>90</td>
<td>44</td>
<td>367.25</td>
</tr>
</tbody>
</table>

Positive School Culture and Climate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Staff uses restorative conversations and questions in day to day conversations with each other and students</td>
<td>35%</td>
</tr>
<tr>
<td>All staff is familiar with restorative principles and processes</td>
<td>90%</td>
</tr>
<tr>
<td>Classrooms have a regular circle practice</td>
<td>70%</td>
</tr>
<tr>
<td>The schools norms, values, and vision are restorative</td>
<td>na</td>
</tr>
<tr>
<td>Staff are trained in circle facilitation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Restorative Discipline

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Discipline cases are offered a restorative option</td>
<td>60%</td>
</tr>
<tr>
<td>The school uses responsive circles to respond to discipline</td>
<td>60%</td>
</tr>
<tr>
<td>The school uses reintegration circles</td>
<td>na</td>
</tr>
</tbody>
</table>

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
- 1% Hispanic/Latino
- 100% Economically Disadvantaged
- 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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>49.45</td>
<td>88.5</td>
<td>83</td>
<td>308.95</td>
</tr>
</tbody>
</table>

**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 restorvive justice philoosphy 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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.5</td>
<td>64.5</td>
<td>43</td>
<td>34.5</td>
<td>155.5</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>57.5</td>
<td>125</td>
<td>138.5</td>
<td>351</td>
</tr>
</tbody>
</table>

### Positive School Culture and Climate

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff uses restorative conversations and questions in day to day conversations with each other and students</td>
<td>15%</td>
</tr>
<tr>
<td>All staff is familiar with restorative principles and processes</td>
<td>75%</td>
</tr>
<tr>
<td>Classrooms have a regular circle practice</td>
<td>40%</td>
</tr>
<tr>
<td>The schools norms, values, and vision are restorative</td>
<td>70%</td>
</tr>
<tr>
<td>Staff are trained in circle facilitation</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Restorative Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline cases are offered a restorative option</td>
<td>80%</td>
</tr>
<tr>
<td>The school uses responsive circles to respond to discipline</td>
<td>80%</td>
</tr>
<tr>
<td>The school uses reintegration circles</td>
<td>85%</td>
</tr>
</tbody>
</table>
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  

<table>
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<th>Quarter</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total</th>
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<td>80</td>
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<td>40</td>
<td>240.5</td>
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</tbody>
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**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  
- Classrooms have a regular circle practice  
- The schools norms, values, and vision are restorative  
- Staff are trained in circle facilitation  

**Restorative Discipline**  
- Discipline cases are offered a restorative option  
- The school uses responsive circles to respond to discipline  
- The school uses reintegration circles