

Online Appendix A:

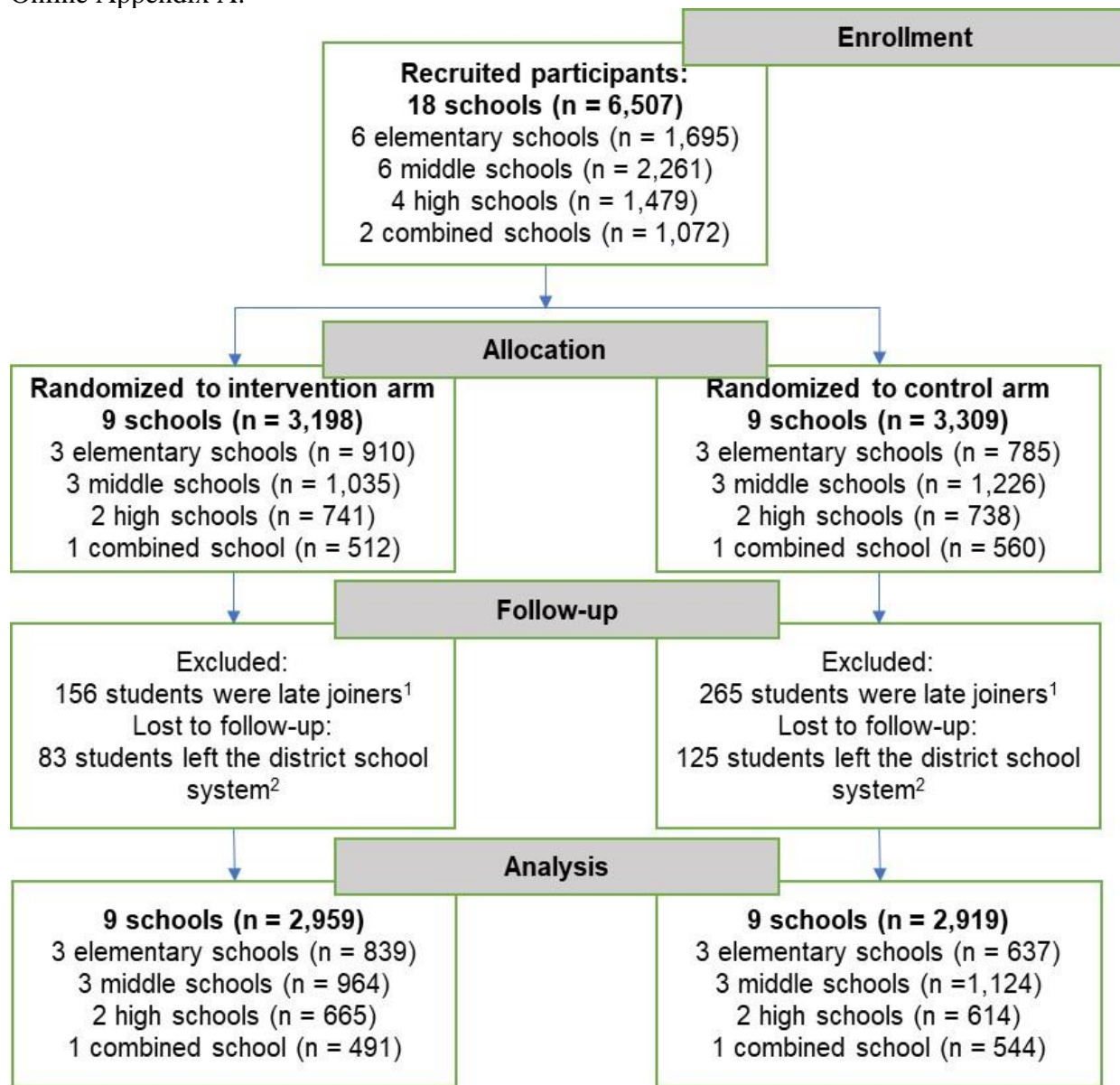


Figure 1A. CONSORT (Consolidated Standards of Reporting Trials) diagram.

Notes. n = number of students. ¹Late joiners (students who enrolled in the school six weeks after classes had started) were excluded as specified by the What Works Clearinghouse (WWC).

²Represents students who left the district school system for reasons such as transferred out of state, withdrew from school after repeated absences, or was deceased.

Online Appendix B:
The Whole School RP Project

Components	Description of Components
<p>RP Leadership Team Component</p>	<p>Workshops: Two-part, 10-hour principal cohort training (e.g., RP experiential learning, cultural and racial equity awareness activities)</p> <p>Coaching: Monthly principal coaching sessions to develop restorative and equitable leadership skills (e.g., 360-degree assessment of leadership and social emotional skill)</p> <p>Consultation: Support for the RP Leadership Team planning monthly schoolwide equity professional development (e.g., implicit bias training, equitable classroom practice assessment) and engaging in a Rethinking Discipline process</p>
<p>Restorative Intervention Component</p>	<p>Workshops: Leadership training in addressing harm and discipline infractions through restorative interventions (e.g., community problem solving, peer mediation, restorative conversation, restorative conference, re-entry circle)</p> <p>Consultation: Support for administrators and teachers to address discipline infractions and harm addressed restoratively (i.e., restorative questions or conferences based on a strengths-based, skill-building, and harm-restoring approach)</p>
<p>Schoolwide Staff Development Component</p>	<p>Workshops: Multi-day training in RP, SEL, and equity offered to all school staff (e.g., restorative mindset, understanding race, racism, and oppression, and SEL curricula)</p> <p>Coaching: Tailored and individualized support for staff who implement the SEL curricula through weekly community- and skill-building circles (e.g., co-facilitation, demonstration, performance feedback, multiple coaching cycles per curriculum implementer per year)</p>
<p>Student Leadership and Voice Component</p>	<p>Students participate in weekly restorative community building circles in classrooms (elementary) or advisory small groups (middle and high school) led by teachers who receive continuous coaching</p> <p>Workshops: Restorative training opportunities for students planned for Year 2 (e.g., circle facilitation, peer mediation)</p> <p>Consultation: Support in providing opportunities for student voice and leadership among school leadership and planning decisions</p>
<p>Family RP Opportunities Component</p>	<p>Workshops: RP, SEL, and equity Training with the Parent Coordinator (a district-employed, family liaison in every school)</p> <p>Consultation: Support in planning schoolwide family opportunities to experience RP (e.g., adult SEL exercises, supporting children’s emotion management)</p>

Online Appendix C: Robustness Check

Logistic regression model results (shown using odds ratios) predicting receipt of out-of-school suspensions (OSS; $n = 5,878$).

	Main effect	Interaction	Interaction (w/Prior)
Student level			
Hispanic ¹	0.455** [0.288, 0.720]	0.544* [0.325, 0.909]	0.454** [0.296, 0.699]
Other ¹	0.361* [0.187, 0.696]	0.263* [0.149, 0.465]	0.366* [0.189, 0.708]
White ¹	0.411* [0.216, 0.781]	0.266* [0.083, 0.855]	0.415* [0.221, 0.778]
With a disability	1.684** [1.275, 2.226]	1.440** [1.129, 1.836]	1.682** [1.262, 2.242]
Male	1.050 [0.839, 1.315]	1.026 [0.781, 1.349]	1.067 [0.847, 1.345]
Eligible for FRPM	1.567 [0.897, 2.740]	1.583 [0.911, 2.749]	1.569 [0.913, 2.696]
Missing prior	1.898* [1.167, 3.087]	1.897** [1.171, 3.074]	1.929* [1.203, 3.091]
Prior OSS	6.023*** [4.104, 8.840]	6.032*** [4.169, 8.727]	7.951*** [5.429, 11.644]
School level			
Intervention (Int)	0.563+ [0.289, 1.098]	0.503 [0.196, 1.295]	0.651 [0.343, 1.236]
Combined school ²	1.428 [0.316, 6.459]	1.468 [0.299, 7.198]	1.472 [0.353, 6.144]
Elementary school ²	0.303 [0.058, 1.593]	0.297 [0.052, 1.708]	0.296 [0.061, 1.429]
High school ²	3.107* [1.150, 8.398]	3.172 [0.760, 13.245]	3.188* [1.449, 7.016]
% Black	0.997 [0.974, 1.020]	0.997 [0.964, 1.031]	0.998 [0.981, 1.015]
Size	0.813 [0.515, 1.283]	0.809 [0.483, 1.355]	0.813 [0.530, 1.246]
% FRPM	1.025 [0.926, 1.134]	1.029 [0.910, 1.163]	1.030 [0.942, 1.128]

Notes. 95% confidence intervals in parenthesis. Clustered standard errors at the school level using the CR2 estimator. FRPM = free or reduced price meals. ¹Black is the reference group. ²Middle school is the reference group. + $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Online Appendix C (continued): Robustness Check

Logistic regression model results (showing using odds ratios) predicting receipt of out-of-school suspensions (OSS; $n = 5,878$).

	Main effect	Interaction	Interaction (w/Prior)
Int × Hispanic		0.631 [0.266, 1.499]	
Int × Other		2.121 [0.368, 12.234]	
Int × White		3.218 [0.520, 19.931]	
Int × Male		1.090 [0.701, 1.695]	
Int × with a disability		1.491 [0.708, 3.140]	
Int × Prior OSS			0.376+ [0.124, 1.144]

Notes. 95% confidence intervals in parenthesis. Clustered standard errors at the school level using the CR2 estimator. FRPM = free or reduced price meals. ¹Black is the reference group. ²Middle school is the reference group. + $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.