

Started with an overview from James Futrell:

- ISS transitioned to RPC in August of 2018.
- ISS coordinators didn't have any specialized training but were watching kids in rooms at the request of schools.
- RPC Coordinators are trained using the standards of the [National Institute of Restorative Practices](#), specifically pro-social Education.
- In RPCs the expectation is that Academic and Therapeutic assignments are provided.
- It is a work in progress, with much progress having happened for only year 2.
- 90% of Principals and Assistant Principals are Restorative Practice trained
 - 10% exception includes Principals and Assistants that are onboarding, and those with scheduling conflicts
- District has implemented an adaptation of the IIRP's train the trainer program
 - District Administration has done 5 day intensive training and they conduct PDs with teachers and staff in Durham Public Schools
 - Lakeview and the Performance Learning Center have 100% of staff trained in Restorative Practices

Specific types of training explained by Dr. Bullock:

- Equity Champions review the same suspension data we have reviewed—specific to their school
- Equity Champions are taking their review of data back to Equity Teams and members of the Staff and Administration at their schools for processing
- Educator's Handbook does not report race and gender of the writer of the referral, so in order to get that data it would have to be cross referenced with HR confidential files.
Dr. Hardy noted that even if they did that, this data would be so specific it could identify the teachers to the public
- In August, all teachers attended Equity 101 training, in which they learned about implicit biases
- Schools are now having whole school Equity training that will be completed at all schools by Spring Break
 - These trainings include strategies on how to respond to different micro-aggressions to reduce the spread on negative biases based on demographics or for specific students.
 - To encourage sharing positive practices that work for certain demographics or for specific students

Dr. Royster's insights:

- Inline with the Durham Public Schools Strategic Plan our goal is to transition the role of a RPC Coordinator to more of a counselor, doing more check ins with students to reduce the suspension rates in and out school.
- Baseline is 8.4%, Data at the end of 2018-2019 school year fell below benchmark of 7.1% @ 6.4% setting that as the benchmark for the school year ending in 2020.
- Schools RPC #'s include students that participate in New Directions and Rebound—it's as though they attended their own schools in school suspension program

- Online Platforms including Google Classroom can be accessible in some RPC settings but because these are not widely available throughout the district can be problematic.

Dr. Maddox-Perry's insights:

- Schools(Admin and Teachers) now have access to languages and tools that empower them to request the resources they need to address the racial biases and how they impact their schools
- Anxiety and Tension in Durham increases the rates that students are referred to RPC and the Fall was particularly challenging for Durham
- The Goal of RPC is to encourage relationship building
 - Mutual respect between students and teachers, so that teachers asks and requests are not met with animosity and if they are met with animosity do not immediately lead to referrals
- Subjectivity of referrals allows for (Dr. Hardy: "Flexibility") in disciplinary action. i.e. a student with more write ups may receive a more severe punishment.
- Data from long term assignments in RPCs are quantifiable, but not for short term(one or two periods-full day). The idea is to encourage teachers to use the RPC without having to be constrained by their ability to provide school work with short turnaround time.
- Monitoring which teachers are sending work is different at each school, it is more attainable at some schools over others. The documents created this year in response to the Black Parent Leaders request has helped to encourage fewer instances of missed work, but is not in use in every instance and may not be feasible.

Dr. Hardy's insights:

- Principals are provided with data for the school, and have mechanisms to review who is making the referrals.
 - There is an expectation that the Principals are using this data when doing observations and evaluations on the timelines provided by HR
- Experience shows that most referrals are coming from beginning teachers, so some of the schools are providing more support for the beginning teachers in an effort to reduce this number
- Administration monitors the effectiveness of these resources through the Student Climate Survey, believing that students are being honest in their reviews of the school atmosphere
- There are times when teachers are unable to provide work(Labs, group exercises, arts, etc.) and these times are not measurable.