School: HUMBOLDT HIGH SCHOOL
Selected appointment time for presentation of application and fielding of Q and A from

RP Steering Committee: 1/24/2018; 3:20 PM-3:30 PM (SPFT)
Note: This year we have removed a word count limit for each section. Please engage in tables, bullet points, outlines, narrative and related images. Your audience includes members of the Restorative Practice Steering Committee: district representation, SPFT representation, community members/leaders, parent and family voice and students.

RP TEAM: Holly Tauer, Restorative Practices Coach; Carlo Franco, HHS Project Coordinator; Rahim Ramji, PBIS Coach; Judy Moore, Attendance Liaison; Natalie Kemp, Family Engagement Coordinator; Mike Sodomka, Humboldt Principal; Alex Fernandez, High School Counselor; Samantha Gray, Middle School Counselor; Katie Vaudreuil, School Social Worker; Jonathan Jones, Special Education Coach; St. Paul Youth Services team.

Section 1: Your school, the need, strengths
1. Please provide us with a description of your school, the students, community and staff. You are welcome and invited to present this in as creative a modality as possible.

WE ARE Humboldt:
Humboldt High School (HHS) is located on the West Side of St. Paul. This year we have an enrollment above other years with around 1400 students grades 6-12. We have students who speak 29 different languages. We come from all over Saint Paul and essentially all over the world. We are located in Saint Paul Public Schools Area D and around 23% of our student body is from Area D. The remaining 67% of our student body come from the surrounding areas and out of district schools. Our student population is 18% Special Education, 59% ELL, and we are 90% free and reduced. Our Enrollment trend is steadily increasing every year. Our race and ethnicity is 1% American Indian, 45% Asian, 18% Hispanic, 31% Black and 5% White. Our staff racial makeup is 74% white, 8% black, 10% Hispanic, 7% Asian, and 1% American Indian.

HHS has a rich history and community pride spanning 128 years. HHS is the only West Side high school in SPPS and we pride ourselves on strong communication with our students, community and staff. When issues have arisen we have tackled those issues together, in circles, small groups, large groups and with the community. This grant will allow us to build upon our rich practices and traditions and grow our relationships with students, staff, parents and the community. One of the unique qualities of HHS is that we have a very diverse student body, with students coming from other schools with Restorative Practice and Justice experiences. HHS will build on these experiences with this grant opportunity to develop our whole school community.

2. Describe needs and strengths through:
**Strengths:**
The biggest strength we have is our diverse student body. It is incredible. The school feels like a microcosm of our larger world, and it is interesting and complicated and challenging and lovely. Students interact and learn about so many cultures and the daily routines enhance relationships from all over the globe.

HHS has many support programs that increase success for students. Our school climate senior survey from 2017 reports that 90% of students believe that teachers believe that all students can do well. 91% of students report that there is at least one adult in the school that they can talk to and knows them well. 91% of students report that they are part of this school and 94% feel safe. In a recent interview with a junior student, he described feeling safe at Humboldt and mentioned that he has 4 safe adults he knows he can talk to get help. He was a member of our Dreamline Sanneh Tutoring Program during 9th and 10th grade, a very big strength of Humboldt’s offerings.

We also have PACE, Harmony Road (social and emotional leadership), JROTC, PBIS, AVID, AOIT, Band, Choir, National Honor Society for Middle and High School, WEB/LINK, Athletics, Trio, Check and Connect, EDL Monday-Thursday, College in the Schools, Career and Technical Education Department, Student Council, The Hawks Nest (school newspaper) and a student work program in our School Store. We have GSA for Middle and High School and they meet in an advisory specifically designed for group cohesiveness, attended only by volunteering. We have Robotics and Lego Club, Academy of Finance and Academy of Information Technology, Multicultural Club, Medical Careers Program, Girl Scouts, Girls in Action Mentoring Program and a Community Clinic with School based Mental Health services. We have 5 administrator’s, 2 Behavior Intervention Specialists, 3 St Paul Youth Services Members, a security team and a School Resource Officer.

Our School assemblies are active, with full school representation and our Environmental Magnet identity is a focus for field trips by grade level, along with field trips by department and school activities. The diversity that Humboldt offers students, staff and community is one of our biggest strengths. We have people from all over the world representing our student body and learning experiences. We have 5 Special Education programs, including the District Deaf and Hard of Hearing program and we offer an American Sign Language (ASL) course as an elective. We have just recently added a Welding Pathway Program at Humboldt and our FFA program is highly attended and is run by student leadership.

We run on a 77 minute 4 period day over two days A/B Schedule with grade level advisories everyday. Our teachers have grade level PLC’s embedded into our school day and attend department meetings and committee meetings after school. 100% of staff have been trained in ENVoY nonverbal management and we use ENVoY 90% of the time with 90% of the people implementing. Our security team has been trained in ENVoY as well, along with our behavior specialists. Further our security team supports the community in maintaining a safe and secure learning environment.

Within the busy life of students and staff and everything we have to offer, we need to communicate daily, hourly and sometimes minutely about what is occurring, rescheduled, canceled of newly happening. That communication can be overwhelming and it leads us to our
areas of need. We need to better align these groups in order to reaffirm, repair and rebuild
relationships (Riestenberg, N. p.49).

Areas of Need:
We need to significantly reduce the number of students who are dismissed, suspended and
transferred out of Humboldt. We had the highest number of dismissals and suspensions last
year for the district. We need to strategically plan our interventions for behaviors that harm
learning, instruction, classroom community, school climate and relationships. We need to
positively engage our students who are marginalized, primarily our African American students,
in the community and in the schools and build relationships to empower them and support their
successes. We also need to have a more diverse representation of our staff. We need to
improve parent involvement in our school and to improve our instructional leadership and overall
collaborative practices with all of our initiatives, programs, curriculum changes and
enhancements and Standardized Testing Scores overall. We have pockets of teachers and
staff that support different initiatives very strongly and that is clear throughout the building.
Those groups spend limited time connecting, sharing ideas, sitting in shared space and
collaborating. While we have so many wonderful things going on, we are missing key groups of
students, specifically our Native American students and our African American students, and the
disconnect is harming them now and into their futures. The teacher influence needs to improve
so that we are a united team promoting and supporting the school wide goals and sharing the
space of Humboldt. That will happen in circle.

a. Data (Including ODR, ISS/OSS, attendance rates, MSS or 5E data on students
experiences with school and safety etc., disaggregated, whenever possible

Essential 5 Data from 2016/2017:
School improvement is challenging work. Humboldt completed the 5 Essentials in the winter of
2016. The results of the survey indicated that Humboldt is organized for improvement. We
have kept all programs from that time and added Restorative Practices in addition and a
Welding program.
Student Reporting was at 54.4% and Teachers Reporting was at 54.9%.
On a scale for improvement Humboldt was rated in five categories ranging from Very Strong to
Very weak, strong, neutral and weak in between:

Ambitious Instruction-Classes are challenging and engaging STRONG
Effective Leaders-Principals and Teachers implement a Shared Vision for Success NEUTRAL
Collaborative Teachers-Teachers Collaborate to Promote Professional Growth NEUTRAL
Involved Families-The Entire Staff Builds Strong External Relationships NEUTRAL
Supportive Environment-The School is Safe, Demanding and Supportive STRONG
Specifically:
Program Coherence-WEAK
Teacher Principal Trust-STRONG
Teacher Influence-WEAK
Instructional Leadership-WEAK
Humboldt Attendance:
Humboldt’s attendance for quarter 1 of 2016/2017 and quarter 1 of 2017/2018 show correlations and corroborate our numbers of time out of school for all of our students. When students start in 9th grade, the data shows their attendance is more frequent and steady and by the time they become Juniors and Seniors, they are no longer here or they come to school much less. What is happening in those years that we can interrupt and keep students invested in their education? The number of students in 9th grade decrease almost by half when they get to be seniors. What happens? In addition 13% of our seniors miss more than 11 days of school and that severely impacts graduation rates and continues our low number of students finishing High School. That impacts how students engage in their immediate community, in the City of St. Paul and wherever they may go. (see graphic below)
Humboldt ODR SWIS data for 16/17 and 17/18:

The data below is directly from SWIS for the 16/17 school year, we had 5,034 referrals for 1,198 students. 66% of those referrals were written for our African American students, that is very disproportionate to our student body. So far in 2017/2018 we have 1,354 students and we have 2,980 referrals. 69% of those referrals were written for African American Students. We are continuing the trend of disproportionately referring our African American students at Humboldt. We need that decrease significantly. (see graphics below)
The data below compares population demographics for suspensions and dismissals at Humboldt.
The data we are using for the tables is taken from the SPPS Office of REA.

**FULL YEAR COMPARISONS:** All groups Decreased in one year

**Suspension & Dismissal 2015-16**
Total Number: 493/253 students

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<thead>
<tr>
<th>Race</th>
<th>Special Education, English Learners &amp; Gender</th>
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<tbody>
<tr>
<td>American Indian: 28.6</td>
<td>SpEd: 32.2%</td>
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<td>Asian: 4.8</td>
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<td>Hispanic: 14.8</td>
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<td>Black: 34.8</td>
<td>Female: 13.3%</td>
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<td>White: 15.9</td>
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**Suspension & Dismissal 2016-17**
Full Year Total Number: 384/203 students

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<td>Asian: 2.9</td>
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<td>Hispanic: 14.5</td>
<td>Male: 17.8%</td>
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<td>Black: 28.2</td>
<td>Female: 11.3%</td>
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<tr>
<td>White: 12.3</td>
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**QUARTER ONE COMPARISONS:** Only Females Decreased, White students doubled

**Suspension & Dismissal 2016/2017**
Total Number: 100/76 students

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<td>Black: 12.3%</td>
<td>Female: 4.7%</td>
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<td>White: 7.5%</td>
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**Suspension & Dismissal 2017-2018**
Total Number: 131/93 students

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<td>American Indian: 25%</td>
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<td>Female: 4.5%</td>
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<tr>
<td>White: 17.6%</td>
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b. Anecdotes or stories that exemplify the needs you hope to address and/or strengths you plan to build on through whole school implementation of restorative practices.
Including: (HUMBOLDT RP Video Link under question 11 )

**CURRENTLY:**
Holly Tauer, RP Coach, teaches 2 classes, one on B day 6th grade and one on A day 9th grade, for 77 minutes. The design of the class was to implement circle and safe community building for students identified as “At Risk” based on previous behavioral referrals, grades, recommendations from school counselors and administration. The classes are framed as a Leadership part of their day and along with circle, the group works on behavioral and academic goals, problem solving and organization that support their school success, and sharing what they learn with peers. The class was an attempt to explore if it would be beneficial for our students. After one semester, it was voted to stay for next year. An application was submitted to the district to create this class, if that is accepted the curriculum will be written for next year and developed into a syllabus for 2018/2019.

Anecdotes below are from students who participate in the classes and the RP Team who have supported the implementation.

KeAndre (6th Grade, Humboldt High School): He loves being in circle with the routines and rituals and learning how to problem solve differently and spend time with friends.

Stephanie (6th Grade, Humboldt High School): Stephanie says she has been able to build relationships with friends that she did not know at the beginning of the year and now is able to process conflict safer in circle.

Ja'Mario (6th Grade, Humboldt High School): Ja'Mario stated that he uses circle as an avenue to be able to get things off of his chest in a safe way. He also stated he feels he can get help with his homework and have a place to relax in his Restorative Leadership class. “To be honest this class is perfect for me.” His 6th grade RP Leadership class.

Karen Lacher (High School Social Studies Teacher): Karen has found that as a result of utilizing circle, she has had to write less referrals for behaviors that occurred before the circles took place. She has found that all of her students want to be in circle and do not like to miss that time. Students have responded positively to it, and even one student (who would typically be involved in fights) helped break up a fight in the cafeteria.

Holly Tauer- RP Coach / EBD Teacher: Holly spent her first 20 years in public schools as a Special Education EBD teacher for grades K-12. That work moved into Restorative Practices and this last year she was hired as the Humboldt Coach. She has taught two classes to interrupt behavioral patterns for students who continuously struggle in school and the relationships she has built with those students have increased their class attendance, decreased their referrals and started to pass classes they had not passed as 7th and 8th graders. She feels the work she has done with her small groups, building classroom community, participating in PLC’s, working directly with administration on student behavioral needs and discipline responses with suspensions and PPC’s, has increased the knowledge and framework for all stakeholders to think differently about how we interact with children and adults in our shared space.

Rahim Ramji (PBIS Coach / EBD Teacher): Rahim works with several groups of staff throughout the week, he feels that sitting in circles in committees has enhanced his work with groups of teachers and built stronger relationships.
LB (9th Grade, Humboldt High School): LB says she has connected with people that she may not have without the circle.

Carlo (Project Coordinator RP/PBIS / Community Member / Humboldt Alum): He states that he feels strongly that the community needs to have more engagement in Humboldt and also that Humboldt needs to build the community bridges to advocate more engagement including Youth Voice.

Jose Santos Jr. (community member): who is currently working on the School Environment Action Team (SEAT) at Humboldt. Jose is a 1978 Humboldt graduate, president of Larry Lucio Scholarship who lives in the community and is engaged in improving his alma mater. Jose, wholeheartedly believes, “the West side is the best side,” and he prides himself on giving back to HHS. Jose has an extensive history advocating for HHS students, parents and the community. Jose believes his experience with HHS directly contributed to the development of his business acumen and his political contributions in the community. HHS provided relevant cultural outlets for Jose to grow and develop into the strong HHS community advocate he is today. Jose hopes receiving the restorative grant will build on the HHS strengths, current practices and provide additional opportunities for students to explore their cultural identities and reaffirms that their school sees them and hears them.

3. What changes in **school climate** would most positively impact your school community? Please include narrative or example from the **lens** of educator, parent and families, leadership and student voice.

To increase school climate and culture and move us into VERY STRONG on the Essential 5 Survey, we need more student voice. We need stronger student/teacher and student/student and teacher/teacher relationships. How the adults treat each other is how the students will treat each other. It is a mirror. School climate changes have to come from adults collectively as well as how we approach our students and families. The community members and school community have faith in our younger generations and the great things they can accomplish. We believe in public education and we know it is what helped us be successful and have families and go to college and get jobs. Our students need and deserve the same opportunities.

One area of change to our school climate we want and need to address is our racial disparities in our staff response to behaviors and our overall school discipline procedures. Reviewing our school data from the previous year to this year we have decreased our suspensions and dismissals. Our concern is addressing the high numbers of African-American students who are experiencing suspensions and dismissals at a disproportionate rate. We plan to focus our attention on Classroom Referrals and out of class time due to disruption, continual defiance and behaviors that harm others. If the behaviors happen repeatedly, students then get dismissed. Dismissals can be subjective and the consistency around policy and supports needs improvements. We need to have another intervention in place to work with our youth, when inconsistencies arise and when administration and teachers feel students need more supports. Utilizing RP will allow us to approach our concerns with behaviors and dismissals using an alternative, new lens and will lead to lower rates for the coming school year. We need to hear what happened and how we can help to prevent repeated patterns from spiraling out of control.
Student voice is imperative in this process. We need a system in place for them to discuss what they need and how to get it to be successful and safe. Using the circle process throughout the day and in specific situations of conflict and harm will support relationships in the school and build a more inclusive positive school environment.

Examples of Anecdotal Responses to Restorative Practices:

John Del Vecchio (Parent): John has a Junior student at Humboldt. He has communicated that he would be willing to do Restorative Practices with the school in any capacity they need. He was part of the SEAT team last spring and felt that bringing RP to Humboldt was a positive initiative and necessary.

Mike Sodomka (Leadership): Mike wants to decrease the amount of referrals, suspensions and police calls, interrupting what is happening in the larger community. He stated he wants to improve our climate. We need to interrupt having our African American males suspended at a higher rate.

Rahim Ramji (Leadership): By starting with implementing the Circle Process with teachers and staff in Committee Meetings, etc. we can model this process and enhance the ability/comfortability of staff to implement this circle process in classes. This is allowing for more positive relationships between staff and students, therefore increasing positive school climate.

Anton (Student): Has 4 adults he trusts, he feels there are too many windows and doors for people to cause a school issue or harm us. He feels safe at school and feels the teachers know curriculum. He is not interested in going to college, and he really stresses that in every conversation. He is very interested in working after High School and feels overwhelming that teachers here support him and his decisions for his future. They still think that college could be something he may want when he is in his 20s. He doesn't like to think that far.

Bervin (9th Grade, Humboldt High School): He is able to build relationships and this helps him get his work done quicker because he states, you can feel more comfortable to ask for help.

Section 2: Capacity and Understanding of Restorative Practices

4. Describe the capacity of the school site for a new school-wide initiative, including leadership, engagement of staff, students, parents and family, community and experiences with implementation, including:

   a. Existing knowledge about and experience with implementation/adoptions of new initiatives:

Humboldt staff are committed to the students and have demonstrated this through a growth mindset in our approach and implementation of ENVoY. According to Michael Grinder, Non-Verbal communication expert, “ENVoY is a vehicle that shifts educators from seeing
themselves as bastions of Power to instruments of Influence.” HHS staff has adopted ENVoY due to our leadership’s vision and consistent follow through message that ENVoY is not a training but an approach that demonstrates who we are as a school culture and we work WITH each other as a team for safety and increased rigor. Implementation of this new initiative has made a dramatic impact on our staff to staff relationships and staff to student relationships. Like ENVoY, Restorative Practices is not a one time training but a way of being, a way toward deeper connections with students and building of relationships. We become a group of adults who work with students instead of doing something TO them or FOR them. They learn about their choices in a calm and safe conversation. Given the success of the ENVoY implementation, we will take a similar approach in the Implementation of RP for our school by engaging students, parents and HHS staff in the initial implementation phase and continued staff development, coaching, asking for restorative mediation after a referral or a conflict in the hallways or in classrooms.

In the 16/17 school year, we had more than 80% of staff committed to using RP in the school. Since then we have funded an RP coach and started to implement RP into the classrooms, communities, student re-entries, office referral issues and small problem solving groups. The staff have been receptive to this immediate intervention and learning the steps to start to use RP in the classrooms and in community. The RP coach is requested between 10-15 times per week by teachers on our referral forms or direct email or conversation and 4 or more times a week by admin to support a different approach to discipline and repairing relationships that have been harmed or broken.

b. Existing teams, that could take up RP implementation (e.g., PBIS, Leadership, Counselors, Social Workers, AVID) and their accomplishments

The committees and teams we have at HHS are plentiful but they need to come together with a proactive plan to enhance their existing work. We have the PBIS committee, the AVID Committee, the SCIP/Leadership team, the ENVoY Hallway Committee, the New Teachers Committee, the WEB/Link Crew Committee and the newly developed SEAT Committee. The SEAT committee includes students, teachers, admin, parents, and community members. That team will be one approach to bring all the teams together. The common communicator in bringing all of these committees and plans together is the RP coach in addition to the RP team.

The proposed plan for our RP team and implementation for the 2018/2019 school year would be to follow the Humboldt Behavioral pyramid as described below. Creating a team to support RP within our building is important, and ensuring that we are taking a restorative approach to behavior management with every student, in every situation, processed restoratively from Administration down is extremely important for the Restorative work.
The blue pyramid indicates the possible direct reach to stakeholders associated with the Humboldt community, as it relates to their participation in Restorative Practices. In most cases, the ‘stakeholders refer to students as it relates to the corresponding specialists in the building. However, it does include informing / educating families and other community partners on our approaches we are utilizing during the academic day. Family and Community Engagement is the base of the pyramid, because we understand that the more a restorative approach is utilized in different avenues of their lives, it then can
become a practice that is ingrained in the way that young people (and the adults in their lives) operate. We will utilize our community engagement team SEAT and partners in the avenue of helping promote and educate stakeholders in the practice. Our hopes are that as the Restorative Practice Cycle begins implementation phases at Humboldt, we are able to decrease the amount of interactions between admin and students for discipline related infractions. Within our plan and through our team, we would set up supports and necessary Restorative interventions with students, with the goal that level two and three behaviors are mediated and interrupted in a restorative way by: student leadership, teachers, support staff including: RP Coaches, Project Coordinators, Behavior Specialists, and Intervention Specialists.

c. Track records of engaging community, parents, family and other stakeholders in school climate improvements.

HHS has historically had a rich and positive community involvement, however, that involvement has been lacking in recent years. In recent months, that involvement is currently increasing and becoming more positive for community members and having a significant impact on our school community. We had the opportunity in the fall of 2017 to hire a community member and former Valedictorian from Humboldt High School as our Project Coordinator. We also have several former HHS grads coming back to work as paraeducators, coaches and teachers. We have a solid PTO and West Side Wednesdays, and more community members are starting to come back to HHS to re-engage with the school. The West Side meetings are quarterly and the school is open to the whole community. Agencies and organizations frequently come and participate with our student body and staff. We need to organize the committees and meetings and bring everyone together. That is the job of the RP Coach, The RP Team and the SEAT team. Our main communicator to the public and the community is our Family Liaison Coordinator (FLC). Our FLC at Humboldt has taken the weeklong training in RP from the MDE and has sat in circles with staff and students. She also performs the following duties and in the past year has included Restorative Practices in some capacity in all of these.

**Responsibilities of the Family Liaison Coordinator:**
PTO and Site Council Liaison and meeting recorder
Title 1 documentation and data entry
Creation/updating of school wide materials such as Family-School Compact, Family Engagement Plan, SCIP,
Coordinate quarterly conferences
Assist and/or coordinate family/community events, small and large scale (Financial Aid Night, NAAPID, Showcase, Parent Academy seminars, parent nights).
Create and publish monthly parent newsletters
Community outreach for students and PTO
Small scale fundraising/donor outreach for Senior All Night Party
Social media outreach
Assistance with daily main office operations; phones, greetings, etc.
The common thread of these events and activities have previously not had a RP Coach in support. That started to change this year. A table or booth has been set up at school conferences and school events. The RP coach has also attended PTO and SCIP meetings. The Family Liaison Coordinator has been trained in RP, and will be an addition to the RP team
in the future, as part of the implementation plan. The CIRCLE is the common facilitation component that builds relationships. As Humboldt moves forward, we will focus on using that approach to parent and community meetings.

d. The approval process you used in deciding to pursue this funding. Please include what survey or other process and invitation for adult, student voice and other perspectives were engaged.

The approval process we used in deciding to pursue this funding went very smoothly. We gave the licensed staff the “How Restorative AM I” survey at grade level PLCs in the spring of 2017. The majority of staff at HHS supported this initiative with 84.4% of staff approving. We did an overview at our staff training and circle introduction, including the admin, teachers, support staff and circle keeper in the fall of 2017 and have coached several people throughout the year individually and in small groups. Administration requests Restorative Practices frequently in addressing student concerns and behaviors that we want to support changing. All Administrators at Humboldt have participated in circles in some capacity.

5. What is the current knowledge and opinion about RP in the school, among staff, admin, students, family and community? How do you know what they know or feel?
Describe any introductory professional development in restorative practices your building has engaged in, strategic steps you have already taken to create a restorative culture (including among adults) or existing pockets of restorative programming and how they have been received. For example, if your school has previously applied to become an RP site, what has been implemented, what has been learned and how is this application a reflection of those shifts?

The current knowledge of RP at HHS has expanded. There are a few staff members who have gone to several trainings at MDE and also at SPFT this past year. We have staff who have included circle in their classrooms and actively sought out training and feedback to include that in their classroom teaching. The staff members who have deeper understanding of the systems and processes make themselves available. These staff members have shared and trained other staff in the building. A precursor to the nonverbal approach to relationship building is ENVoY.

We have 100% teaching staff trained and implementing at some level. The continued training that staff will attend and share in PD, will only make us stronger.

The RP Team at Humboldt believe that 1.) The true self in everyone is good, wise, and powerful. 2.) The world is profoundly interconnected. 3.) All human beings have a deep desire to be in a good relationship. 4.) All humans have gifts and everyone is needed for what they bring. 5.) Everything we need to make positive change is already here. 6.) Human beings are holistic. 7.) We need practices to build habits of living from the core self. (Boyes-Watson, Prantis, 10-16). The key to successful student outcomes is having healthy relationships in school. “The more schools work to open the possibility for all students to shine, the more all students will feel a healthy sense of personal power as a member of the school community, (Boyes-Watson, Prantis, 17).” The design of RP is for Humboldt to carry these core principles and this mindset to the whole community, staff, parents and students. The RP facilitator will begin the 3 year
grant with this in mind and move these beliefs forward through modeling, action, support and mindful planning and implementation.

After each individual coaching session or group session, the coach facilitates a feedback dialogue. As a result of the response, the RP coach and Project Coordinator have also developed a coaching sheet and feedback sheet to support on paper what was discussed and done and to provide more opportunities for learning and interactions in Restorative Practices. The feedback sheet is designed and adopted from the Youth Program Quality Improvement Cycle (through Ignite Afterschool).
Restorative Practices Coaching sheet: (Draft)

Class:
Teacher:
Time:
Date requested: ______________________ Data Implemented: ______________________

Group needs:

Goals for RP staff:
1.
2.
3.

Follow UP Feedback
Positive outcomes:

Areas of need:

Future Goals:
Section 3: Strategy and planned activities

6. Describe your overall strategy to ensure that implementing restorative practices will positively impact your school’s overall climate through the following prompts:

   a. What is the primary purpose of implementing restorative practices at your school?

Humboldt’s mission is to educate a global community to be active learners who are environmentally aware and college prepared. Adding RP for the next three years to our already strong commitment to building positive community will help us continue the work that has been implemented. The purpose of implementing RP at Humboldt is to increase graduation rates and to decrease the number of students who are continuously dismissed, suspended, and administratively transferred (our Tier 3 students). We currently have 250 9th graders and only 168 seniors, implicating that almost 100 students do not stay at Humboldt to graduate. We need a specific plan in place to support Tier 3 students to stay at Humboldt and to decrease the amount of Tier 3 students. We can do that with a RP component added to our framework for student engagement. HHS is committed to working with teachers, parents, community members, and students to take actions in our school that will move us toward the elimination of racial disparities and enhance our school climate. We have a solid framework for our SCIP goals in Culture and Climate, including ENVoY professional development, PBIS building wide routines, and behavioral specialists. Restorative practices will be a significant asset to our SCIP goals.

   b. What resources and experiences guided your school’s design of an implementation plan? What about your school supports a unique and innovative approach to restorative practices implementation?

In addition to the school wide implementation plan, as an approach to behavior management (outlined below), our goal is to continue relationship building at the forefront of our interactions with our young people (and adults in the building) and be intentional / authentic in the relationships we are in the beginning stages of establishing. As staff in a building with students who are coming from backgrounds of high trauma, and backgrounds that looks significantly different than the overwhelming majority of the staff in the building, we need to be intentional about the time and the way we approach authentic relationship building. Establishing a culture of: asking open ended questions to understand (rather than assuming), allowing space to make connections and community building through circle (beginning with surface level questions and moving deeper, to meet the young people where they are at), and acknowledging that students have an authentic voice that needs to be heard in a compassionate and empathetic approach. They need to know the adults do care and are willingly to support them in all facets of their lives.
c. Who will lead implementation? What leadership model will be used and why?

The Restorative Practices Coach will lead schoolwide implementation. Leadership styles develop and evolve through time, practice and feedback from those being lead. The Restorative Practices coach has to lead by example through the transformation that is occurring in the school climate and culture to effectively impact significant change. Every situation lends itself to the four approaches of leadership identified below.

Leaders who have mastered four or more approaches - especially the **authoritative**, **democratic**, **affiliative** and **coaching** styles - have the very best climate and performance. The most effective leaders are also able to switch flexibly among the leadership styles as needed. *Goleman, 2000, p87*

In addition:
Leadership in times of change explains that Authentic Leadership embodies the above mentioned characteristics while taking on new and ever changing program factors. More recent research has explored Authentic Leadership (Goffee and Jones, 2005). It has been suggested that this approach developed in response to the change that leaders face as their organizations adapt to issues such as globalization, multiculturalism and environmental challenge. Followers also have increased expectations of their leaders to not only provide vision but also to display passion and build productive relationships. They expect their leaders to earn their trust through integrity and credibility.

National College for Teaching and Leadership.

7. What specific action steps or activities will you and your school take?

a. Provide a summary of what activities will happen throughout the three years of the pilot, so that, by the end of three years, you will have a sustainable and effective restorative practice program throughout the school.

Year 1-Exploration:
Humboldt is unique in our first year in exploration. The Grant did not financially pay for this year, so the Coach, Admin and School Staff had an opportunity to build, react, respond and change plans and processes to build for implementation for year one. The Principal and the Restorative Practices coach developed a preliminary set of goals to support as the Teachers, Administrative Leadership, Staff and Students embarked on a journey to improve school climate, culture and enhance relationships. The goals included supporting general education students at risk, students in Special Education who have a high number of referrals, dismissals and suspensions and students who generally struggle with relationships and display high levels of conflict. The RP Coach was involved in the re-entry processes and PCP processes and worked regularly with the PBIS coach and Project Coordinator in implementation of PBIS systems, classroom management and schoolwide discipline. The Academic/ENVoY Coach, PBIS/ENVoY Coach, the Special Education Coach, Community Coordinators (projects, family and attendance) and the RP Coach met regularly to discuss and support systems in place and develop new ways to interrupt unhealthy patterns specifically impacting race, gender and school culture using quantitative and qualitative data to show growth or regressions. The overall goal coming out of exploration was to have systems clearly in place to install for the coming school year 2018/2019.

Year 2-Installation:
HHS will hire an individual with strong knowledge of RP who will guide and maneuver the people involved to improve and strengthen student-adult relationships at Humboldt and in the community. The coach will build a team at HHS to support the Restorative Practices Circles and relationship building in individual relationships, small groups, classroom groups and whole community settings. The coach will work closely with administration, Leadership Team, PBIS, ENVoY, SAT, the Special Education Coach, Behavior Specialists, including the St. Paul Youth
Services staff, and other support staff EA’s and TA’s as needed. They will support our identified students in 11th grade who are in the Tier 2/3 plan and continue that support into graduation as their advisory teacher. They will incorporate Check and Connect with that group of students and a targeted group of 6th grade students and 9th grade school students. The RP Coach will also be charged with gathering baseline data of information and sharing that with all staff and collecting data quarterly throughout the school year to inform staff of areas of need and areas of strength. They will have a detailed plan for how to target individual student needs and build a system to support them in small groups/circles, in large group/circles. The plan will consist of a scheduled time every day or every other day to connect with the students and implement Check and Connect around grades and behavioral needs. The RP Coach will meet with administration weekly and join PLC meetings weekly to communicate with teachers in all grade levels. They will implement trainings monthly at all staff meetings using the Circle Forward manual and experiences with their own PD and restorative practices implementation. They will organize systems in the main office for students to access supports: admin, the SRO, counselors, social workers, security, school clerks, the nurse, teachers and the attendance liaison.

In addition we will hire a .50 FTE Project Coordinator to assist students and systems throughout the day and to support community engagement. The Coach and RP Team will attend outside trainings given by the MN Department of Education and outside sources. We will have staff PD, given by the RP HHS Coach in a train the trainer model. The training will start with teaching the circle. There is a comprehensive resource for the circle process called Peacemaking Circles: From Crime to Community, in that book the authors describe basic guidelines for Circles. They are: respect the talking piece; speak from the heart; speak and listen with respect; remain in the circle; and honor confidentiality.

<table>
<thead>
<tr>
<th>PD Topic</th>
<th>Who receives PD/How?</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer PD - MDE &amp; National Conference</td>
<td>RP Team / Sodomka Budget</td>
<td>June &amp; August</td>
</tr>
<tr>
<td>(Metro State)</td>
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<tr>
<td>RP Framework for School</td>
<td>Whole School / Opening Week</td>
<td>Fall (Opening Week)</td>
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<tr>
<td>Intro to Circles / Community Building</td>
<td>Whole School / Opening Week / Student Leadership</td>
<td>Fall (Opening Week)</td>
</tr>
<tr>
<td>Repairing Harm</td>
<td>RP Team / Inhouse PD + Addt’l PD as Allowed</td>
<td>Fall–continued PD will be need driven in winter/spring and summer</td>
</tr>
</tbody>
</table>

**Year 3-Initial after full year installation:**

REVIEW Year 2 and revise, enhance and support based on ODR data, REA data, Essential 5 data, Attendance, Staff Evaluation and Surveys, and a syllabus for the Restorative Leadership
classes. The RP team will also be looking at attending the RP Training in Denver, Colorado in June 2019. The Conference will be put on by National Association of Community and Restorative Justice.

**Year 4-Full Implementation with fidelity:**
REVIEW Year 3 and revise, enhance and support based on ODR data, REA data, Essential 5 data, Attendance, Staff Evaluation and Surveys, and a revised syllabus for the Restorative Leadership classes.

b. Provide a detailed scope of work for Year 1, including summer months and PD days, detailing how you will embed professional development and build staff capacity. What plan for PLCs and ongoing coaching do you have? What is your communications plan? Will you do a policy review or other building level work? How will you engage an Election to Work Agreement to support all educators in professional development and implementation engagement?

YEAR TWO (one-grant year one) will begin in August 2018:
Several staff members have been invited to the MDE training in June in Minnesota. Five staff members have committed to attending and will be the beginning of the RP team. In addition to that training, those same five will attend the Metro State Training as the 2018 International Conference in Restorative Practices in August of 2018 to further explore, enhance and prepare for their work in the coming school year. The syllabus will be written for the Restorative Leadership classes grades 6 and 9 to implement in September 2018. See the timeline for STAFF DEVELOPMENT UNDER YEAR 2. The referrals will continue to have a space for staff to request a restorative mediation and the RP coach will have a system in place for attending re-entries and communicating with families in staff where there is need.

c. Beyond funding for a Restorative Practice specific leadership position, how will the building staff actively support the implementation process? What specific and additional collaborative and supportive spaces will lead Restorative Practices in partnership with the RP leadership team?

Beyond the funding of the restorative practices grant, a variety of staff will support and integrate the RP process building wide. Our special education department has already begun implementing RP into Child Study meetings and some IEP meetings. The PBIS and ENVoy team is intermittently using RP for our department meetings and will be expanding to using the process for PLC’s in the coming year. Other departments involved in actively supporting RP would be SAT, which is made up of school counselors and social workers, administration, coaches, St. Paul Youth Service workers, and members of our School Environment Action Team (SEAT), as well as many more. Our students will be the focus of collaboration. We need their experiences and feelings and voice to drive our continued steps in building a school that is responsive to their growth and success.
d. How will multiple stakeholders be engaged? Please specifically describe how you will include parents, community perspectives and youth voice. What outreach have you made to potential trainers, circle keepers and guides for this work?

The PD outlined above will include necessary staff as the year goes on. That will be determined by who needs what for understanding and support and further implementation in classrooms and Leadership groups with National Honor Society members and WEB/Link Crew members and Restorative Leadership Classes. In addition, The RP Team and School Environment Action Team (SEAT) needs several members to help us build this into our everyday climate and to support the ever changing needs of our students, families, community and staff. That committee will work WITH the Restorative Practices team and support and grow the program. Nancy Riestenberg is an amazing resource and a treasured Circle Keeper, along with Becky McCammon. When the team needs to reach out for more, those are two people to access, along with the MDE website and several published books. Humboldt has reached out to the MN Legal Rights Center for Group Family Conferencing and that has been happening for the last couple of years.

Section 4: Evaluation
8. Collecting accurate data is an important part of this pilot initiative. Please specifically describe your school’s strengths and opportunities for growth as relates to:

a. Consistently and accurately collecting ODR data 5 Essentials data
The PBIS coach collects ODR data on the SWIS system. He is sharing that data regularly with admin and staff.

b. Collecting and using school climate data.

<table>
<thead>
<tr>
<th>Humboldt Whole School RP Evaluation Timeline</th>
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<tbody>
<tr>
<td><strong>Frequency / Timeline (Dates, etc.)</strong></td>
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<tr>
<td>Fall: Opening Week</td>
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<tr>
<td>Ongoing</td>
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<tr>
<td>Annual</td>
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<tr>
<td>Annual</td>
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<tr>
<td>Quarterly</td>
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<tr>
<td>Quarter 4</td>
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</table>

9. Describe your proposed evaluation plan.

a. What indicators/benchmarks do you expect to see in Year 1? How will you collect the data? Consider both narrative and quantitative data.

http://education.state.mn.us/MDE/dse/safe/clim/prac/

This toolkit provides us a detailed approach to evaluating RP practices with students, staff, families and administration.

b. What outcomes do you expect to see by the end of Year 3? How will you collect the data? Consider both narrative and quantitative data. How are the outcomes linked to the overall strategy/purpose you described in question 6.

We will see Schoolwide Implementation where teachers are utilizing Restorative Practices and circles in classroom community building and instruction. We expect Administration will be involved less in the behavior management and referral process and will attend PLC’s on a regular basis to support classrooms. The RP coach will have implemented a strong re-entry process for student, staff, admin and family engagement, utilizing circles and building relationships. The data will be collected by interviews, surveys, ODR data, REA data, Essential 5 School Climate data and individual student data for special goals and successes. Our graduation rates will increase and our suspensions and dismissals will significantly
decrease. This will help contribute to a school-wide culture of community, keeping relationships and student voice at the center of all interactions.

**Section 5: Budget & Budget Justification**

10. Provide a detailed budget and describe how your budget will help you implement restorative practices and achieve your goals. How will you use the funds so that all the adults in the school learn restorative practices and use them? Expectations: Schools are welcome to allocate 5-10% of total budget request for evaluation, especially if that is an area for growth. School sites must allocate a percentage of their budget dollars for professional development for all staff. Please also describe whether additional building budget dollars will support implementation of RP.

*Mike Sodomka has committed to paying the RP team to attend trainings this summer 2018 in June and in August. A team of 5-15 people will be attending.*
Humboldt High School

RESTORATIVE PRACTICES GRANT PROPOSED Year 1 BUDGET (2017-18)

<table>
<thead>
<tr>
<th>Reference #</th>
<th>BUDGET ITEM</th>
<th>AMOUNT</th>
<th>SUBTOTAL</th>
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<td>A</td>
<td>Personnel</td>
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<tr>
<td></td>
<td>Restorative Practices Coordinator-Salary with Benefits (1.0 FTE)</td>
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<td>Restorative Practices Project Coordinator (.5 FTE)</td>
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<td>Contract Costs-Restorative Justice speakers, trainers</td>
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<td>PD Stipends-Summer and After School Stipends/Hourly fee for PD participation</td>
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<tr>
<td></td>
<td>-Teachers</td>
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<tr>
<td></td>
<td>-EA's</td>
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<td></td>
<td>-TA's</td>
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<td>-Counselors/SW</td>
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<td>-Intervention Specialists</td>
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<td>TOTAL PERSONNEL EXPENSES</td>
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<td>Parent and Community Outreach and Communication Plan</td>
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<td>Supplies and Materials</td>
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<td>Books, RP conversation cards, outreach and training materials, posters, PD materials, etc.</td>
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<td>TOTAL SUPPLIES AND MATERIALS</td>
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<td>PD Fund-Coordinator Development (All fees related to development)</td>
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<td></td>
<td>Data, monitoring and implementation</td>
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<tr>
<td></td>
<td>TOTAL EXPENSES</td>
<td>$ 150,000</td>
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</table>

**Section 6: Summary**

11. Why should your school be selected as a restorative practices pilot site? You are encouraged to innovate your presentation and to actively include multiple voices and perspectives.

Please watch the video below :-) 


Humboldt High School should be a Restorative Practices pilot site. We have made improvements in school climate through our ENVoY hallway strategies as well as the implementation of PBIS, SAT and SEAT committees. We celebrate our success collectively and also can acknowledge the space for improvement. In the book Circle in the Square Building
Community and Repairing Harm in School by Nancy Riestenberg, she concludes that using both quantitative (numbers) and qualitative (stories) data to improve school climate, build relationships, and plan for an environment where students are safe and healthy, they will learn. We want our students to learn, to care, to reach for the stars and to believe they can reach their potential and follow their dreams. When we work together, circle up and listen to each other, build meaningful healthy relationships, we all will grow and succeed. Humboldt high school is inspired to engage the community and families in meaningful long lasting successful outcomes, for all students. We will do this with the Restorative Practices grant money and build on what we have started this year.

THANK YOU!