

Restorative Practice at Nyack Middle School

Presentation to the Board of Education 1-7-25

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WHY Restorative Practice at NMS?

Bedrock Beliefs

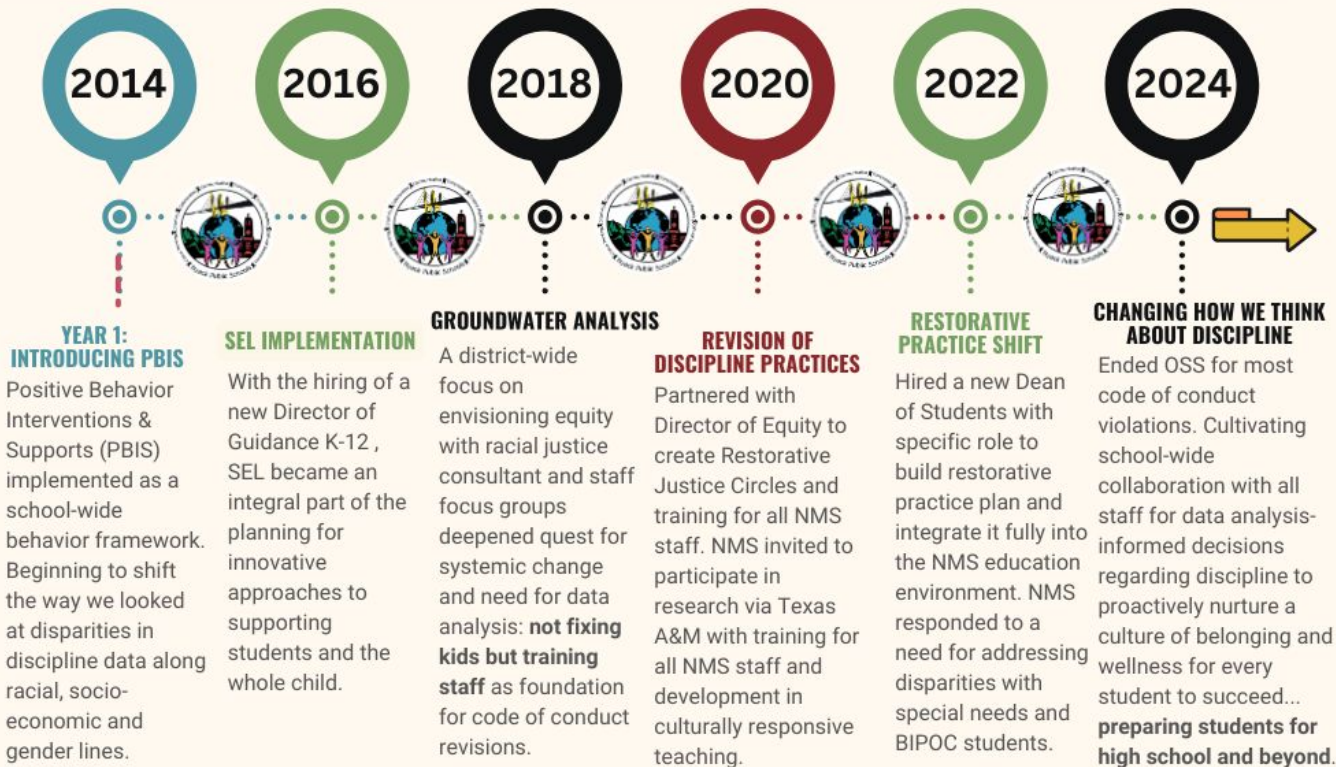


- **MORAL IMPERATIVE** : There are no expendable children
- **DISTRICT VISION ALIGNMENT** : Groundwork at Nyack Middle School leading the way forward
- **CULTURE OF CHANGE** : Applying critical thinking with an equity lens for systemic change in response to data and disparities
- **POSITIVE EDUCATIONAL OUTCOMES** : Everything that we do in our educational environment must result in a learning outcome, including discipline

Highlights of a 10-Year Trajectory at NMS: Changing How We Think About Discipline



PLANNING AND RESEARCH... IMPLEMENTATION AND EVALUATION... TRAINING AND ANALYSIS... RESPONSE TO DATA... BUILDING LEADERSHIP CAPACITY





What Restorative Practice Is

- Builds community
- Emphasizes collectivism, not individualism
- Expands positive connections
- Strengthens empathy
- Assists in healing





Developmental Stages of a Middle School Student

- ◉ Experience withdrawal from parental figures and seek other adults or friends as role models
- ◉ Place increasing importance on friends and groups
- ◉ Seek out their own peer groups to associate with
- ◉ Encounter peer pressure and the need to conform to accepted ideas of the group



Developmental Stages of a Middle School Student

- ◉ Social discomfort
- ◉ Awkwardness
- ◉ Anxiety
- ◉ **Impulsivity**- the tendency to act without thinking
- ◉ **Creativity** - abstract thinking
- ◉ **Identity Development/Social Development (peer influence)**

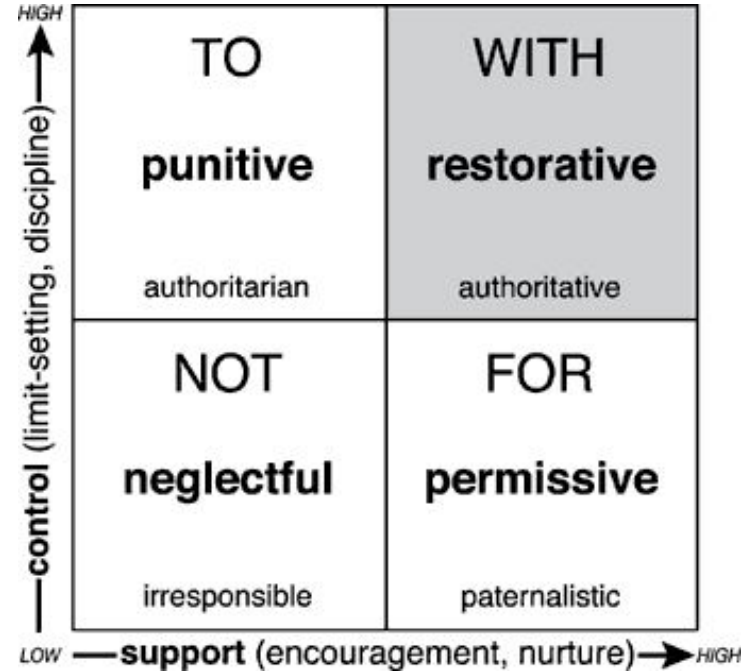


Restorative Practice in Focus



The focus of restorative practices is to create and sustain community:

- **Statements/Questions focus** - communicating empathetically
- **Restorative Circles focus** - preventative measures
- **Restorative Conferences focus** - restoring the community when harm has been done





Asking the right questions



Restorative Questions for those *who are harmed*:

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



Restorative Questions for those *who cause harm*:

- What were you thinking at the time?
- What have you thought about since?
- Who has been harmed or affected by what you have done? In what way?
- What do you think you need to do to make things right?

Critical Integration of SEL



in Nyack Middle School:

Social Emotional Learning

is critical in developing a
meaningful and effective
school-wide system of
Restorative Practices.



School Culture: SEL/Restorative Practices at NMS



Building a Bridge Between SEL & Restorative Practices

Teaching students to understand and manage emotions, set and achieve positive goals, feel and show ***empathy*** for others, establish and maintain positive ***relationships***, and make ***responsible decisions***.

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- Check-in-Check Out System (CICO)
 - NMS Visits 5th Grade
 - Daily PBIS Reminders/Announcements
 - Mindfulness Mondays
 - Bi-monthly Extended Homerooms with Second Step Program: SEL lessons
 - “Start With Hello Week” (September)
 - “Stomp Out Bullying” (October)
 - “No Name Calling” Week (January)
 - Boys Council/Girls Circle
 - Lunch Groups
 - Restorative Circles - practiced in extended HRs
 - Yale Ruler Emotional Self Regulation Program



Types of Restorative Practices Used at NMS

- ◉ **Academic Circles** in our extended homerooms to introduce and familiarize students with the concept of restorative circles. All staff members have been trained on how to facilitate circles.
- ◉ **Parent Conferences** - Parents are part of the resolution to the disciplinary issue.
- ◉ **IST (*Instructional Support Team*)** - weekly meetings
- ◉ **Team Meetings** - Team structure allows us to meet and discuss classroom issues that might have led to the infraction and ways to assist the student when he/she returns from suspension.



Types of Restorative Practices Used at NMS

- ◉ **Opportunity** to explain the situation as they see it.
- ◉ **Affective Statements/Questions:** Personal expressions of feeling in response to specific positive or negative behaviors of others.
- ◉ **Reflective Lessons facilitated by school counselors** to address the infraction
 - **Think About It Form** - Character and Leadership Building
 - Importance of accepting responsibility for one's actions
 - Mindfulness Strategies: Breathing techniques and empathy building strategies
- ◉ **Restorative Circles** - parents, community members, teachers, administration, school counselor, social worker, school psychologist



Types of Restorative Practices Used at NMS

- **Behavior Contract**
- **Mediation/ Restorative Conference** (conference/dialogue)
- **Counseling** provided by our mental health professional (School Psychologist and Social Worker)
- **Mental Health Association** of Rockland County-Onsite every Tuesday to service students
- **Referrals** to outside mental Health Professionals



Staff Development and Restorative Practices

FOR ALL NMS STAFF: *The Nyack Middle School Team*

- ◉ **Participation in Cultural Responsivity Discipline Research and Training** with Dr. Blake from Texas A&M
- ◉ **Equity is a core part of every faculty meeting**
 - Root cause of economic inequality due to historic and systematic racism
 - Link between literacy, race and suspension
- ◉ **Review of data disaggregated by race** during team and faculty meetings
- ◉ **Culturally Responsive Teaching** to include a sense of belonging for all students



Being Proactive in NMS: Check-in/Check-out (CICO)

- **A standardized Tier 2 intervention** that includes:
 - a morning and afternoon check-in with a designated staff member (not a teacher)
 - scheduled teacher feedback throughout the day via a daily progress report (DPR)
- **Positive intervention**; not an opportunity for the student to get in trouble
- The DPR is not the intervention; the positive adult-student interaction **is**
- Has been shown to produce positive outcomes for students:
 - Increased adherence to school-wide positive behavior expectations
 - Reduced rates of office discipline referrals
 - Reduced rates of mild disruptive behaviors
- Check-in/Check-out may result in increased academic engagement and prosocial behaviors
- Studies have found that CICO works best for students with low-level disruptive behaviors, such as calling out or defiance
- Students who seek attention benefit most from CICO, since the intervention includes regular, positive attention from adults

Nyack Middle School

Name:

Date:

Teachers: Please indicate YES (2), SOMEWHAT (1), NO (0) regarding the student's achievement for the following goals.

Goal	1st	2nd	3rd	4th	5th	6th	7th	8th
Be Prepared: - On time - Necessary materials	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful: - Appropriate language, behavior, and dress - Listen attentively	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible: - Complete and turn-in all work on time - Follow instructions	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Additional Goal: _____	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Total Points								
Teacher Initials								



Restoration and Reintegration

RESTORATION:

- Collaborative problem solving
- Empowers change & growth
 - Guidance counselors visit students in ASP/OSS



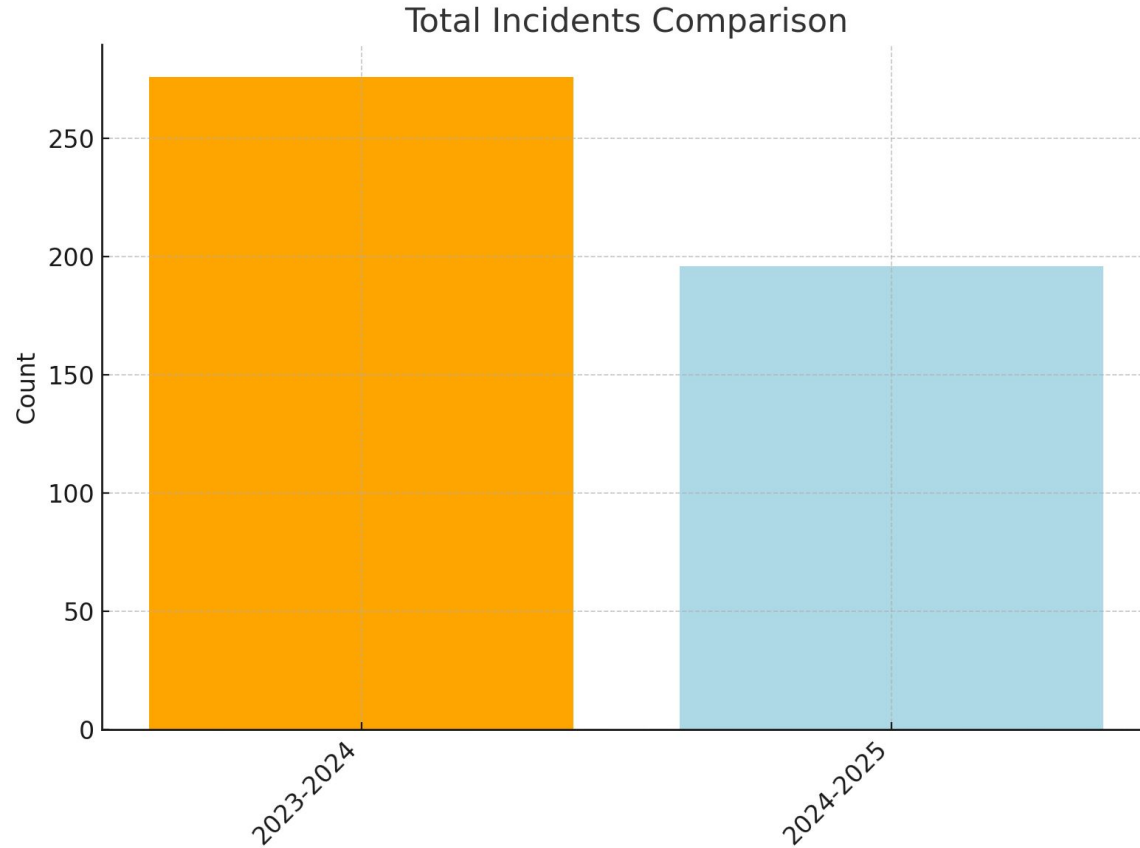
REINTEGRATION:

- Student is welcomed back into the environment
- Meeting with Principal and/or Assistant Principal
- Continuous Follow Up

*There are bad choices... but there are no bad children...
we separate the behavior from the child.*

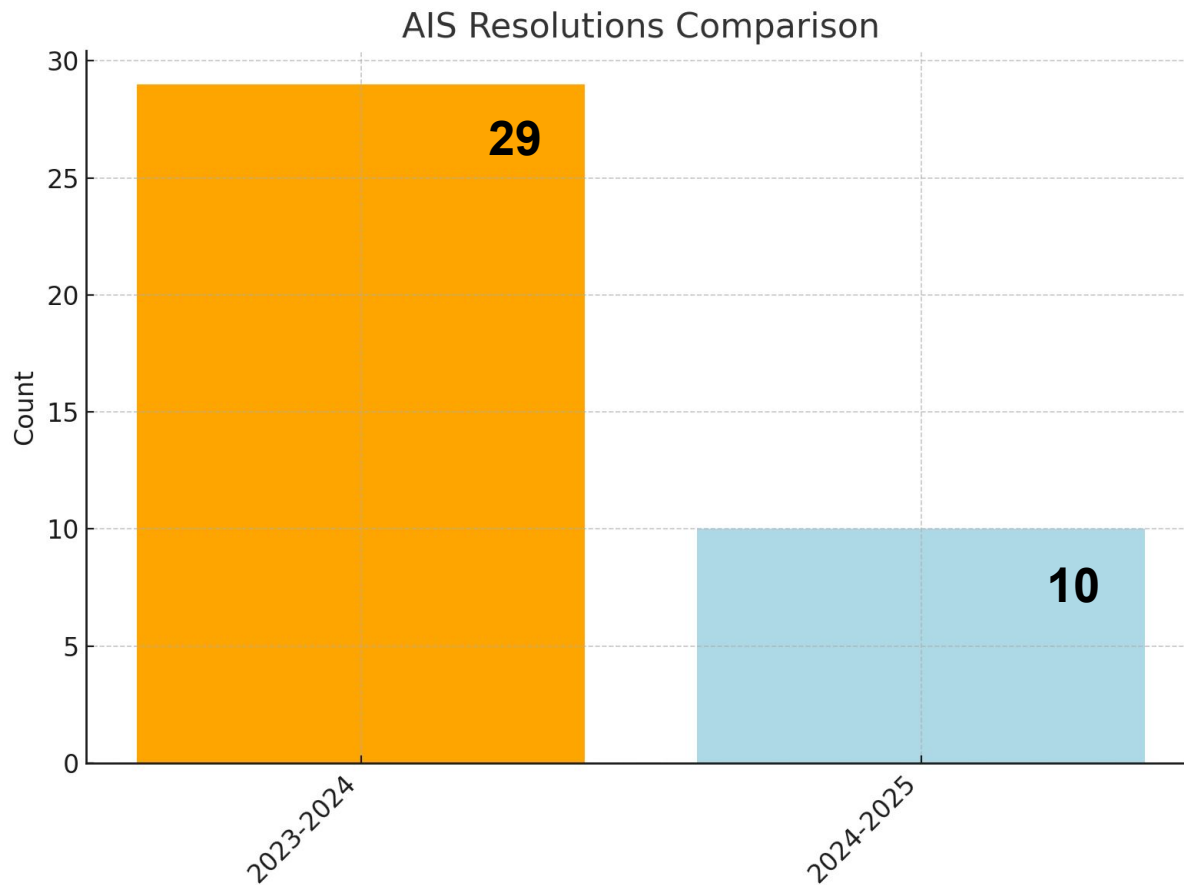


Data: Total Incidents by year



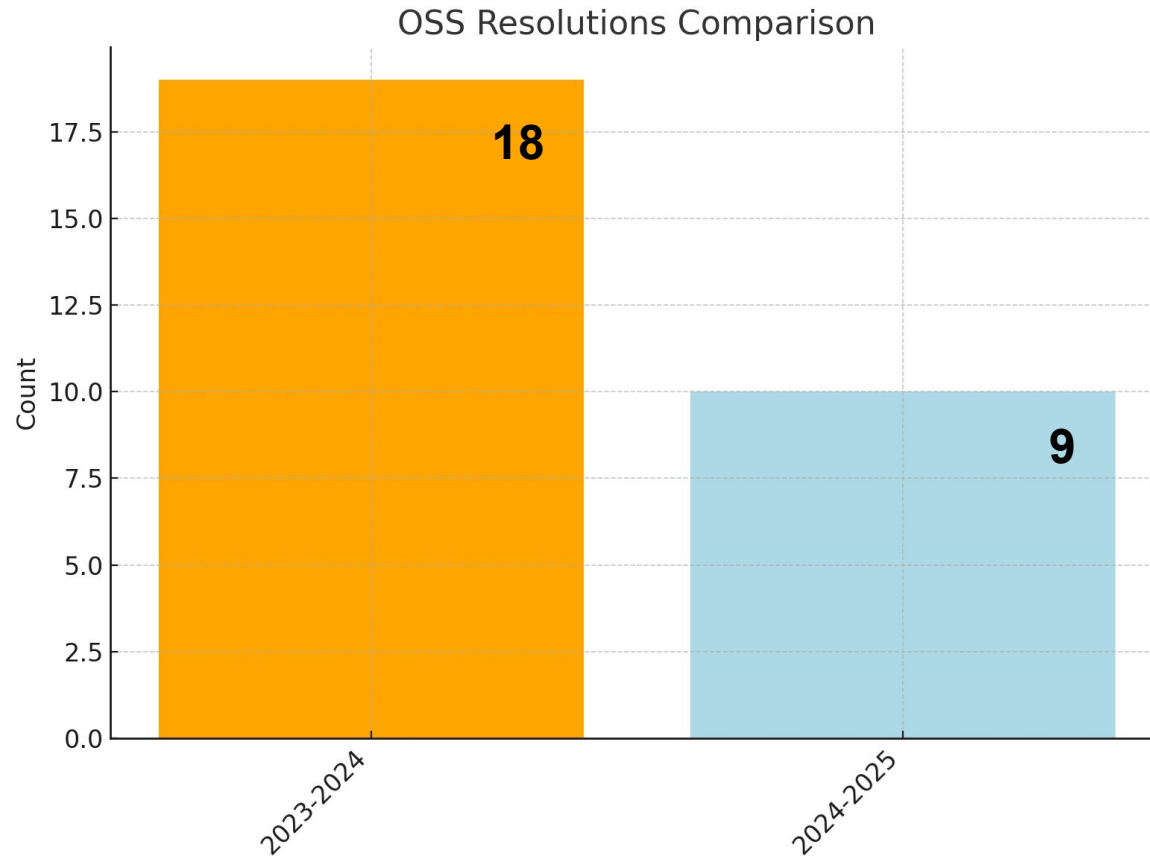


Data: AIS Overall Incidents





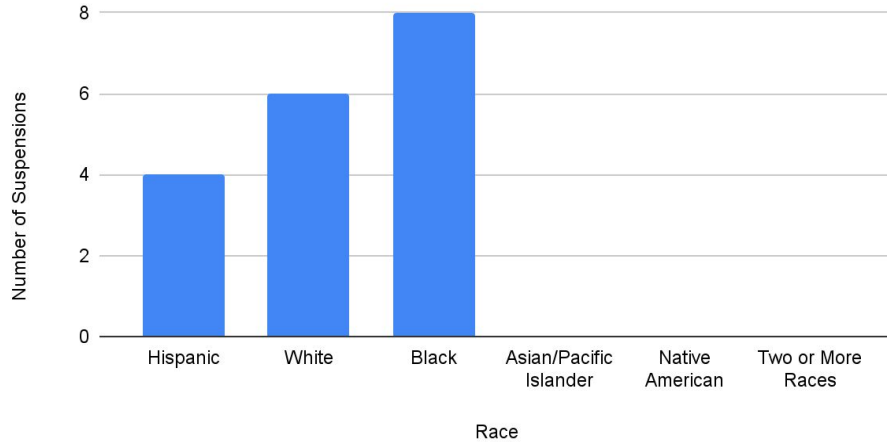
Data: OSS Overall Incidents



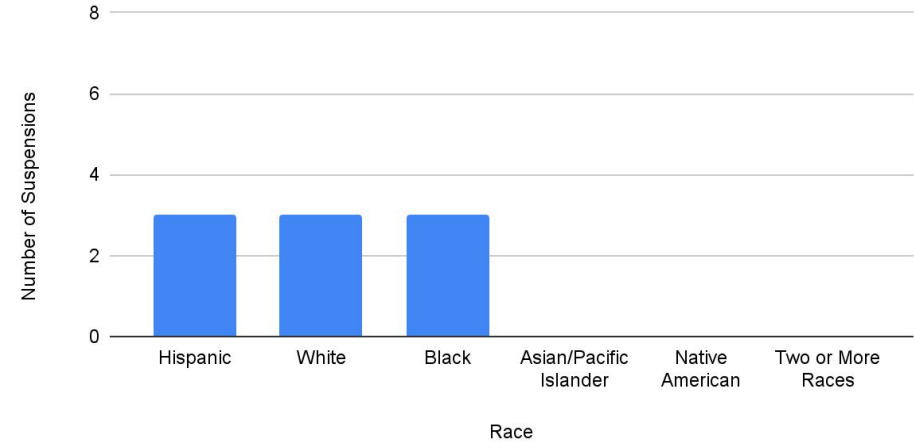
Data: OSS by Race Comparison of 2023-2024



Out of School Suspensions By Race September - December
2023 School Year



Out of School Suspensions By Race September - December
2024



Next Steps for NMS:

Moving Forward with Restorative Practice and a Culture of Love



- **Partnering with outside consultants** to deepen staff training and embed restorative practices with greater impact for students
- **Increasing the number of days** the Mental Health Association of Rockland County meets with students onsite - from 1 day to 2 days
- **Improving the trajectory** of outcomes, raising student self-esteem, as curriculum and instruction become more culturally inclusive
- **Implementing monthly review** of disciplinary data (via Link-it)
- **Identifying trends** that need to be addressed (utilizing Link-it)
- **Leading the way** for restorative practices in our elementary schools

ACKNOWLEDGEMENTS & ACCOUNTABILITY



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RedHawk Ready!
Remember. Refresh. Reunify.



slide deck & design created
in collaboration with NPS
Strategic Communications
Lisa Minerger Retallack, PRCO
Nyack Public Schools

