



# Restorative Reentry Mini-Grant Project



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# Welcome!

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# Objectives

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Participants will:

- ❖ Get an overview of grant and clarification about roles and expectations
- ❖ Share their own knowledge and experiences of Restorative Justice
- ❖ Learn the principles of Restorative Justice in relation to school discipline
- ❖ Practice the circle model as participants
- ❖ Begin creating a plan and framework for Restorative Reentry Circles for students returning from suspension at your respective schools

# Agenda

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- ❖ Welcome & Opening
- ❖ Grant Project Overview
- ❖ Model Circle: Introductions & Relationship Building
- ❖ RJ 101: Overview of RJ Principles & Practices
- ❖ Examples of Restorative Reentry
- ❖ Break & Food
- ❖ Collaborative Practice & Planning
- ❖ Circle Up for reflection, assessing learning/strengths/needs and deciding next steps.

# Grant Overview: The Vision

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Succeed Boston

and a Tale of two students...



# Grant Overview: The Logistics

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- ❖ \$5000 for SEL Innovation Teacher Award from Education First, Novo Foundation and Rockefeller Philanthropy
- ❖ Pilot implementation with 2 staff members at each of 6 partner middle schools to implement reentry circles for suspended students
- ❖ Participants will receive Circle Forward book, initial training, circle planning & implementation support and a \$250 stipend
- ❖ Data collection will be done by graduate students from Wheelock College's Social Work program to measure outcomes
- ❖ Findings will be used to inform expansion of the Reentry Circle model

# Participants

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<b>Mario Umana Academy</b>	<b>Patreka Wood</b> , <i>Assistant Principal</i> <b>Frangie Cruz</b> , <i>Assistant Principal</i>
<b>Clarence R. Edwards Middle School</b>	<b>Sean McIndoo</b> , <i>Director of School Climate</i> <b>Nicole Matson</b> , <i>Director of School Climate</i>
<b>Trotter Innovation School</b>	<b>Sarita Thomas</b> , <i>Principal</i>
<b>Curley K-8 School</b>	<b>Sugeily Santos</b> , <i>Student Development Counselor</i> <b>Adrian Ward-Jackson</b> , <i>Director of Professional Development &amp; Inquiry</i>
<b>Young Achievers Science &amp; Math Pilot K-8</b>	<b>Sean Nugent</b> , <i>ISP Coordinator</i> <b>Joao Gomes</b> , <i>Dean of Students</i>
<b>Timilty Middle School</b>	<b>T'Sheba Martin</b> , <i>Principal</i>



# Model Circle: Introductions and Building Relationships

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# Elements of Circle

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- Ceremony:** Opening and closing activity to mark the circle as a special space that is different from an ordinary meeting
- Centerpiece:** A centerpiece creates a focal point that supports speaking and listening from the heart, such as items representing core values.
- Guidelines:** Participants create their own guidelines about what they need to feel safe and speak their truth.
- Talking piece:** Only the person holding the talking piece can speak, which circulates consecutively around the Circle. No one is ever required to speak.
- Facilitator / Keeper:** Monitors the quality of the collective space and stimulates the reflections for the group, but does not control the issues or determines the outcome.

# RJ Principles & Practices

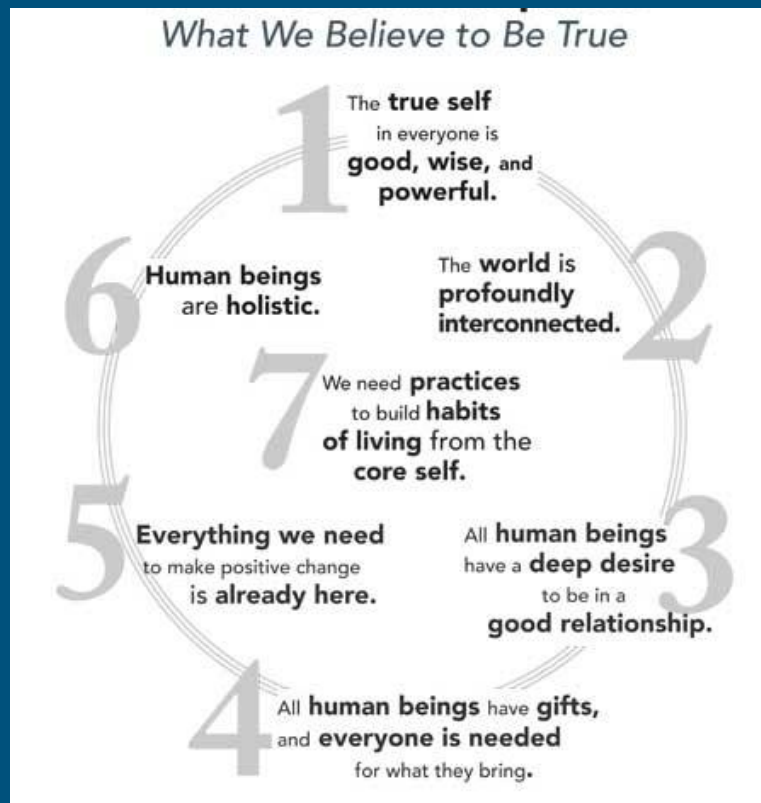
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Restorative Practices involve interventions when harm has happened, as well as practices that help to prevent harm and conflict by creating

a sense of belonging, safety, and social responsibility

within the school community.

# The 7 Core Assumptions



# Relationships are important

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When an incident occurs, the focus is on the **harm caused to the relationship and how to repair the relationship**; rather than what rule has been broken and what consequences will be imposed.

Restorative Practices help students to gain **empathy and mindfulness**, while encouraging them to develop **responsibility and accountability**.

# Traditional vs. Restorative Model

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## Traditional approach asks...

What rule was broken?

Who did it?

How should we punish them?

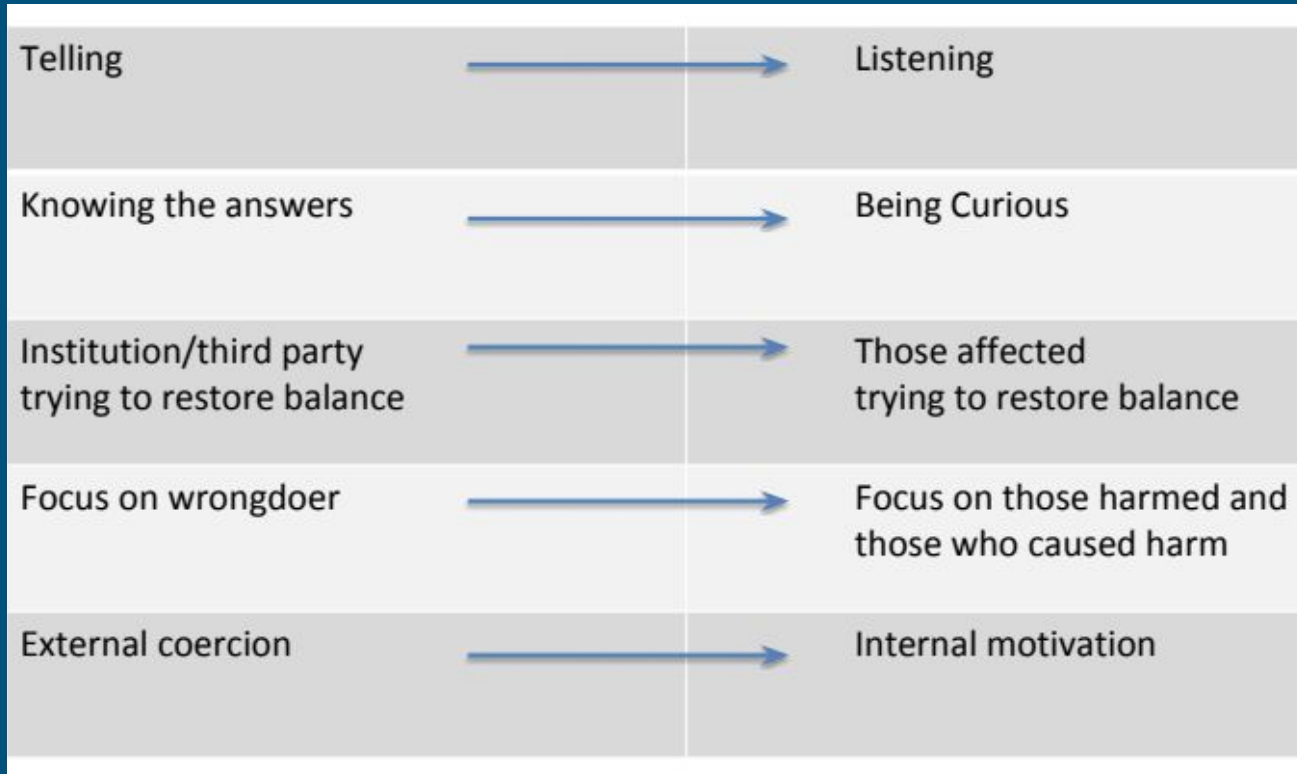
## RJ approach asks...

Who has been hurt/affected?

What are their needs?

Who is obliged to meet these needs?

# Restorative Discipline Shifts



Telling	→	Listening
Knowing the answers	→	Being Curious
Institution/third party trying to restore balance	→	Those affected trying to restore balance
Focus on wrongdoer	→	Focus on those harmed and those who caused harm
External coercion	→	Internal motivation

# Why use Restorative Practices?

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- ❖ Creates a strong and healthy sense of connection among individuals within a community.
- ❖ Students develop social and emotional literacy
- ❖ Helps students to engage in difficult conversations
- ❖ Helps students to build the ethical and moral skills necessary to see the connection between our actions and our values and to lead based on an understanding
- ❖ Helps individuals create stronger relationships that are built on trust, love, support and respect.



# Why RJ as a model for reentry?

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INCREASING SCHOOL CONNECTEDNESS

INTERVENING IN THE SCHOOL TO PRISON PIPELINE

REDUCING SUSPENSIONS

IMPROVING SCHOOL CLIMATE

INCREASING SEL SKILLS

# RJ for Reentry Example

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Cedric's Reentry Circle

# RJ for Resolving Conflict Example

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Harm Circle

# Break & Food (& paperwork)

BREAK  
**TIME**



PLEASE SIGN & RETURN

# Collaboration, Practice, and Planning

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Think about a specific student who returned to your school from suspension. Remember the specific details of the incident, suspension, and the student's reentry process. Use your restorative mindset questions to describe the situation to a partner:

Who was hurt or affected?

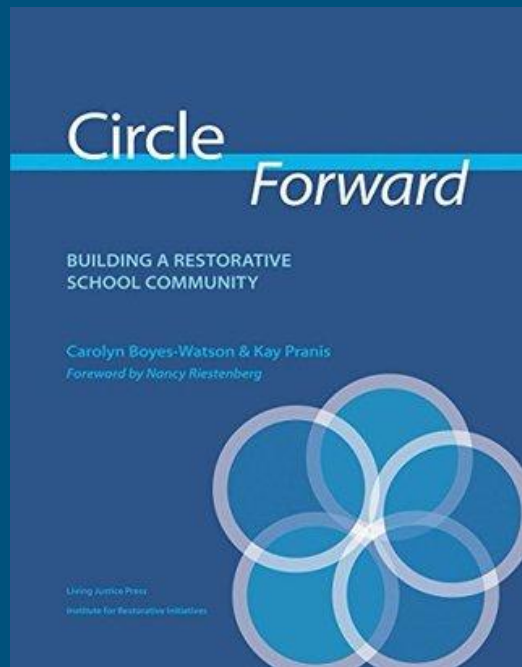
What were their needs?

Who was obliged to meet those needs?

What was done to make it as right as possible?

# Start your plan

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Given the scenario you just described, use your printed circle template in your folder to collaborate with the other staff member from your school to write a model reentry circle script for that specific student.

Use your Circle Forward book!

# School Specific Work:

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Who?

What?

Where?

When?

How?

...of Reentry/Welcome Back circles at your school.



# Closing Circle

- To reflect, assess learning/strengths/needs and decide next steps.



# Next Steps

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- ❖ Attend BTU RJ Organizing Committee [Reentry Circle Training on January 16th](#)
- ❖ Jill or other Succeed Boston staff member will support or co-facilitate first circles as needed
- ❖ If further training is needed, Jill will arrange a training with Stephanie Harvey, SAWs Specialist.
- ❖ Reconvene meeting at the end of January/beginning of February to check in on circles, data collection, and utilize RJ reentry community.

**\* Homework\***

Create tentative reentry plan for your school and your students. Share plans with the group via Google Drive for collaboration and feedback.

# MTSS

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## The 3 tiers

Community building, school climate - tier 1

Harm circles - tier 2

RJ conferencing, Reentry - tier 3