School: Como Park Senior High School

Restorative Practice Application Team Members:
Brad Turner, Risa Cohen, Theresa Neal

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.

CPSHS serves St. Paul’s Como Park, St. Anthony Park, Hamline-Midway, and North End neighborhoods. The region’s demographics describe a diverse and dynamic urban environment where: 47% of residents represent populations of color and 24% receive government assistance; where 31% of its households earn below 140% of the federal poverty guideline and 20% do not use English as their first language. The composition of CPSHS students reflects the diversity of its neighborhoods. Staff, many of whom graduated from Como, represent 22% racial minorities and 78% white and are represented in an array of multi-disciplinary positions. The diversity of our school is reflected in Table 1 on the Data Page.

Newsweek Magazine has recognized CPSHS as a top-tier high school twice in the past decade. The school has a strong college preparatory program, popular Academy of Finance, and Language Academy. Como is fortunate to have multiple business and community partnerships with organizations such as Thomsen-Reuters, BestPrep, Travelers, Sanneh Foundation, Murray Middle School, and the Dispute Resolution Center. As a recognition of our RP efforts, The Dispute Resolution Center awarded CPSHS the Kay Pranis Restorative Justice Award for outstanding efforts in the advancement of constructive conflict resolution through open communication and shared decision-making in December of 2016.
2. Describe needs and strengths through:

2a. Data (Including ODR, ISS/OSS, attendance rates, MSS or 5E data on students experiences with school and safety etc., disaggregated, whenever possible)

See Table 2 for detailed data.

While we would like to have seen a greater reduction in the number of behavior referrals, suspensions, and dismissals in the 2016-17 school year, we are encouraged that we have not seen significant increases either. We continue to be concerned, as we are faced with the fact that the numbers of disciplinary interventions and disparities by race are still high enough for us to wonder what else we could be doing. An ongoing concern is that even with our best efforts, there has been no significant change in suspensions and dismissals, and there continues to be a significant discrepancy in disciplinary referrals and suspensions/dismissals for African-American students.

2b. 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

In the fall of 2016, Como Park Restorative Practices Committee set out to begin RP circles among staff. A goal of rebuilding trust through discussions about values and beliefs, it was thought, could transform our community to become more interdependent and, in the process, dissolve the tensions that had taken hold during the previous school year. Opening Week was devoted to community building circles among staff, and throughout the year, PD Tuesdays invited staff to discuss concerns and issues in a circle community. The result has been very positive.

One DCD teacher said, “I have enjoyed getting to know more deeply a different group of people than I normally would have. It has made it nice when I walk through the hall to say more than just, "Hey, how's it going?" to someone. I feel it has brought a sense of belonging to many.” Another teacher exuded enthusiasm when she said, “My experience with circle as a staff to staff experience has been mostly insightful. I've learned more about my colleagues in 40 minutes than I have in years of working together!” During Opening Week, 90% of staff’s written comments were positive and 10% made specific statements about healing past harm or negative expectations about RP. In a January 2017 professional development activity, 86% of staff responded to an Exit Ticket that Circles have improved relationships with colleagues this year.

This year, some teachers started out the year using circles with their students. In one 9th grade class, a teacher and social worker paired together to do community building circles and introduce a SEL curriculum. They discovered that their students had less behavior referrals and improved academic success compared with a similar class. Also, their students have noticed how comfortable they feel in the class. One student commented on how much she missed her classmates over winter break.

Furthermore, student leadership groups, such as Dare 2 Be Real, have been using circles, and Link Crew advisors have asked for training for their 11th grade leaders. Teachers, however, have been consistently clear about what they need in order to improve their own comfort level with RP in the classroom and school wide. Over 60% of staff comments have asked for additional training, modeling, practice, coaching, and/or mentoring for RP in the classroom, including how to use circles for academic lessons and building classroom community. That training is taking place.
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.

RP will work to build and strengthen relationships and school climate that supports all stakeholders. As noted in the previous section, our efforts to develop a more restorative culture and community at Como Park Senior High have been a positive experience for the majority of staff. We have seen that purposefully building better relationships among staff has improved our sense of connection to and trust in one another. We have also seen that many staff have brought the skills learned with one another into their classrooms to improve relationships between students and between students and staff. Our hope going forward is to deepen the work we have already done with staff, and to broaden our implementation of restorative practices to include classroom communities, student leadership, and school-wide behavior management and interventions. The most positive impact on our school climate and community would be to continue improving staff to staff relationships, staff and student relationships, and student to student relationships through ongoing professional development, practice, mentoring/coaching, and the development and implementation of restorative policies and practices.

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, community, and experiences with implementation, including:

4a. Existing knowledge about and experience with implementation/ adoption of new initiatives

It has been our experience that home-grown initiatives that have a deep sense of ownership within the community, with meaningful commitment from leadership, and demonstrate what they purport are more successfully incorporated into the culture and climate of the school. It seems that Restorative Practices is one such home-grown initiative. In February, 2016, concerned staff members, administration, and a Board of Education member met to address school climate. Our SCIT team applied for the 2015-16 Restorative Practices Pilot Site Funding. Although we did not receive the funding, this did not dissuade our community from investing in RP to heal and strengthen our climate. In the 2016-17 school year, a committee of committed teachers, support staff, and administrators began implementing Restorative Practices with staff in order to repair and rebuild a sense of community and commitment among staff. Teachers participated in a minimum twenty-five hours of Community Building Circles throughout the year, and overwhelmingly stated their support for continued implementation of RP at Como. 90% of staff's comments were positive, 86% reported improved relationships with colleagues, and over 60% asked for additional training, modeling, practice, coaching, and/or mentoring for RP in the classroom, including how to use circles for academic lessons and building classroom community.

As we have continued our teacher-driven professional development this year, we have explored “what . . . a Restorative Culture [would] look like at Como?” and have begun to identify “our next steps to get there”. All but one teacher has stated their support for continued implementation of RP this year (and that teacher was not opposed to RP, but was concerned that Como “isn’t ready” to implement it yet). They envision a school in which staff, administration, students, and parents work together to create a non-judgmental community in which there is respect for different
4b. Existing teams, or lack thereof, that could take up RP implementation and their accomplishments

In 2016-2017, we established a voluntary committee of twelve staff members (including regular and special education teachers, counselors, social workers, paraprofessionals, cultural specialist, and administrators) who met regularly to design, implement, and monitor the initial phases of bringing RP to Como Park High School. In 2017-18, because of similar missions and goals, the RP Committee merged with our PBIS and Equity committees under the umbrella of the Como Climate and Culture Committee. The Climate and Culture Committee will oversee the implementation of RP at Como, in conjunction with the RP lead, as part of its mission of redefining Como’s identity and culture through a restorative lens. Presently, the Climate and Culture Committee is preparing a values survey for students, staff, and parents to identify those values that will become the focus of Como’s revised mission statement, a committee goal for 2018-19.

4c. Track records of engaging community, parents, and other stakeholders in school climate improvements

School climate improvement initiatives have always involved engagement with a wide range of stakeholders. Information is distributed and input is sought from staff, students, family and community through monthly School Climate Improvement Team (SCIT) meetings. They have been introduced to the process of RP and have expressed their support for creating a restorative culture at CPSHS. Further engagement with stakeholders occurs at monthly meetings with Hispanic, African American, Asian, and Muslim parent groups; the weekly Como Park newsletter; monthly “Coffee with the Principal” and “breakfast with the Counselors” meetings; student leadership groups; and ad hoc meetings, mailings, and phone calls. Community partnerships have been developed with Thomson Reuters Company, the Dispute Resolution Center, and SPPS Office of College and Career Readiness, just to name a few. As we move into the next stages of implementation, more consistent outreach and experience with RP will be made to all stakeholder groups.

4d. 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.

As previously noted, the input and participation of staff has been essential to our RP process since the Spring of 2016 when we applied for the first grant. Throughout the 2016-17 school year, all staff had the opportunity to honestly and positively state their hopes, concerns, and ideas for how to make RP truly equitable, truly restorative, and truly school-wide at CPSHS. When staff were invited to review the Spring 2017 grant application and provide input during scheduled professional development, 100% of participating staff supported the continued implementation of RP at CPSHS and approved applying for the grant application. In ongoing Professional Development, staff have consistently stated their support for bringing RP to Como, including seeking the funding to provide consistent leadership, broader implementation, and deeper training.

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?

In the spring of 2016, a number of staff from Como initiated conversations at many levels about our school culture, and we came to a consensus that introducing restorative practices to the Como community would engage that community in a conversation about our collective values and school climate. Since the beginning of the 2016-17 school year, CPSHS staff have participated in monthly Circles focused on community-building among staff, and to provide practical experience in Circles. Written and verbal feedback from staff is consistently sought in Professional Development sessions, and has consistently been positive. In January and February of 2017, the RP committee reached out to students, parents, and community members to provide information about RP and to elicit the participation of these stakeholders. When asked about their experiences with RP at Como last year, an 11th grade student summed it up best: “I like circles because you participate more. I feel when in circle everyone is listening more. Circles make me feel calm, good, self confident, and circles make me think more because I am not distracted. I talk more about the topic.”

Although our home grown efforts have been successful overall, we have learned that we need dedicated leadership from an experienced RP trainer. We reached out to the current RP lead at Murray Middle School, Erin Dooley, to provide direction, guidance, and support for our continuing RP implementation. In circle conversation with Erin, staff members have voiced the direction they want to go in: community building and academic circles. With this grant application, we will broaden our efforts by providing staff with the training they have requested. Furthermore, we will have dedicated leadership in the building to coordinate our RP implementation and address any questions or concerns that arise.

**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.*

*6a. What is the primary purpose of implementing restorative practices at your school?*

Our primary purpose for implementing RP at Como is to create a school climate and culture of shared values in which all stakeholders and students feel welcome, respected, valued, and safe. When we come together to build positive relationships based on trust and mutual respect, all members have the possibility to identify their individual potential and value, and actively strive to reach that potential. It should be noted that CPSHS’ administrative team has elected to utilize RP principles when administrative intervention is utilized to help support a more positive and restorative culture

*6b. 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 the 2016-17 school year at CPSHS, we implemented Restorative Practices with an initial focus on strengthening relationships among staff. Also, some staff embraced the available
opportunities for significant RP training offered during the summer months. As staff have begun to use these practices with students, we have witnessed the potential for a more inclusive and cohesive community that fosters student success. In one 9th grade class that has used restorative practices for community building with a teacher and social worker, both trained in RP, we have seen a significant improvement in student engagement, academic success, and student behaviors. Furthermore, as both students and staff have experienced community building circles together, an appreciation for the sense of belonging that develops from the circle and the multiplicity of voices heard has guided the three prong approach of our implementation that includes staff, self identified student leadership, and students. At this juncture, our dedicated staff needs the support of this grant in order to provide the consistent leadership that will continue to build on the strong foundation of RP practices that have been created purposefully by our community.

6c. Who will lead implementation? What leadership model will be used and why?

Implementation of RP at Como will be staff led, driven, and empowered with support from our building and district administration, community partnerships such as our existing relationship with Murray Middle School and the Dispute Resolution Center, and student leadership groups that are already established.

It is our intent to hire a full-time Restorative Practices Lead staff person to facilitate the implementation of RP at CPSHS. The Lead will function primarily as a coach and consultant for staff and students; as a facilitator of training for staff, students, and parents; and as an expert in more complex restorative practices such as Repair of Harm. It is expected that the RP Lead will be a member of the Leadership Team at Como along with administrators and department heads. The Lead will also be a key member of the Culture and Climate Committee which will continue to have an active role in building, guiding, and supporting the full implementation of a restorative practices model at Como.

The RP Lead will oversee and coordinate a 3 pronged approach of continuing to establish a restorative culture at Como. The first prong focuses on growing student leaders and empowering them to guide and mentor their student peers. We are currently in the process of creating a weekly Restorative Practices Advisory class to train self-selected 10th grade students and Link Crew Leaders in Restorative Practices. These student leaders will be “ambassadors” for RP as they help train future student RP leaders and support teachers, with the guidance and support of the RP Lead, as they bring restorative practices to their classrooms. This process will be repeated each year until ALL Como staff and students are experienced with restorative practices. The second prong will focus on 9th grade students and Advisory teachers. The self-selected leaders currently being trained will co-keep Community Building Circles in all 2018-19 9th grade Advisory classes with 9th grade Advisory teachers who will complete an initial RP training at SPFT over the summer of 2018 as a cohort with Administration and the student leaders. This process will repeat every year for 9th grade Advisory students and teachers until ALL teachers are trained and ALL students are experienced with RP. The third prong will focus on creation of the culture of CPHS as a restorative school through the work of Climate and Culture Committee to build consensus with all stakeholders around shared values and a revision the mission statement. Also, the RP Lead will guide the development and pilot of a restorative process for behavior interventions.

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

Our three prong approach will build on the groundwork of staff engagement in restorative practices that has been done over the past two years. We will continue to expand opportunities for staff, administration, and students to deepen relationships through community building restorative practices and participate in trainings that will give them the expertise and confidence to share and lead those practices in classrooms and throughout CPHS. We will be inclusive of all stakeholders as we grow a truly restorative culture at CPHS.

7b. 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?

See attachment: Timeline by Quarter

7c. 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?

The administrative team and the 9th grade advisory teachers will be involved as a cohort in the implementation process. Also, RP practices already in place at CPSHS, we have developed a collaborative relationship with the RP Lead from Murray Middle School, who acts as a coach, resources, support, and instructor to Como staff.

Other supports available to us beyond funding, and not requiring significant financial expenditures, are based in our commitment to honor staff requests to:
1. To provide training and coaching on community building and academic circles that teachers can practice in their classrooms.
2. To build upon the trust we have already developed to strengthen our sense of community
3. To develop and introduce a model of behavior intervention that is informed by restorative practices to restore relationships that support learning, and to hopefully reduce racial inequities in academic achievement and behavioral intervention.

7d. 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?

Since our plan includes the development of student leaders and trainers in Restorative Practices, we have intentionally encouraged student voice in the process of creating a restorative culture at Como. In addition to RP practices already in place at CPSHS, we have developed a collaborative relationship with the RP Lead from Murray Middle School, who acts as a coach, resource,
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:

8a. Consistently and accurately collecting ODR data

Specific data on behavior, suspensions and dismissals, attendance, and academic performance are readily available on Campus and through the SPPS Data Center. The information can be disaggregated by race, gender, grade, special education status, EL status, FRP status, type of behavior, outcome, and source of referral. This data is currently compiled and analyzed by a Social Worker who is also a member of the Climate and Culture Committee, and then reported to Administration and shared with the Leadership team, the SCIT team, and Parent/Community groups.

8b. Collecting and using school climate data.

For the past several years, school climate data has been collected and analyzed through the Five Essentials Survey, a nationwide survey that gives staff and students a voice in improving their school. Currently, the Climate and Culture Committee is developing a climate survey specific to CPSHS to identify the values related to school climate that are most important to students, staff, and families. The identified values will form the basis of a revised Mission and Vision for CPSHS, and will guide the work of the Climate and Culture Committee and the RP Lead. The CC Committee will continue to administer yearly climate surveys to determine whether RP implementation has had a positive impact on perceptions of climate and culture at Como. We will also collect anecdotal stories from students, staff, parents, and community members that touch upon the emotional and social impact of Restorative Practices that can’t be captured by raw numerical data. Climate data, in conjunction with specific data as noted above, will be used to revise and refine restorative processes and will be reported to all concerned parties on a regular basis (at least quarterly for Campus data, and annually for climate and yearly Campus data).

9. Describe your proposed evaluation plan.

9a. What indicators/benchmarks do you expect to see in Year 1? How will you collect the data? Consider both narrative and quantitative data.

Benchmarks for success in Year 1 include the following:

- 100% of 9th grade Advisory Teachers will receive introductory training in RP principles and practices
- 100% of 9th grade students will participate in circles during Advisory
- 100% of Affinity parent groups will receive in-house education and training
- 25% of other staff will receive RP training in addition to embedded professional development
- 20% reduction in suspensions and dismissals for attendance, defiance, disruptive behavior
- 20% overall reduction in referrals of African American students
Method of gathering the data:
1. Use the existing Campus database to gather quarterly behavioral, disciplinary, and academic data.
2. Mid year and end of year survey and interview for staff, students, and Affinity groups to determine how they are using RP, what is working and not working, and how it has changed student behavior and success.
3. Mid year and end of year survey for 9th grade students that asks general questions about their experience of RP
4. Monitor attendance at embedded professional development; and requests for, enrollment in, and completion of additional training.
5. Annual survey of school climate and culture administered to all students, staff, and families.

9b. 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.

At the end of year 3, RP will be a normal and expected part of all processes, procedures, and relationships at CPSHS. As we become the “truly restorative and truly equitable” school we plan to be, we will see improvements in academic achievement, including passing grades, standardized test scores, and graduation rate. We will also see improvements in behavioral measures such as removal from instruction, suspensions and dismissals, and attendance. We will improve our ability to effectively identify and intervene with students experiencing academic and/or behavioral struggles. Staff, student, and parent ratings of school climate and culture will show a greater sense of belonging, safety, and engagement. A variety of sources will be used to collect data, including the Campus database, school climate measures such as the Five Essentials Survey and in-house climate and culture surveys, and anecdotal reports from all stakeholders.

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.

According to staff surveys and interviews, we need a dedicated person on site to guide and train staff in restorative practices. Also, we need the funds to make opportunities available to staff to receive that training. Our model is to bring staff together as a cohort to receive training and to provide opportunities for students to experience restorative practices in a retreat.

See attached Budget
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.

We believe that developing and sustaining relationships through Restorative Practices among staff, students and stakeholders in our diverse community will create a culture of inclusiveness at Como. We believe teaching youth how to navigate life through personal growth skills is a bridge to a better academic, emotional, and ethical life. We believe that we have grown our capacity for RP throughout these past two years. “The changes that would have the most positive impact would be to become a community. We need more interactions and discussions with one another to build our understanding. Once we can build that structure, we can move forward toward our goals with ease.” (11th grade student written response to grant application) The RP Pilot Grant will support us as we our grow as a restorative community.

Please see the video presentation at this link

https://drive.google.com/open?id=1DfcIMV_qdSXWB1mNYwLjJg86vqoscgUW
### TABLE 1: CPSHS, SPPS, Area E Demographic Information

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<tr>
<th></th>
<th>No. of Students</th>
<th>No. of Students of Color</th>
<th>% Qualified for FRP Lunch</th>
<th>% English language learners</th>
<th>% Special Education</th>
<th>% African American</th>
<th>% American Indian</th>
<th>% Asian American</th>
<th>% Hispanic</th>
<th>% White</th>
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<tr>
<td>Como Park Sr. High 2016-17</td>
<td>1,463</td>
<td>1,156 (79%)</td>
<td>68%</td>
<td>38%</td>
<td>12%</td>
<td>31%</td>
<td>1%</td>
<td>36%</td>
<td>9%</td>
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<tr>
<td>SPPS 2016-17</td>
<td>37,110</td>
<td>29,247 (79%)</td>
<td>70%</td>
<td>34%</td>
<td>15%</td>
<td>27%</td>
<td>1%</td>
<td>32%</td>
<td>14%</td>
<td>21%</td>
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<tr>
<td>Area E 2014 Census</td>
<td>58,440</td>
<td>47%</td>
<td>(≤ 140% poverty) 31%</td>
<td>20%</td>
<td>(with a Disability) 10%</td>
<td>12%</td>
<td>N/A</td>
<td>13%</td>
<td>6%</td>
<td>65%</td>
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### TABLE 2: Behavior Data, Semester 1, 2015-16 vs 2016-17

#### Race

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<tr>
<th>Enrollment</th>
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<td>Native</td>
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#### Behavior Referrals, By Type

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<th>Bullying/Harassment</th>
<th># Students</th>
<th># Referrals</th>
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<td>23</td>
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<tr>
<td>107</td>
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<td>305</td>
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<tr>
<td>111</td>
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#### Suspension/Dismissal

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<tr>
<td>Total Sus/Dis</td>
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<td>395</td>
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#### 9/6/16 - 6/9/17

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<thead>
<tr>
<th>Total Students</th>
<th>282</th>
<th>296</th>
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<tbody>
<tr>
<td>Total Referrals</td>
<td>967</td>
<td>1110</td>
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#### 9/8/15 - 6/10/16

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<th>173</th>
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<tbody>
<tr>
<td>Total Referrals</td>
<td>1110</td>
<td>395</td>
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<th>173</th>
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<tr>
<td>Total Referrals</td>
<td>1110</td>
<td>395</td>
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Year One Timeline

**Summer 2018**

3 day SPFT Training for a cohort of 15 administrators and staff including teacher leaders of 9th grade advisories, Student RP Leadership class teacher, cultural liaison, and behavioral specialist

One day RP student Leadership retreat

Student RP leaders participate in Freshman Orientation activities

RP Lead, social workers, and Erin Dooley meet to prepare curriculum for the Freshman advisories.

**Quarter One 2018**

RP student leaders will team with RP trained teachers to do community building circles in Freshmen Advisories (45 minutes one time per week)

RP Lead observes and guides student and staff leadership of Freshman Advisories weekly. (year long)

RP Lead in collaboration with Erin Dooley plans and leads staff PD (year long)

RP Lead will do outreach to the school community (year long)

RP Lead consults with Climate and Culture Committee as it develops Como mission statement.

RP student leadership and RP Lead meet with Administration in circle quarterly (year long)

RP Lead meets with RP student leadership quarterly (one advisory)

**Quarter Two 2018**

RP student leadership continues in 9th grade Advisories

Half day retreat for RP student leaders to discuss and evaluate circle process in 9th grade advisory.

Administer survey to students and staff about experience with and collects stories about RP

Collect benchmark data, including survey results and staff and student stories, and report to school community (year long)
RP Lead consults with Climate and Culture Committee on next steps to develop RP school model.

RP Lead consults with staff and Administration to evaluate data and process around behavioral interventions to develop a model for behavior interventions informed by RP.

**Quarter Three 2019**

RP student leadership leads staff in PD circle

RP Lead does circle coaching with individual teachers as requested

RP student leadership participates in Culture and Climate Committee circle

RP Lead guides and documents pilot implementation of the model of behavior interventions informed by RP.

**Quarter Four 2019**

RP Lead plans and facilitates one day RP student leadership retreat

RP Lead recruits 10th grade students for next year’s RP student leadership advisory

RP Lead, Administration, Climate and Culture committee analyze data and plan for next year’s implementation of RP.

**End of Year, 2019**

RP Lead creates documentary of Year One
## Como Park Senior High School
### Restorative Practices Grant Proposal Budget
#### Year One 2018-2019

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<thead>
<tr>
<th>Budget Item</th>
<th>Amount</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td>$102,314</td>
<td></td>
</tr>
<tr>
<td>Restorative Practices Coordinator – salary with benefits (2018 estimate)</td>
<td>$96,341</td>
<td></td>
</tr>
<tr>
<td>.06 RP Consultant (Erin Dooley)</td>
<td>$5,973</td>
<td></td>
</tr>
<tr>
<td>PD Stipends – Summer and Afterschool</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>- 15 teachers/admin as a cohort for 3 day SPFT training</td>
<td>$7,500</td>
<td></td>
</tr>
<tr>
<td>- 15 staff at MDE summer training</td>
<td>$7,500</td>
<td></td>
</tr>
<tr>
<td>Substitute costs ($100/day)</td>
<td>$6,686</td>
<td></td>
</tr>
<tr>
<td>Speakers and Trainers</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Community Outreach</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>- Parent meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Leadership Retreat</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>- Books, outreach and training materials, posters, PD materials, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>$7,000</td>
<td></td>
</tr>
<tr>
<td>- PD Registration costs, parking, meals, and fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>$150,000</strong></td>
<td></td>
</tr>
</tbody>
</table>