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# Restorative Justice Scoop



**MS447**  
THE EXPLORATORY SCHOOL

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## **Purpose of the Restorative Justice Department**

The purpose of the Restorative Justice Department is to define, communicate, teach, exemplify, and operationalize Restorative Practices. We will establish restorative protocols and provide authentic opportunities for learning, restoration, and growth. We will develop avenues for trust, support, and collaboration within our staff, student, and family community. Collectively we will create a safe, joyful, and just school space. We will build foundations that will lead us toward future goodness.

**Definition of Restorative Justice (RJ)** “Restorative practices are a set of **processes and tools** that help us **create a caring school community** and **keep that community whole**. The premise is that **people and relationships** are valued first and foremost. When people make mistakes or cause harm, restorative practices can help them to **understand the impact of their actions**, **heal the harm**, and **restore the community**.” - **Morningside Center for Teaching Social Responsibility**

**Connection to The Wolfpack:** By building relationships and interconnectedness within a restorative community, we can all uphold MS 447's values.

## **In our community...**

- We act with **INTEGRITY**
- We work for **JUSTICE & EQUITY**
- We listen and learn with **CURIOSITY & JOY**
- We take **RESPONSIBILITY**
- We all **BELONG** here!

## **Qualities of the Wolfpack:**

We are a community who works together as a team to learn from one another

We explore together

We find strength in our togetherness

We are courageous

We build trust

We communicate constructively

We take ownership and responsibility for ourselves and our pack

**We are the Wolfpack!**

## Behavioral Expectations and Interventions

MS 447 maintains a safe, secure, and caring environment. Students are expected to accept responsibility for their actions. To foster an inclusive and safe environment for everyone and to build meaningful relationships, we emphasize proactive and positive interventions between staff and students as a first step in addressing harmful behavior. This philosophy is supported by the Chancellor's Regulations regarding discipline and the NYC DOE Citywide Behavioral Expectations to Support Student Learning, which promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society. Both of these are found through the NYC DOE website:

<https://www.schools.nyc.gov/school-life/know-your-rights/discipline-code>

*\*Whenever possible, we use a restorative approach to disciplinary matters. Restorative approaches emphasize relationships as central to growth and learning, and to a healthy school climate for everyone. Restorative practices throughout the school day and year focus on building, maintaining, and repairing relationships.*

**Rationale:** Our goal is that all interventions provide students an opportunity to develop their social emotional learning. When students misbehave, we build in opportunities for them to self-manage, become more self-aware, and adjust their own behavior with a greater degree of autonomy and responsibility. This goal does not replace or override the school's authority and responsibility to respond to student behaviors with both supportive and punitive measures when appropriate.

## Positive Behavior Interventions Strategies

- **Enlisting Home Support:** Staff will establish contact with home early on in the school year, and maintain it.
- **Greetings:** Students will be met at the door before they enter class and receive some one-on-one attention.
- **Individual Conversations:** If a student is not responding to instruction, the teacher will speak to the student briefly and privately.
- **Hall Pass:** Each classroom will have one pass that allows students to use the bathroom, get some water, or take a break when needed.
- **Conversation with Support Staff:** If a student is unable to self-manage and the hall pass has not helped, support staff will be called in order of grade counselor, RJ Coordinator, and then administrative support.
- **One-on-One Reflection:** Appropriate staff will have a 1:1 conversation with a student as a follow-up to their behavior. If the student is reflective and genuine, establish a fresh start, if the student is not responsive and still having an issue and/or does not meet for a 1:1, a consequence can be given and home outreach.

**Response to Persistent/Extreme Behavior** Steps that can be taken after the positive behavior intervention strategies have been exhausted, or in addition to:

- **Home Contact:** Home must be contacted when incidents occur. This includes immediate communication for extreme cases and timely and ongoing communication for persistent behavior.
- **Lunch Detention:** Lunch detentions are behavioral consequences, not academic. Lunch detentions must include 1:1 Reflection, documentation in MS 447 Student Tracking Form, and Home Contact.
- **Student Removal (SAVE):** SAVE Removals may be requested by classroom teachers and are approved by the RJ Coordinator/principal after the intervention strategies have been exhausted and the behavior still persists. Home outreach is necessary for all SAVE removals prior to the removal.
- **Persistent Misconduct or Extreme Behaviors:** May result in one or more of the following guidance interventions: home outreach; intervention by guidance staff; conference with teacher/staff; behavioral plan/contract (BIP); individual or group counseling; peer mediation; appropriate organization referral.
- **Principal's Suspension:** Served at MS447. School work will be provided by teachers. May be 1-5 days.
- **Superintendent's Suspension:** Served at an alternative site and school work will be provided by teachers. There may be immediate reinstatement or continued suspension for a fixed period of school days.