



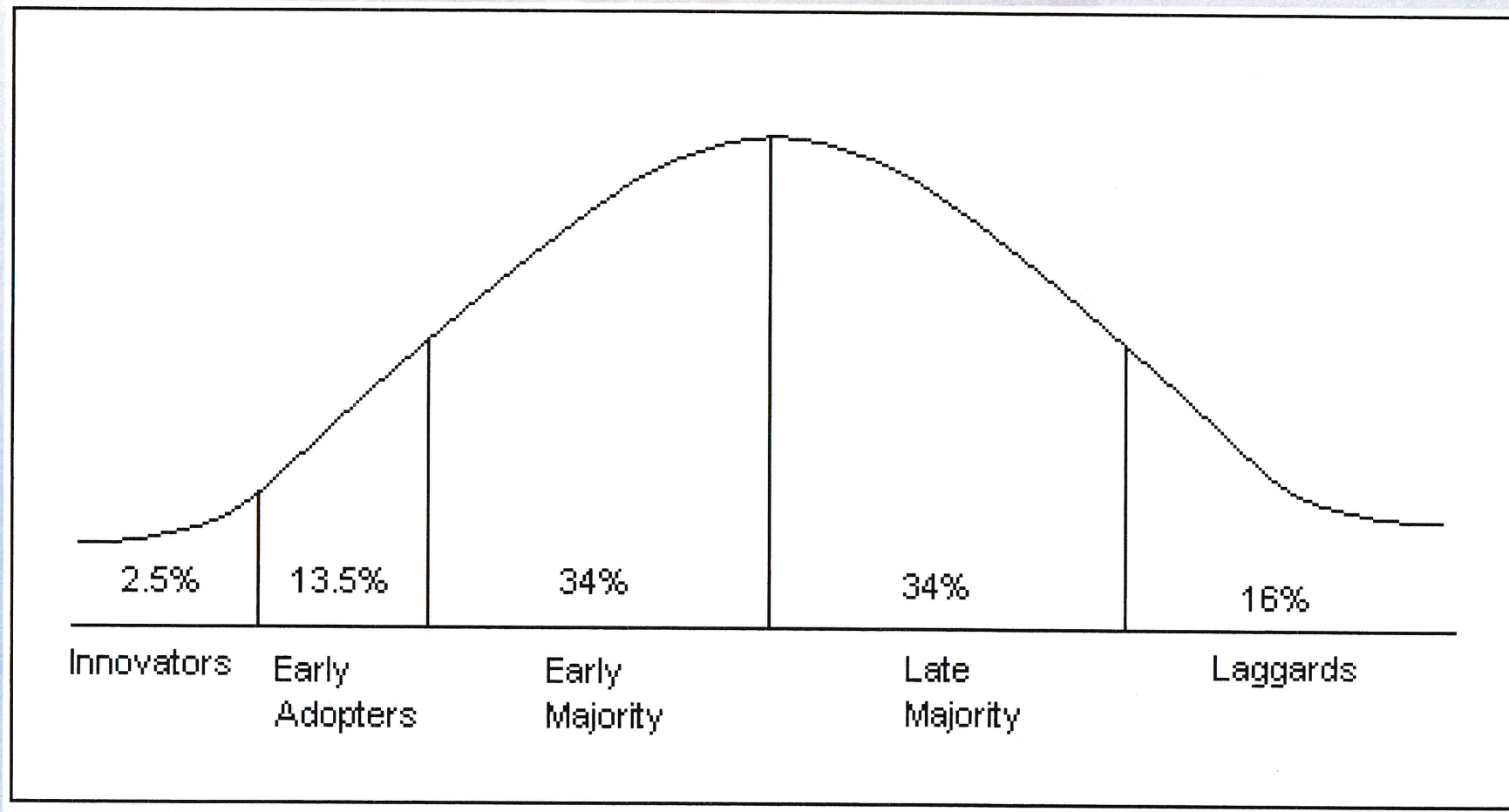
IMPLEMENTING RESTORATIVE PRACTICES IN SCHOOLS

A PRACTICAL GUIDE
TO TRANSFORMING SCHOOL
COMMUNITIES

MARGARET THORSBORNE AND PETA BLOOD
FOREWORD BY GRAHAM ROSS

#3

Be strategic about developing buy-in



To assist in such planning,
we wrote 12 Indicators of
Restorative Practices
Implementation: Checklists
for Administrators.

*Gregory, A., Ward-Seidel, A., Carter, K., &
Kotamraju, V. (2019). 12 Indicators of
Restorative Practice Implementation: Checklists
for Administrators. Unpublished report, Rutgers
University, New Brunswick, NJ.*

(Also see Gregory & Evans, 2020, RJE NEPC
brief)

[https://nepc.colorado.edu/newsletter/2020/01/
restorative-justice](https://nepc.colorado.edu/newsletter/2020/01/restorative-justice)



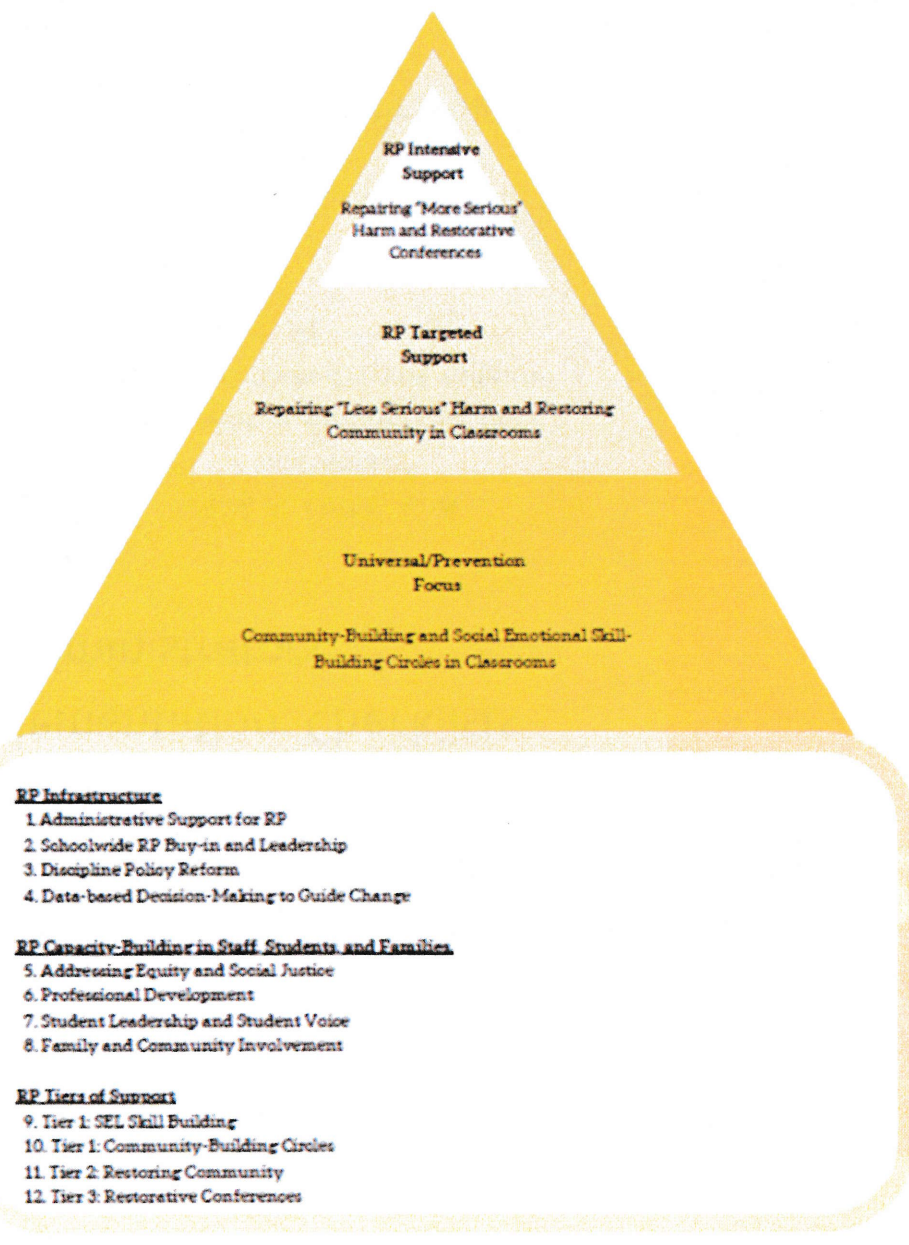
12 Indicators of Restorative Practices Implementation:

Checklists for Administrators

September 2020

Version 2.1

12 Indicators of RP Implementation



RP Infrastructure

1. Administrative Support
2. Schoolwide Buy-In & Distributed Leadership
3. Discipline Policy Reform
4. Data-Based Decision-Making

RP Capacity-Building

5. Addressing Equity & Social Justice
6. Professional Development
7. Student Leadership & Voice
8. Family/Community Involvement

Schoolwide Buy-In & Distributed Leadership

Schoolwide Buy-in and Distributed Leadership

A majority of staff demonstrate a collective investment in RP, SEL, and Equity initiatives, with shared leadership advancing implementation.

- RP, SEL, & Equity initiatives are not isolated “programs.” Relationship-building, skill-building, and equity principles guide everyday practice.
- Leadership is distributed amongst diverse groups (e.g., students, admin, teachers, staff).
- A team regularly meets to strategically advance initiatives.
- Staff have processes in place to collaborate *and* communicate when addressing misconduct in a restorative manner.
- Strategies to increase buy-in are used, such as:
 - Learn by doing: Staff participate in adult circles themselves;
 - Announce small wins with staff;
 - Discuss among staff whether personal or cultural values conflict with initiatives (e.g., norms around power and hierarchy).

RP 12 Indicators self-assessment tool

3. Discipline Policy Reform: Collective input leads to revised school policies and procedures that reduce the punitive and exclusionary responses to misconduct. Revisions focus on prevention, teaching behavioral expectations and skills, and repairing harm and relationships.

Written school policies and procedural norms:	Not Yet True (1)	Partially True (2)	Mostly True (3)	Evidence
<input type="checkbox"/> Articulate an RP-oriented mission and vision of the school;				
<input type="checkbox"/> Focus on prevention and teaching skills;				
<input type="checkbox"/> Describe repairing harm and being accountable to the community;				
<input type="checkbox"/> Clarify when teachers address misconduct in classrooms and when they seek support;				
<input type="checkbox"/> Define procedures for safety, including when a student might be removed from class or school;				
<input type="checkbox"/> Describe how teachers are informed when their students participate in restorative interventions and supports;				

RP 12 Indicators self-assessment tool

4. **Data-Based Decision-Making to Guide Change:** Monthly, the school leadership team reviews discipline and restorative conference data. The team disaggregates data by student groups to ascertain action steps to increase equity.

	Not Yet True (1)	Partially True (2)	Mostly True (3)	Evidence
<input type="checkbox"/> Analyze disaggregated discipline data regularly for trends and overrepresentation.				
<input type="checkbox"/> Develop documentation and follow-up systems for restorative conferences.				
<input type="checkbox"/> Present data to diverse groups, including students, for joint analysis and problem-solving.				
<input type="checkbox"/> Use data findings to improve school climate and school policies/procedures.				

RP capacity building indicators:

5. Addressing Equity and Social Justice

5. **Addressing Equity and Social Justice:** School staff engage in courageous conversations around race, equity, identity, cultural awareness, implicit bias, and/or systemic injustices. Conversations are not an end point; they are part of a continuous cycle of reflection and action that lead to proactive steps to increase equity in school policy and practices.

	Not Yet True (1)	Partially True (2)	Mostly True (3)	Evidence
<input type="checkbox"/> Explicit focus on equity may include: <ul style="list-style-type: none"> ○ Increasing student agency and leadership opportunities; ○ Changing policies/practices that have an unfair impact on some student groups; ○ Engaging students and adults in open dialogue about marginalizing institutional practices; ○ Implementing Social Justice education and culturally responsive instructional practices. 				
<input type="checkbox"/> Courageous conversations may address: <ul style="list-style-type: none"> ○ Implicit bias, microaggressions, stereotype threat, racism; ○ Staff's own cultural or racial identity and how it affects interactions; ○ Within school practices or policies that lead to inequity, ○ How systems and structures outside of school affect school inequity (immigration policies, neighborhood gentrification, wealth gap). 				

Schoolwide Buy-In

Because some people ...wouldn't sit in a (responsive) circle, some people had this idea that like, "If I sat in this circle and we did this process that when we walked away from it, there's a winner and a loser, and I may be the loser."

And if I'm on the loser end that means that I have a loss of control of power in my position, and in my space, and in my classroom. and more of that is given to the student.

We had to begin to deconstruct that narrative and say, "This is not about wins and losses, but this is about our community." How do we repair and restore and make sure that everybody is okay on both sides? That they're well and they're safe.

-RP Coordinator



Framing Question:

How we can foster buy-in?

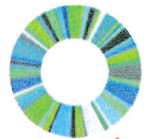

How do schools reinforce adult fears of losing control? How do schools enable teachers to share power and enable student autonomy?

SF's initial steps to assess collective will for RP

San Francisco Unified School District

Restorative Practices Whole-School Implementation Guide

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.




restorative PRACTICES SFUSD

Student, Family, & Community Support
San Francisco Unified School District

At the core, Restorative Practices are about building and sustaining positive relationships and community

En el corazón de las prácticas restaurativas está el hecho de crear y establecer relaciones.

SEARCH





復和策略的核心目的是建立和恢復和諧的社交關係

Student, Family, & Community Support
San Francisco Unified School District



At the core, Restorative Practices are about
building and sustaining
positive relationships and community

Esencialmente, las prácticas restaurativas tratan de crear y restablecer relaciones.

SEARCH

Stage 1: Identifying Commitment and Determining Site Specific Need

- Intro to RP and Staff & Family Readiness Reflection
- Fair process to identify leaders
- Determining need
- Collecting climate data

School Discipline /Attendance Record

2009-2012

1-4K: to be completed by identified members of RP Team

Date: _____

Completed by Family immediately presentation.

2009-2010	2010-2011	2011-2012
Student Behavior: Counseling Office Referrals: <ul style="list-style-type: none"> • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ • Common location/s of problem behaviors: _____ • Common problem behavior events by time of day: _____ • Percentage of ethnic representation of counseling office referrals: _____ 	Student Behavior: Counseling Office Referrals: <ul style="list-style-type: none"> • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ • Common location/s of problem behaviors: _____ • Common problem behavior events by time of day: _____ • Percentage of ethnic representation of counseling office referrals: _____ 	Student Behavior: Counseling Office Referrals: <ul style="list-style-type: none"> • Average # of referrals per month: _____ • Common problem behaviors leading to office referrals: _____ • Common location/s of problem behaviors: _____ • Common problem behavior events by time of day: _____ • Percentage of ethnic representation of counseling office referrals: _____
Attendance: _____	Attendance: _____	Attendance: _____
Academic data per subgroup	Academic data per subgroup	Academic data per subgroup

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- **Share:** You will now have the opportunity to practice using the questions with one another. One person will ask the questions and the other person will answer the



復和策略的核心目的是建立和恢復和諧的社交關係

At the core, Restorative Practices are about
building and sustaining
positive **relationships** and **community**

Esencialmente, las practicas restaurativas tratan de crear y restablecer relaciones.

[Student, Family, & Community Support](#)
[San Francisco Unified School District](#)



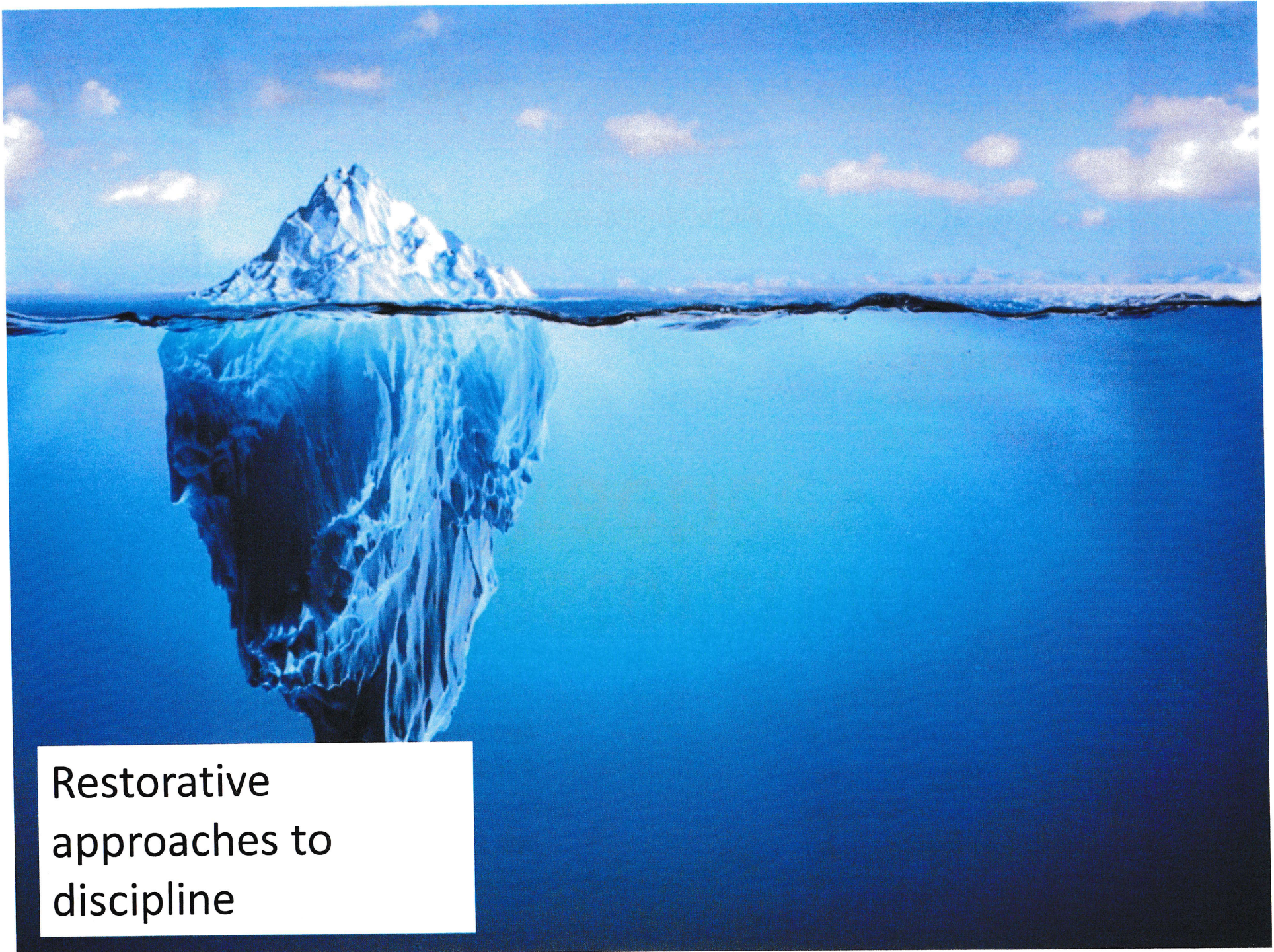
SEARCH

Stage 2: Planning of Whole-School Implementation

- Scheduling RP PD and Circles
- Determining Systems of Support
- Determining Progress Checks

Stage 3: Whole-School Restorative Practices Implementation

Stage 4: Restorative Practices Implementation Sustainability



Restorative
approaches to
discipline

**Restorative Practices:
Fostering Healthy Relationships &
Promoting Positive Discipline
in Schools**
A Guide for Educators

Address and
discuss the needs
of the school
community

Build healthy
relationships
between educators
and students

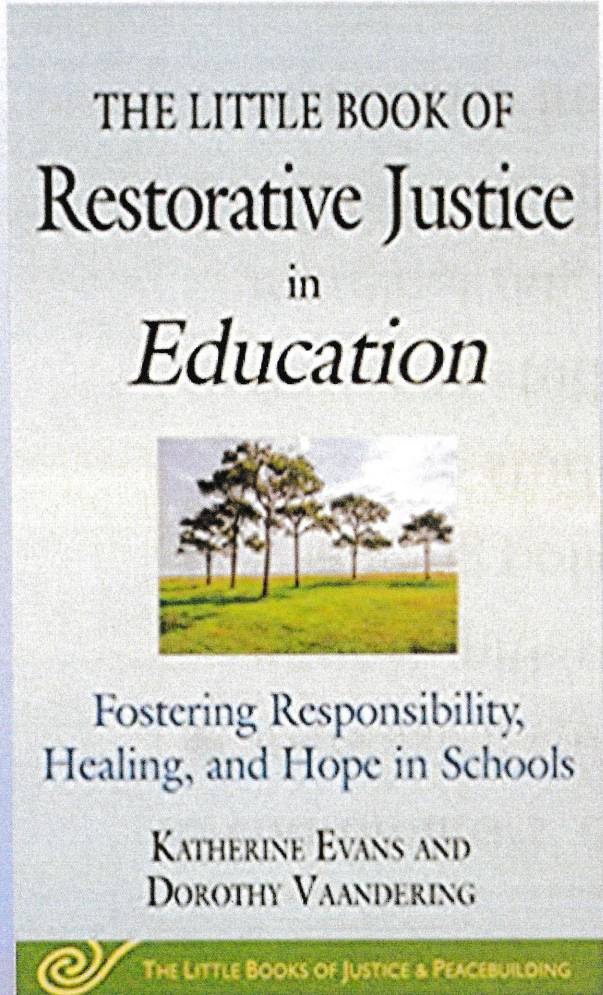
Restorative Practices

Resolve conflict,
hold individuals
and groups
accountable

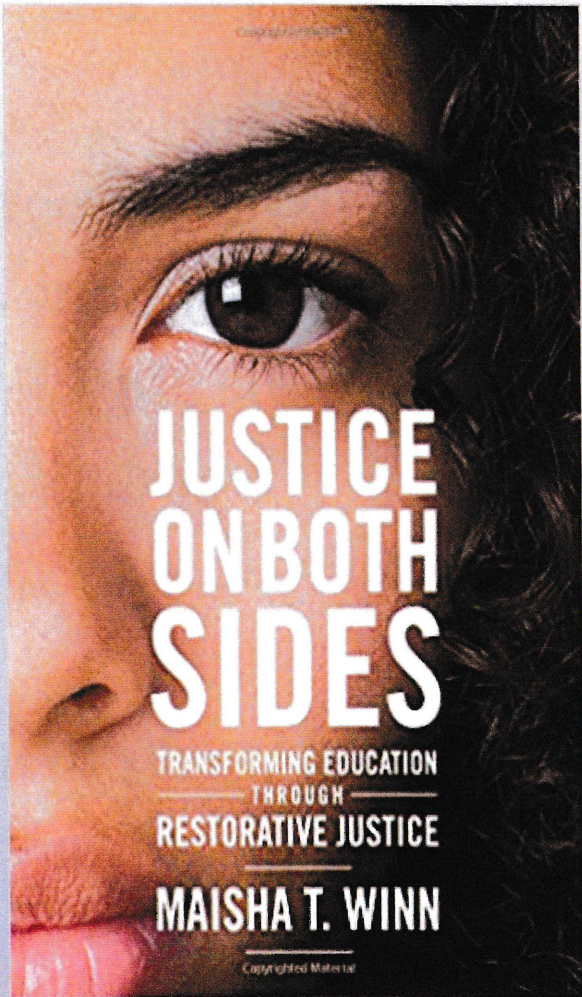
Reduce, prevent,
and improve
harmful behavior

Repair harm and
restore positive
relationships

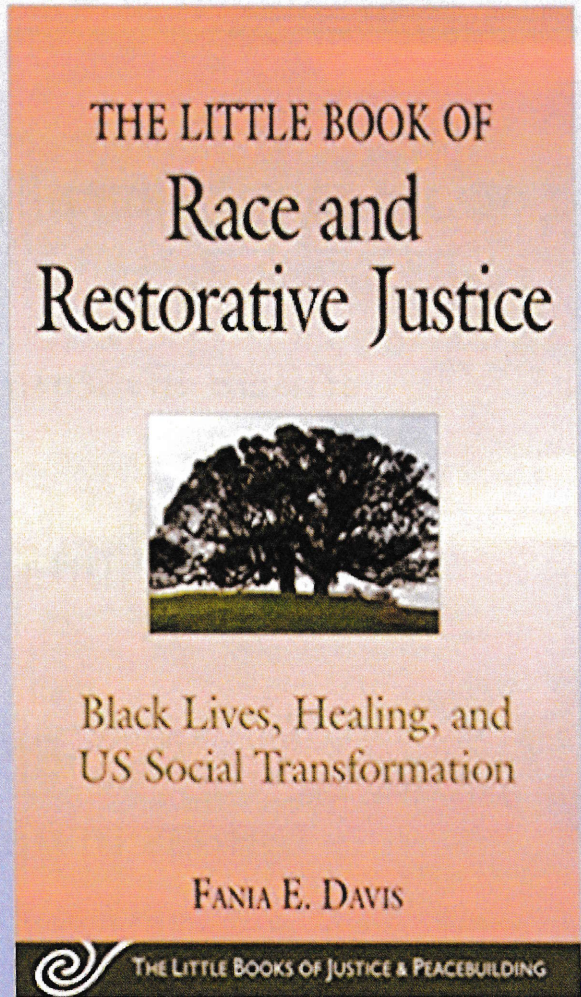




2016



2018

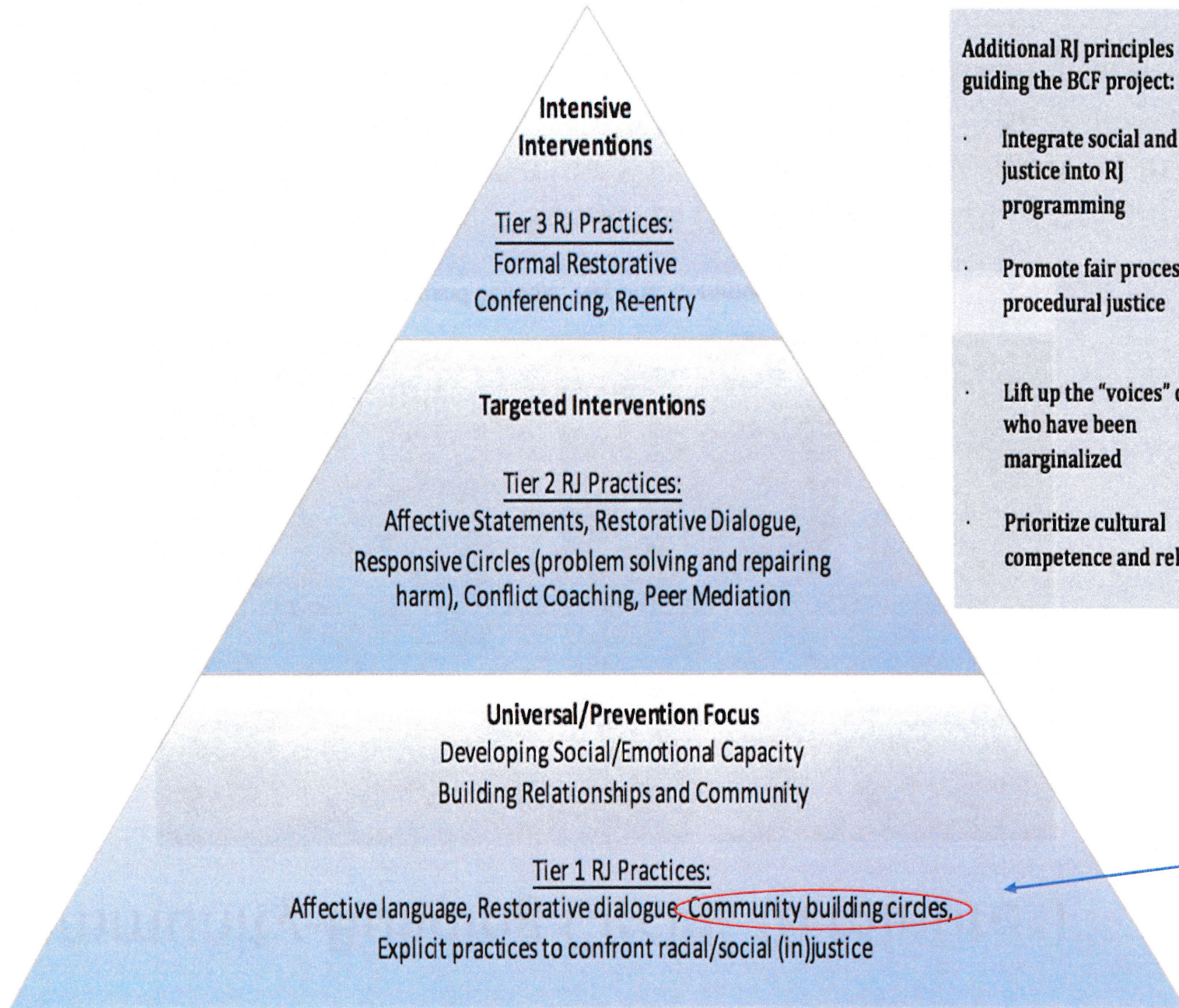


2019

Findings from a recent implementation study about equity-oriented RP/RJ

RJ coordinators' equity initiatives were broad in scope:

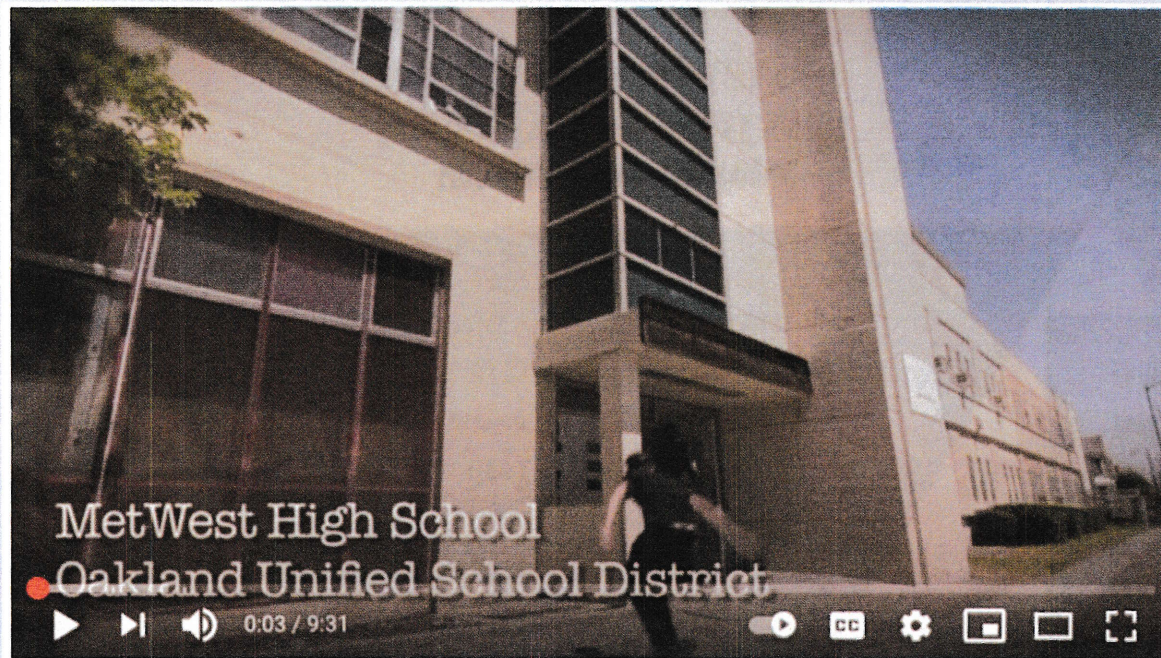
- Increasing student agency and leadership opportunities;
- Changing policies/practices that have an unfair impact on some student groups;
- Engaging students and adults in open dialogue about marginalizing institutional practices;
- Implementing social justice education and culturally responsive instructional practices.



**Additional RJ principles
guiding the BCF project:**

- Integrate social and racial justice into RJ programming
- Promote fair process and procedural justice
- Lift up the “voices” of those who have been marginalized
- Prioritize cultural competence and relevance

Community-Building Circles (6 minutes)



Restorative Justice in Oakland Schools: Tier One. Community Building Circle

- Students from MetWest High School in the Oakland Unified School District (OUSD) facilitate, participate in and reflect on using the Circle in the classroom to build community and relationships. The video highlights the process and elements of a community building Circle.

• <https://www.youtube.com/watch?v=RdKhcQrLD1w>

A student reflects on circles during advisory

It will help staff grow... because it's not just students that are a part of the circle, it's the teachers too and that's important because they need to understand where we're coming from... and they could understand, maybe that's why I'm not in the mood today or what happened this morning or last night may cause me to act out during the day...

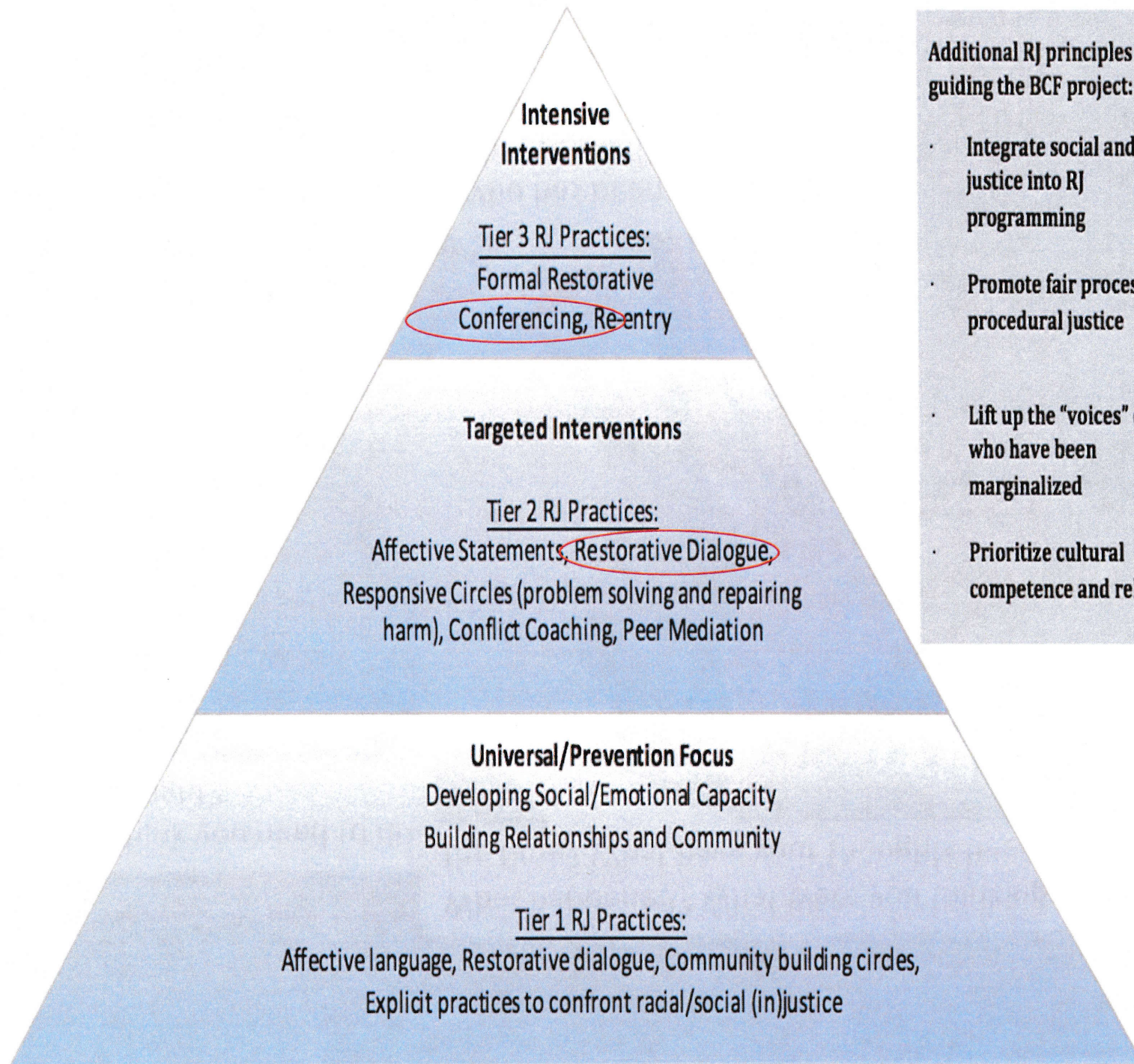
(Student, 2017)




The circle is the container or the platform for the conversation...its mission is to end racism.”



Circling and other RJ practices “are the tools for what’s underlying, which is the racial justice lens and the relationship building.”





What do you think you need to do to make things right?

What happened? What were you thinking about at the time? What have your thoughts been since?

Who has been affected by what you did? In what way have they been affected?

“Restorative questions”

Questions to ask the disputant

- What happened? What were you thinking about at the time? What have your thoughts been since?
- Who has been affected by what you did? In what way have they been affected?
- What do you think you need to do to make things right?

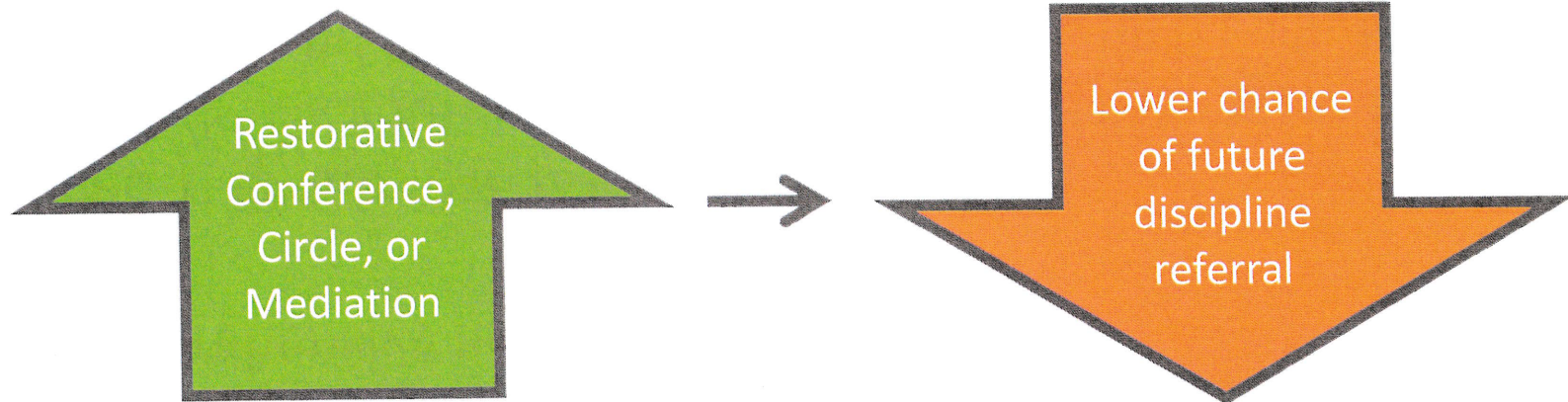
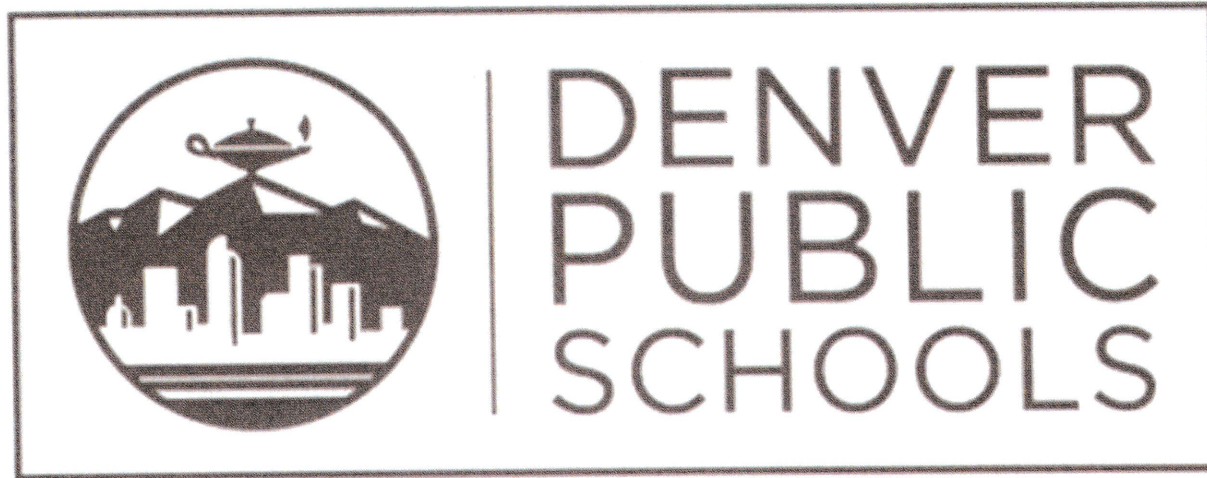
Questions to ask those harmed or affected by the incident

- What did you think when you realized what had happened?
- How has this affected you and others? What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Interventions

Restorative Interventions are responses to discipline incidents that include:

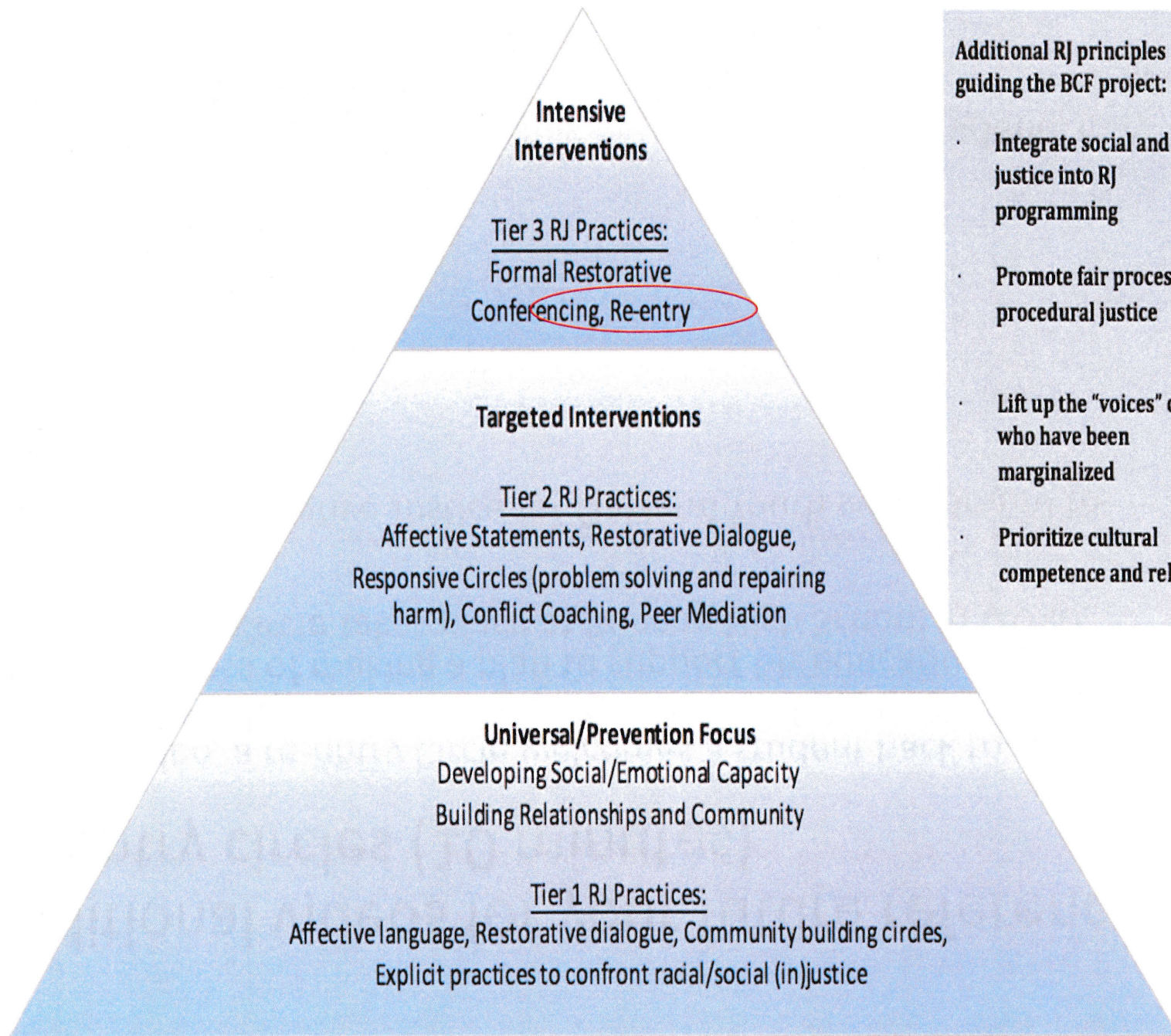
- A problem-solving process (what happened, what people were thinking/feeling, and who was impacted)
- Plans for
 - repairing the harm,
 - skill-building, and/or
 - community building (e.g., community problem solving, peer mediation, restorative conversation, restorative conference, restorative circle, re-entry circle)
- Follow-up to ascertain whether plan was accomplished and harm repaired



Anyon, Gregory et al., 2016

Example of a restorative conference (15 min)

- Look for: Roles of people in the room, structure of the conference, and comprehensive nature of the action plan
- Video 1: Restorative pre-conference video
<https://www.youtube.com/watch?v=kdp8NW6Q5zw>
 - Derrick and David had a physical fight, which included prior incidents of homophobic and racist epithets.
 - The facilitator introduces Derrick and his parents to the conference process. They ask him to provide explicit details about the discipline incident and ask him if he consents to take responsibility and join the conference.
 - We will watch the end 10:40-12:00
- Video 2: The actual conference
<https://www.youtube.com/watch?v=kdp8NW6Q5zw>
 - 00-5.00 Introductions and Guidelines.
 - 21.22-29.00 Action Plan discussion, one-word closing.



Additional videos for your future reference: Re-entry circles (10 minutes)

- In this video, a re-entry Circle welcomes a student back to school following an absence due to incarceration and the Circle also focuses on the process of making a plan to support his education going forward. The Circle takes place at Bunche High School in OUSD.
- OUSD and Restorative Justice for Oakland Youth collaborated to produce the video.
- <https://www.youtube.com/watch?v=uSJ2GPiptvc>
 - (0:00-10:00)

As you watch, consider the possible SEL skills staff and students may develop through this circle process.

3 Tiers of Restorative Practices

- **Focus:** 3 Tiers of Restorative Practices
Time: 6:20
Who & Where: Oakland Fremont High
Grade Level: High School
- **Description:**
 - This video outlines three tiers of Restorative Practices.
 - <https://www.morningsidecenter.org/teachable-moment/lessons/restorative-justice-oaklands-fremont-high>
 - Tier 2: Interventions like mediation, harm circles and conflict circles so that everyone can “hear... everyone’s side of the story” and relationships can be repaired, issues can be resolved.

How to Introduce and Conduct Restorative Circles (7 minutes)

- <https://www.morningsidecenter.org/teachable-moment/lessons/introducing-restorative-circles-school>

Focus: How to Introduce and Conduct Restorative Circles in School

Time: 7:03

Who & Where: Pinellas Country Schools

Grade Level: K-8

Description:

- Administrations and school staff talk about their experience rolling out Restorative Circles in their school starting in September—from an first go round of “what did you do this summer?” to “what’s your one goal that you’d like to achieve in chorus” to more meaningful Circles over time.
- Staff discusses the impact of Restorative Circles on relationships in their classrooms with students, between students, and how Restorative Circles have promoted student voice and improved the school’s culture significantly.
- Reflection question: What Social Emotional Competencies might students practice in circles?

Restorative Discipline, Restorative Circles & SEL

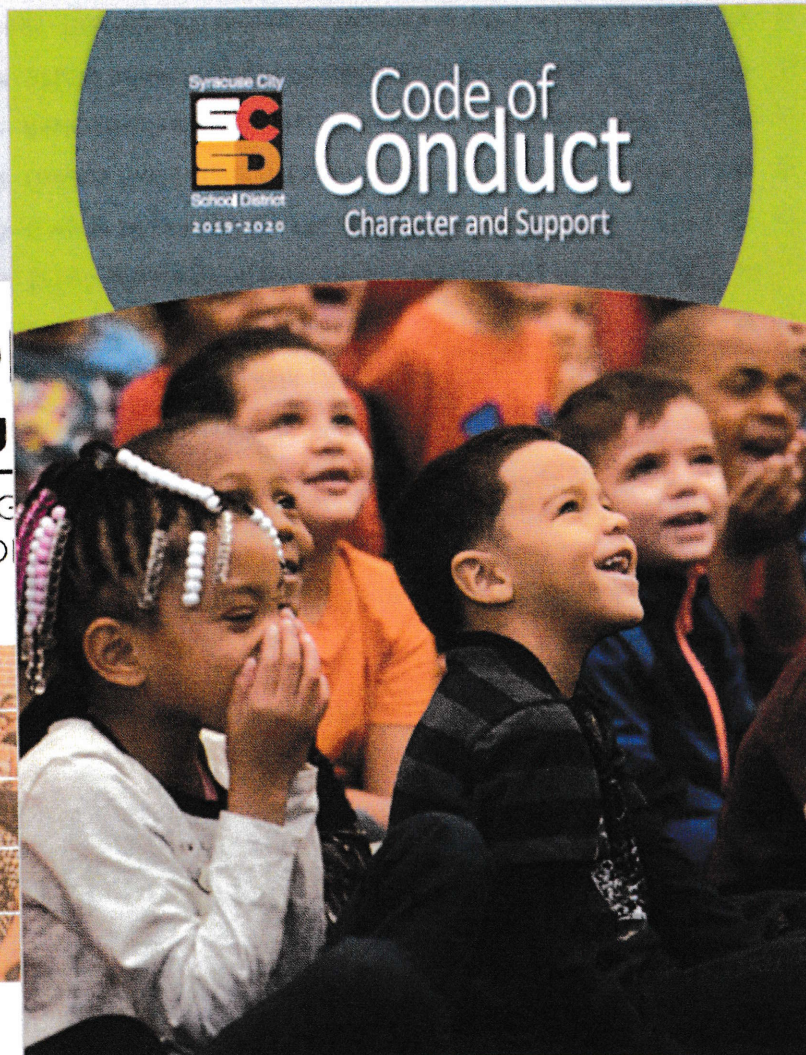
- <https://www.morningsidecenter.org/teachable-moment/lessons/alternative-school-suspension>
- **Focus:** Restorative Discipline, Restorative Circles & SEL
Time: 3:44 min
Who & Where: Pearl-Cohn Entertainment High School, Nashville, TN
Grade Level: High School
- **Description:**
 - At the start of the video, the staff at Pearl Cohn explain why they have chosen restorative discipline over punitive discipline at their school. The school uses Restorative Circles, in lieu of suspension in a collaborative space they call “the zone.” The zone is where students meet in Circles first thing in the morning, to discuss behaviors and problem solve issues collaboratively. Students are able to talk about what happened, share their perspective, and explore the impact of their actions. Students are subsequently invited to reflect on their behavior, their needs, and the roles they play in conflict. They are encouraged to look at the root of the challenging behavior or issue, own up, and move to correct it.

Lunch Break 11:45am – 12:30pm

- Please remain in the Zoom link, so that we can rearrange breakout groups for the afternoon session.
- Feel free to turn off your microphone and camera.



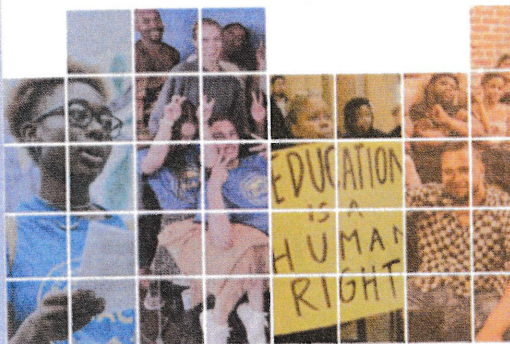
RP and Discipline Policy Reform



A MODEL CODE OF CONDUCT on Education and Dignity

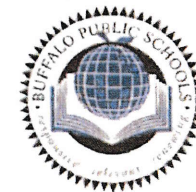
PRESENTING A HUMAN RIGHTS
FRAMEWORK FOR SCHOOLS

REVISED 2019



DIGNITY IN SCHOOLS

DEVELOPING SAFE AND SUPPORTIVE SCHOOLS



**BUFFALO PUBLIC SCHOOLS
STANDARDS FOR
COMMUNITY-WIDE
CONDUCT AND
INTERVENTION SUPPORTS
2018 - 2019**

Dr. Kriner Cash
Superintendent of Buffalo Public Schools

www.buffaloschools.org

Resources available in a shared folder on dropbox or in a previous email attachment:

The screenshot shows a Dropbox interface for a folder named "Handouts and Resources" owned by "bob jarvis". The interface includes a search bar, a "Create" button, and action buttons for "Open", "Move", and "Copy". A list of folders and files is displayed, with the file "12 Indicators of RP Implementation_Checklists v2.1 co..." selected and highlighted. To the right, a preview of the document is shown, featuring a yellow cover with the title "12 Indicators of Restorative Practices Implementation: Checklists for Administrators". Below the preview, the file name is repeated, along with its size (2 MB) and modification date (2 months ago). There are buttons for "Share" and "Transfer", and a section for "Comments" with a text input field.

Search

> bob jarvis > Handouts and Resources

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Open ▾

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Name ↑

- ▾ Additional Resources
 - > Resources for discipline code reform
 - > Resources for examining data
 - ▾ Resources for Restorative Practices
 - 12 Indicators of RP Impementation_Checklists v2.1 co...
 - Gregory Skiba Mediratta RRE 2017.pdf
 - Gregory_Evans Starts and Stumbles of Restorative Justice in E...
 - Restorative Practices resources for school practitioners.docx
 - SFUSD Whole School Implementation Guide final.pdf
- 1 Agenda - Equitable and restorative approach to school discipline poli...
- 2 Dignity in Schools ModelCode_excerpt.pdf
- 3 Minneapolis Schools conflict_intervention_excerpt.pdf
- 4 Action planning menu.docx

12 Indicators of RP Impementation_Check...

2 MB • Modified 2 months ago

Share ▾

Transfer

Allison Ward-Seidel & Anne Gregory

Comments

Enter your thoughts here

For convenience links are here. Full copies of the code are available in the shared resource folder.

- <https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/78/CoC%2018-19%20B.pdf>
- <http://dignityinschools.org/toolkits/model-code/>
- <http://www.syracusecityschools.com/tfiles/folder984/Code%20of%20Conduct%202019-20.pdf>

Typical reform domains for Codes of Conduct

- A greater emphasis on accountable and restorative interventions that will support students to improve their behavior and experience greater success at school
- A greater emphasis on promotion of positive social behaviors and prevention of discipline problems
- Differentiated responses to discipline problems for students in grades Prekindergarten-5 and students in grades 6-12
- More precise descriptions of behavior concerns and violations aligned to levels of specific interventions and consequences
- More limited use of out-of-school suspension, in-school suspension, and removal of students from the classroom.

(from: <http://www.syracusecityschools.com/districtpage.cfm?pageid=984>)

<http://dignityinschools.org/toolkits/model-code/>

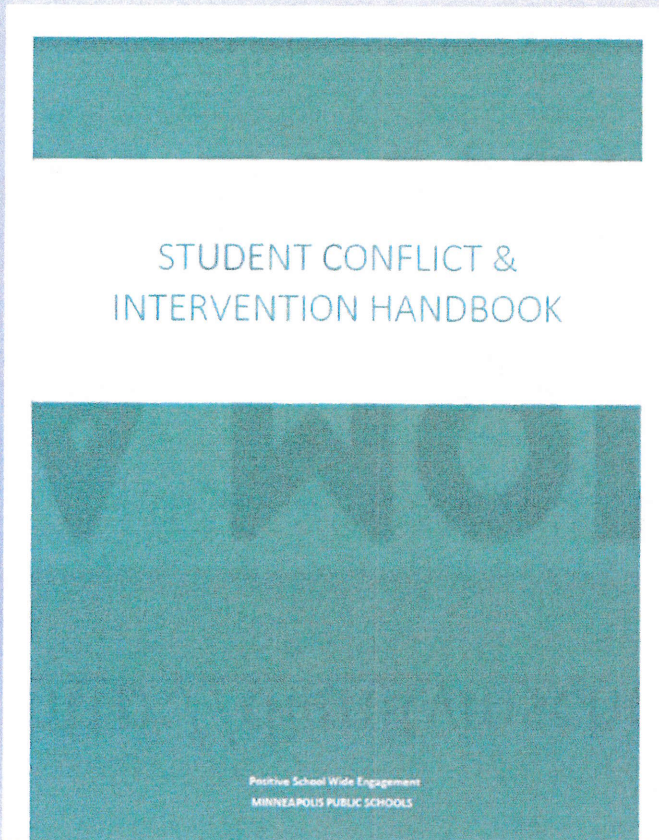
A MODEL CODE on Education and Dignity

PRESENTING A HUMAN RIGHTS
FRAMEWORK FOR SCHOOLS

REVISED 2019

RP and Discipline Policy Reform: Sample School Discipline Policy

Positive School Wide Engagement from MINNEAPOLIS PUBLIC SCHOOLS



Available:

- [Shared dropbox folder](#)
- [Excerpt attached in your email from Dayna](#)
- https://anthony.mpls.k12.mn.us/uploads/conflict_intervention_handbook_2.pdf

Responding to a Level 1 Behaviors

Level 1 behavior incidents are minor in effect and are to be addressed in the classroom. The expectation is that staff will have invested time proactively to create a classroom community where they can utilize restorative strategies to process the incident with students with the intent to restore, build capacity, and sustain community. Staff members are expected to use the strategies cited below in response to Level 1 behavior incidents. For a detailed review of which behavior categories are considered to be a Level 1 please refer to the next section of this document.

TABLE 1.
APPROPRIATE INTERVENTIONS FOR LEVEL 1 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none"> • Process the incident with the student using affective questions/statements to assure there is a collective understanding of what happened. • Identify specific needs /provide support to meet community expectations, routines and rituals. • Introduce and/or provide examples of ways to ask for help or respond to conflict. • Strategies/examples on ways to manage feelings, opinions, actions • Reminders/redirections of appropriate classroom expectations 	<ul style="list-style-type: none"> • Maintain high expectations while providing the support needed to meet the expectations. • Use Fair Process to revisit expectation with student to promote capacity building and assure feeling of belonging 	<ul style="list-style-type: none"> • Fidelity check of school-wide systems structures and supports for staff and students • Repeat fidelity check for relevant classroom and non-classroom spaces • If persistent concern, develop behavior support plan including social skills strategies and reinforcement • Identify classroom/non-classroom supports needed • Provide opportunity for staff to check in and process with students • Identify need for ongoing training to build capacity to meet student needs.

Optional Administrative Actions That May Result in Removal from Instruction

Removing a student from instruction is not allowable for level one behavior incidents.

Responding to a Level 2 Behaviors

Level 2 behavior incidents are also minor in effect and are usually addressed in the classroom. The expectation is that staff will have invested time proactively to create a classroom community where they can utilize restorative strategies to process the incident with students with the intent to restore, build capacity, and sustain community. Staff members are expected to use strategies cited below in response to Level 2 behavior incidents.

Level 2 behavior incidents include: 1) repeated or significant incident(s) of Level 1 infractions, 2) disorderly behavior towards another student, staff, volunteer, etc., 3) behavior that is generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with support staff such as Deans, Social Worker, SERT or other trusted adult. For a detailed review of which behavior categories are considered to be a Level 2 please refer to the next section of this document.

TABLE 2.
APPROPRIATE INTERVENTIONS FOR LEVEL 2 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none"> • Reminder/redirection identified in Level • Self-charting/reflection of strategies • Skill practice/role play • Individual skill coaching for targeted student & aggressor in bullying/harassment incidents • “Chill Pass” and contract • Restorative circles to help build capacity 	<ul style="list-style-type: none"> • Guided conversations using restorative questions • Peace-keeping Circle for problem solving • Community Service (as restitution) • Peer mediation (not to be used for bullying or harassment incidents) • Reflective essay • Restorative back-to-class plan • Impromptu conference 	<ul style="list-style-type: none"> • Evaluate classroom expectations and climate • Develop a student-skill plan • Initiate support plan • Formalize check-in/out plan with adult • Buddy Room • Detention • Alternative Instruction Room for less than 15 minutes • Referral to Student Assistance team for additional support before returning. • Check in/process with staff

Optional Administrative Actions That May Result in Removal from Instruction

Removing students is not recommended for Level 2 behavior incidents. At most, an In-school removal from instruction less than 15 minutes. Consider student’s age and understanding for K-5. If the student is ultimately removed from class, an entry in Discovery is required for proper tracking of missed class time.

Responding to Level 3 Behaviors

Level 3 behavior incidents are more serious in effect and are usually addressed outside the classroom. The expectation is that staff will have invested time proactively to create a classroom/building community that can support both the doer and the receiver of harm, repair harm, and restore relationships. Staff members are expected to follow the flow chart above in response to Level 3-5 behavior incidents.

For a detailed review of which behavior categories are considered to be a Level 3 please refer to the next section of this document.

TABLE 3.
APPROPRIATE INTERVENTIONS FOR LEVEL 3 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none"> • Small group skill instruction • Lessons in anger management, conflict resolution, bus safety, etc. • Restorative circles to help build capacity 	<ul style="list-style-type: none"> • Restorative back-to-class plan • Staff-led mediation for incidents involving equal power between persons • Restorative Circle • Opportunity for everyone to be heard and hear each other. • Restitution for property incidents 	<ul style="list-style-type: none"> • Develop a student skill development plan • Referral to Student Assistance team • Loss of classroom/setting privileges • Saturday school • Alternative Instruction Room • Student-staff conference • Change in classroom assignment • Consult with School Resource Officer • Loss of transportation (bus) privileges no more than 1 day for bus behaviors (unless conflicting with individual I.E.P)

Optional Administrative Actions That May Result in Removal from Instruction

For Level 3 behavior incidents, it is an option to utilize an in-school removal from instruction for 1 day or less or an out-of-school removal from instruction for 1 day or less, provided other, non-punitive interventions/supports have been attempted/offered. Any removal from instruction requires a positive restorative reentry be offered to the student. Consider student's age and understanding for K-5.

Responding to a Level 4 Behaviors

Level 4 behavior incidents have a more serious impact and are addressed outside the classroom with additional support. The expectation is that staff will have invested time proactively to create a classroom/building community that can support both the doer and the receiver of harm, repair harm, and restore relationships. Staff members are expected to follow the flow chart above in response to Level 3-5 behavior incidents.

For a detailed review of which behavior categories are considered to be a Level 4 please refer to the next section of this document.

TABLE 4.
APPROPRIATE INTERVENTIONS FOR LEVEL 4 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff Administrative Actions
<ul style="list-style-type: none"> • Individual coaching by licensed support staff. • Self-care strategies for staff as applicable 	<ul style="list-style-type: none"> • Restorative transition back to class plan • Neutral party mediation • Family Group Conference • Restitution for property incidents • Formal Restorative Conference 	<ul style="list-style-type: none"> • Any staff action should promote reintegration/ support for all stakeholders • Consultation with related MPS subject matter experts (Emergency Management and Safety and Security, General Counsel, Equity and Diversity, Student Support Services) • Consultation with the School Resource Officer • Refer to or review with Student Assistance team • Pre-assessment team referral for alcohol or drug incidents • Loss of transportation (bus) privileges, 1-4 days for behavior on the bus (unless conflicting with individual I.E.P) • Check in/process with staff

Optional Administrative Actions That May Result in Removal from Instruction

For Level 4 behavior incidents, it is an option to utilize a removal from school that does not exceed four days, provided other, non-punitive measures have been attempted/offered. Any removal from instruction requires a positive restorative reentry be offered to the student. Staff members are expected to use strategies cited in table 4 above in response to Level 4 behavior incidents before removing a student from school (if necessary). Consider student's age and understanding for K-5.

Responding to Level 5 Behaviors

Level 5 behavior incidents are the most serious in effect and are addressed outside the classroom with additional support. Further, these behaviors are identified as expellable offences. The expectation is that staff will have invested time proactively to create a classroom/building community that can support both the doer and the receiver of harm, repair harm, and restore relationships. Staff members are expected to follow the flow chart above in response to Level 3-5 behavior incidents.

For a detailed review of which behavior categories are considered to be a Level 5 please refer to the next section of this document.

Skill-Based Supports	Restorative Practices	Staff Administrative Actions
<ul style="list-style-type: none"> • Individual coaching by licensed support staff. • Self-care strategies for staff as applicable 	<ul style="list-style-type: none"> • Restorative transition back to class plan • Neutral party mediation • Family Group Conference • Restitution for property incidents • Formal Restorative Conference 	<ul style="list-style-type: none"> • Any staff action should promote reintegration/ support for all stakeholders • Consultation with related MPS subject matter experts (Emergency Management and Safety and Security, General Counsel, Equity and Diversity, Student Support Services) • Consultation with the School Resource Officer • Refer to or review with Student Assistance team • Pre-assessment team referral for alcohol or drug incidents • Loss of transportation (bus) privileges, 1-4 days for behavior on the bus (unless conflicting with individual I.E.P)

Optional Administrative Actions That May Result in Removal from Instruction

For Level 5 behavior incidents, it is an option to utilize a removal from school for five or more days and recommend a student for expulsion. If there is a recommendation for expulsion, the student may be removed for up to 10 days. Any removal from instruction requires a positive restorative reentry be offered to the student. Staff members are expected to use strategies cited in table 5 above in response to Level 5 behavior incidents before removing a student from school (if necessary). Consider student's age and understanding for K-5.

Action Planning

- District/school teams collaborative work time in breakout rooms
- Menu and additional tools available in shared folder or email attachment

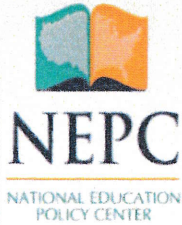
The screenshot shows a OneDrive interface for a folder named "Handouts and Resources" owned by "bob jarvis". The folder contains several sub-folders and files:

- Additional Resources
 - Resources for discipline code reform
 - Resources for examining data
 - Resources for Restorative Practices
- 1 Agenda - Equitable and restorative approach to school discipline poli...
- 2 Dignity in Schools ModelCode_excerpt.pdf
- 3 Minneapolis Schools conflict_intervention_excerpt.pdf
- 4 Action planning menu.docx

The file "4 Action planning menu.docx" is highlighted, showing a preview of the document. The preview includes the title "4 Action planning menu.docx", a size of 25.7 KB, and a modification time of 20 hours ago. Below the preview are buttons for "Share" and "Transfer", and a section for "Comments" with a placeholder "Enter your thoughts here".

*The fidelity of
implementation*





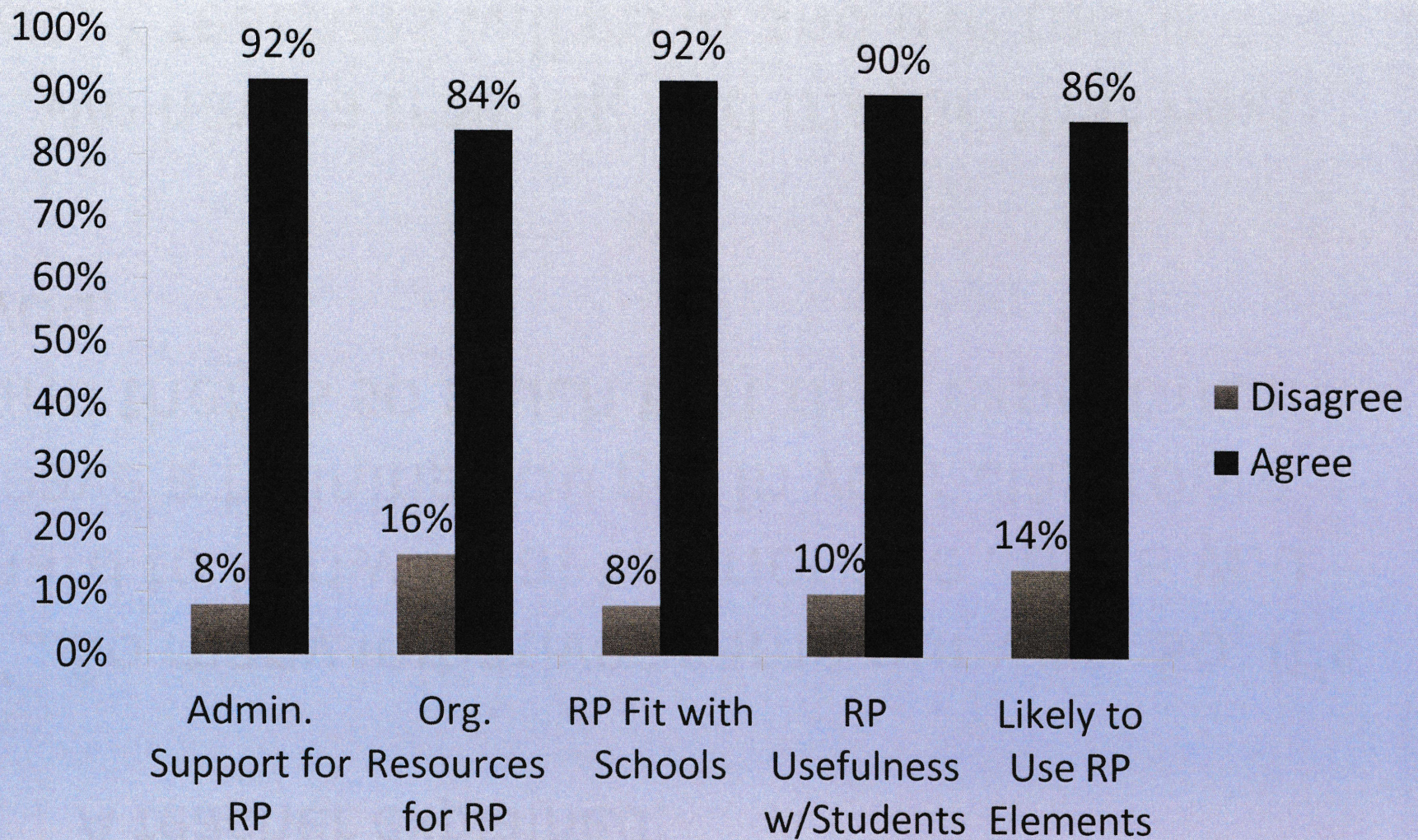
THE STARTS AND STUMBLES OF RESTORATIVE JUSTICE IN EDUCATION: WHERE DO WE GO FROM HERE?



Anne Gregory, Rutgers University
Katherine R. Evans, Eastern Mennonite University

January 2020

Restorative Practices post training excitement!



(N = 50)

A teacher explained:

“...So many initiatives came our way. So, it’s hard to know what to prioritize...once you leave a training you get in your classroom and there’s so much that they expect from you.

...We have a training and maybe that next week teachers will go in and use those circles. Then it gets lost...” (Korth, 2015)

- Clear vision and leadership from administrators
- Start with key opinion leaders – grow the change within buildings
- Orient students to the rationale for the changes and nurture student leadership to lead the charge



Implementation supports are crucial

Implementation supports

- Demonstrations/Co-facilitation
 - (experiential learning is key!)
- Performance feedback from coaches
- Booster workshops/Professional learning communities

- Feedback loops to teachers
- Accountability checks: Are initiatives happening regularly?

Today, we addressed the following:

- **School discipline reform, mindset shifts and buy-in to facilitate transformation.**
- **Drivers of the last decades of school discipline reform.**
- **Racial disparities in school discipline as a racial justice issue.**
- **Restorative Practices and policy change**

DR. ANNE GREGORY

annegreg@gsapp.rutgers.edu



Slides available upon request.

Additional resources include sample discipline policy and RP literature.

Harris Tia

From: McKinney Yolanda
Sent: Tuesday, July 13, 2021 12:33 PM
To: Harris Tia
Subject: Fw: RIMM contract
Attachments: Updated Brandywine School District Revised Contract May 18 2021 signed 5.28.21.pdf



Yolanda McKinney, Ed.D. (she/her/hers)
Director of Secondary Education
Brandywine School District
1311 Brandywine Blvd.
Wilmington, DE 19809
(p) 302-793-5028
Google Voice 302-468-7578

From: McKinney Yolanda
Sent: Friday, May 28, 2021 8:52 AM
To: ron.moore <ron.moore@rimminc.com>; Moore Ronald <Ronald.Moore@bsd.k12.de.us>
Subject: RIMM contract

Hi Ron.

Happy Friday! Here is the executed contract. I'll be in touch to discuss logistics once we close this year out. Commencement is June 6th. Let's plan to meet shortly thereafter.

Yolanda



Yolanda McKinney, Ed.D.
Director of Student Services
Brandywine School District
1311 Brandywine Blvd.
Wilmington, DE 19809
(p) 302-793-5028
Google voice: 302-468-7578

|

“Every child deserves a champion who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pierson



This contract is made effective as of June 28, 2021, by and between Revitalizing Inner-City Males to Men, of 212 Tory Street Middletown, Delaware 19709 (RIMM Inc.) and Brandywine School District, 1311 Brandywine Boulevard Wilmington, Delaware 19809.

1. DESCRIPTION OF SERVICES. Beginning on June 28, 2021, RIMM Inc. will provide the Brandywine School District with the following services:

- Social and Emotional Learning to enhance students' integrated skills, attitudes and behaviors.
- Improve self-esteem and attitudes about academics through character building initiatives through Restorative Practices.
- Enhance physical awareness and the importance of healthy living through sports and fitness.

RIMM Program Deliverables:

Deliverable	Description
Social/Emotional Learning	Social and Emotional Learning (SEL) enhances students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges. Like many familiar frameworks RIMM's integrated framework promotes intrapersonal, interpersonal and cognitive competence.
Restorative Practices	We utilize restorative practices to build community and help set positive decision making when integrity of the community is challenged by harmful behaviors. When students come together for restorative interaction they sit in circles. Circle dialogue is a fundamental element of restorative dialogue.
Basketball Clinics/Program	The basketball program is used to promote healthy living and healthy lifestyles. Students will learn the fundamentals of the sport while focusing on fitness, cardiovascular exercise and the importance of good physical fitness for healthy living.

RIMM Budget for Program Supplies

Item	Cost	Quantity	Total
Program Handbook	\$7.00	45 / 60	\$315.00 / \$420.00
Basketballs	\$35.00	10	\$350.00
Total Cost			\$665.00 / /\$770.00

2. **PAYMENT:** Payment shall be made to RIMM Inc. 212 Tory Street Middletown, Delaware 19709, or Direct Deposit. Brandywine School District agrees to pay the sum of \$225.00/per day, \$675.00 per week for the summer session from June 28, 2021 thru August 4, 2021. Based on 3 sessions per day, 3 days per week (Tues., Wed., & Thur.) The schedule contemplates 9 sessions per week (6 Middle School sessions, 3 High School sessions) Brandywine School District will pay \$75 for each session held, on a weekly basis and only for sessions conducted.

In addition to any other right or remedy provided by law, if Brandywine School District fails to pay the Services when due, RIMM Inc. has the option to adhere to such failure to pay as a breach of this Contract, and may cancel this Contract and/or seek legal remedies.

3. **WARRANTIES:** RIMM Inc. shall provide its services and meet its obligations of this Contract in a timely and workmanlike manner, using knowledge and recommendations for performing the services which meet generally acceptable standards in RIMM Inc.’s community and region and will provide a standard of care equal to, or superior to, care used by service providers similar to RIMM Inc. on similar projects.
4. **TERM:** This Contract will terminate automatically upon completion by RIMM Inc. of the Services required by the Contract. Brandywine School District will be required to uphold the terms of this Contract for the entirety.
5. **DEFAULT:** The occurrence of any of the following shall constitute a material default under this Contract.
- a. Failure to make required payment when due.
 - b. The insolvency or bankruptcy of either party.
 - c. The subjection of any of either party’s property to any levy, seizure, general assignment for the benefit of creditors, application or sale for or by any creditor or government agency.

6. REMEDIES ON DEFAULT: In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform and provision, term or condition of this Contract (including without limitation the failure to make a monetary payment when due, the failure to show for a scheduled session without reasonable notice, cancelling more than 3 scheduled sessions), the other party may terminate the Contract by providing written notice to the defaulting party. This notice should describe with sufficient detail the nature of the default. The party receiving such notice shall have 3 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such time period shall result in the termination of this Contract.

7. CONFIDENTIALITY: RIMM Inc., and its employees, agents or representatives will not at any time or in any manner, either directly or indirectly, use for the personal benefit of RIMM Inc., or divulge, disclose, or communicate in any manner, any information that is proprietary to Brandywine School District. RIMM Inc. and its employees, agents, and representatives will protect such information and treat it as strictly confidential. This provision will continue to be effective after the termination of this contract.

Upon termination of this Contract, RIMM Inc. will return to Brandywine School District all copies of records, notes, documentation and other items that were used, created, or controlled by RIMM Inc. during the term of this Contract.

8. NOTICE: Any notice or communication required or permitted under this Contract shall be sufficiently given if delivered in person or certified mail, return receipt requested, to the address listed above or such other address as one party may have furnished to the other in writing. The notice shall be deemed received when delivered and signed for, or on the third day after mailing if not signed for.

9. ENTIRE CONTRACT: This Contract contains the entire agreement of the parties regarding the subject matter of this Contract, and there are no other promises or conditions in any other agreement whether oral or written. This Contract supersedes any prior written or oral agreements between the parties. The only condition RIMM Inc. will participate in fundraising led by Brandywine School District Administration.

10. AMENDMENT: This Contract may be modified or amended if the amendment is made in writing, agreed on and signed by both parties.

11. SERVABILITY: If any provision of this Contract shall be held invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Contract is invalid or unenforceable, or that by limiting such provision it would become valid or enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

12. WAIVER OF CONTRACTUAL RIGHT: The failure of either party to enforce any provision of this Contract shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Contract.

13. APPLICABLE LAW: This Contract shall be governed by the laws of the State of Delaware.

14. SIGNATORIES: This Contract shall be signed on behalf of Brandywine School District by Dr. Yolanda McKinney, Director of student affairs and on behalf of RIMM Inc. by Ronald Moore, CEO and effective as of the date first above written.

Service Recipient

Brandywine School District

By: Yolanda McKinney
Dr. Yolanda McKinney, Director

Dr. Jason Hale/Angie Thomas
CFO, Brandywine School District/Manager of Finance

By: Angie Thomas
Dr. Jason Hale/Angie Thomas

Service Provider

Revitalizing Inner-City Males to Men

By: Ronald Moore
Ronald Moore, CEO