Restorative Practices Application
2018-2019 School Year
Battle Creek Middle School

Restorative Practice Application Team Members:
LaNisha Paddock, Principal
Ma’Lene Walker, Assistant Principal
Kristine Monita, Tenured Teacher, Leadership Team
Lisa Grant, Social Worker, Leadership Team
Kasim AbdurRazzaq, Social Worker

Selected appointment time for presentation of application and fielding of Q and A from RP Steering Committee: January 24th from 3:40 - 3:50 pm

Section 1: Your School, the Need, Strengths

1. Please provide us with a description of your school, the students, community and staff.

The Battle Creek Middle School (BCMS) community serves approximately 725 students. BCMS celebrates the diversity of its student population. One of Battle Creek’s School Continuous Improvement Plan (SCIP) priorities is to strengthen school culture and climate. This year the focus has been to create a community that is racially and culturally responsive to the needs of a demographically diverse student population.

Our BCMS community is working to develop a strong foundation built on a common mission, vision, and belief system that places students at the center of our work. Through this work our staff strives to sustain and strengthen our Positive Behavior Interventions and Supports (PBIS) tiers. It is with the integration of restorative practice that we believe our school culture and climate will thrive. This year we have begun implementing the first tier of Restorative Practices through community building circles school wide. We have a PBIS lead who works with our RP coordinator to plan school-wide events and circles to work on building a positive community and culture at BCMS. We have committed to our students, families and staff that we will embrace the core tenets of restorative practices in providing culturally responsive instruction.

In developing a shared understanding and in deepening our work as a school we are engaging in a book study, Culturally Responsive Teaching and the Brain, by Zaretta Hammond. In Culturally Responsive Teaching and the Brain, Dr. Hammond discusses how developing dependent learners into independent learners, and embracing a growth mindset optimizes student engagement and learning. Staff are able to access student needs through an equitable lens and place emphasis on building relationships that allow for academic achievement.

Lastly, our purpose is to be increasingly more inclusive of the families that we serve. Data has shown that BCMS has had a low level of parent and family Involvement. In an
effort to increase family engagement we are creating opportunities for families to participate in their students’ education. Through the Parent Resource Collaborative families are encouraged to collaborate with educators and students in the decision-making process. Last year, Battle Creek hired a Family and Community Liaison to assist in growing the work with students and their families.
2. Describe the needs and strengths through:
   a. Data: Including ODR, ISS/OSS, attendance rates, MSS or 5E data on students experiences with school and safety etc., disaggregated, whenever possible.

   Inconsistency in leadership, systems, and the lack of vision for high academic expectations has led to an environment where students are predictably not experiencing academic success. Three year trends show Black students are receiving a disproportionate number of ODRs, where Black students are predictably referred out of class at six times the rate of their white counterparts.

   In the 2016-2017 school year, 73% of all referrals out of class were Black students, even though our Black population only made up 36% of our total student population. Student offenses happen most often within the classroom with the most frequently referred behaviors being disruption and defiance which make up over 50% of all ODRs.

   The following data shows our ODRs for the 2016-17 and 2017-18 school years.

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<tbody>
<tr>
<td>2016-2017</td>
<td>151</td>
<td>279</td>
<td>327</td>
<td>227</td>
<td>239</td>
<td>250</td>
<td>359</td>
<td>227</td>
<td>256</td>
<td>27</td>
</tr>
<tr>
<td>2017-2018</td>
<td>109</td>
<td>222</td>
<td>206</td>
<td>140</td>
<td>120</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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   The following data shows our ODRs broken down by race for the 2017-18 school year.

<table>
<thead>
<tr>
<th>Race</th>
<th>Percent of Students Enrolled</th>
<th>Percent of Total Referrals</th>
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<tbody>
<tr>
<td>Black</td>
<td>34.64%</td>
<td>71.98%</td>
</tr>
<tr>
<td>Asian</td>
<td>39.24%</td>
<td>5.08%</td>
</tr>
<tr>
<td>Latino</td>
<td>15.16%</td>
<td>16.62%</td>
</tr>
<tr>
<td>White</td>
<td>6.22%</td>
<td>5.91%</td>
</tr>
<tr>
<td>Native</td>
<td>1.08%</td>
<td>0.41%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.65%</td>
<td>0%</td>
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</table>
Attendance data shows that 93% of Battle Creek MS students are present in school daily. Data shows that our Black students with 10 days of truancy or greater is more than double that of any other race represented at BCMS.

According to last year’s 5 Essentials survey students feel safe, however the data shows that students struggle to resolve conflict with 80% of suspensions being due to fighting or physical aggression. Restorative Practices has supported students’ pro-social and social emotional needs allowing an alternative when faced with conflict. Students and staff have expressed the value to increasing student voice and feel it has been instrumental in community development.

In December 2017, a School Climate Survey, taken from Restorative Interventions Toolkit from Minnesota Department of Education, was given to students in order to get their voices heard about school issues. A sample of the results are in the table below:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Almost Always</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Never/ Rarely</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>When people have problems at school, everyone is listened to.</td>
<td>18.2%</td>
<td>24.2%</td>
<td>39.7%</td>
<td>9.7%</td>
<td>8.2%</td>
</tr>
<tr>
<td>If someone harms me at BCMS, I am able to say how things can be made better.</td>
<td>29.4%</td>
<td>30.6%</td>
<td>23.3%</td>
<td>8.2%</td>
<td>8.5%</td>
</tr>
<tr>
<td>At BCMS, when someone does something wrong or harms others, everyone involved help decide how things can be made better.</td>
<td>24.8%</td>
<td>29.4%</td>
<td>25.8%</td>
<td>8.5%</td>
<td>11.5%</td>
</tr>
</tbody>
</table>
When a student causes harm, the main response by the school is a punishment.  

This data displays our strengths and needs as a school. Through the survey, the students are telling us they are able to say how things can be made better when harmed and are involved in that process with around 50-60% of students saying Almost Always and Mostly. Looking at the last question, the biggest need for our school community comes at the Restorative Practice tier 2, problem solving and repairing harm level. This year we have began implementing a strong tier 1 Restorative Practice system school wide with community building circles. Approximately two-thirds of the students stated that punishment is the response to harm. With the full implementation of tier 2 Restorative Practice systems, students would have the opportunity to respond to harm and restore relationships as an alternative to dismissal or suspensions.

In year 2016-2017, we began developing consistency through the creation and continued development of a strong school-wide mission, vision, and beliefs system to prioritize our work around academics, culture, and climate, with a particular focus on maximizing instructional time, while decreasing out of class referrals. We have deliberately revised our PBIS tier 1 systems, implemented Restorative Practices tier 1 systems, and examined these systems with intentionality to ensure that we are proactively responding to the needs of students through a racial equity and culturally responsive lens.

We have seen a drop in ODRs for the beginning months of the school year through January since initial implementation of foundational components of restorative practices. Our focus this year has been staff and student community building circles and with the help of the grant, we would hope to implement social emotional learning circles in Year 1 and problem solving and repairing harm circles in Year 2 and 3. Since implementing the restorative model this year we have seen a decrease in office discipline referrals of almost 34.8%.

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.

“As many of our families deal with the day to day stressors of paying bills and having adequate housing they have come to depend on schools to be a space they can trust to nurture and keep their children safe. Battle Creek Middle school has become that familiar and supportive place for many families through authentic relationship building. Earlier this year an eighth grade student that was noticed arriving late to school several days in a row was approached by a curious staff and asked how he was doing. The student informed staff that his mother had gotten a new job and is not able to drop him off until after her shift. When asked why he doesn’t take the school bus he informed the staff that he lives outside the busing zone. The staff asked the student if he lived closer to another school and the student replied yes. The student reported that he was able to get a bus to another school but he and his mother feel that Battle Creek is his community. He continued by saying “every year that I’ve been here I have been able to find at least one person, that was my person and would make sure I was taken care of and I don’t want to leave that.”” - Kasim AbdurRazzaq, Social Worker

“On Thursday, January 18, I came back to school after having one day with a substitute. I was frustrated as I read the notes from the substitute about the students’ behavior when I was gone. Instead of me giving them a lecture about their behavior, I decided to try a circle with them at
the start of each class period. We stood in a circle and starting by doing a quick check in on how they were feeling that day. Then I read each period’s notes from the substitute. I allowed them to respond to what the substitute said, how they did the previous day or their own actions on that day. It was great because every student had a chance to respond if they wanted. By doing the circle, I was able to hear from the students what went wrong, how I could have improved the substitute lesson plans, how they personally could improve their actions and even how their classmates by each other’s behaviors. Personally, it helped my frustration level and it was more effective than giving the students a lecture without their input.” - Kathrine Walter, Teacher

“I love circle because sometimes I don’t like telling my family about things which I can tell in circle and when I have things on my mind I feel free to tell them in circle.” - 6th grade student

Battle Creek Middle School has had five principals in five years. This lack in consistent leadership has posed some challenges in the development of trusting relationships within the community. Changes in leadership makes it challenging to maintain growth and sustainability with school initiatives. Student, staff and community morale has suffered due to inconsistent leadership.

In school year ‘17–’18, BCMS committed to building and sustaining a culture and climate where relationships between all stakeholders became the priority. Restorative Practices has helped to strengthen and develop the pro-social skills of students, staff, and families collaboratively. At our Parent Resource Collaboratives we ran circle with the stakeholders, staff and families, present. We believe that by meeting the social-emotional needs of our community we will be able to decrease the racial predictability in our data.

Battle Creek Middle School has identified four areas of need using our School Comprehensive Improvement Plan and Data trends from the last three years. This has allowed us to articulate a restorative plan that will address these needs with intentionality.

Students at the Center: Battle Creek Middle School fosters strong community relationships, however when students are communicating with each other they often struggle with conflict management. Utilization of the 3-tiers of restorative practice will allow all students to engage in prosocial skill development. Restorative practices will allow students to resolve conflicts appropriately through dialogue.

Staff Climate: Although PBIS infrastructure is well planned and communicated, implementation of tier 1 systems has been inconsistent amongst classrooms. Black and Latino students are sent out of the classroom at a much higher rate than their Asian and White counterparts for disruption and defiance. Relationships are impacted when there is a disproportionate number of Black and Latino students losing class time, which in turn significantly impacts academic achievement. Integration of tiers 1, 2, and 3 of the restorative process will provide students, staff, and families a framework with which to communicate, allowing for repair of relationships. It will also allow teachers and administration an alternative to discipline.

Families/Community Involvement: Battle Creek has struggled to engage families. We have identified this as an area for improvement in our ‘17–’18 SCIP and continue to
bridge family and community relations. Last year we implemented our first Parent Resource Collaborative Group. All families are welcome to attend and communicate concerns, socialize with school community members, and inform decisions that are made within the school. At our Parent Resource Collaboratives we meet in circle and discuss the circle process and how it is used in our school. Families expressed the need to expand the restorative program and valued the approach to community building. We hope through the circle process we can build trust between families and the school so they feel valued, safe and heard as a necessary advocate in their child’s education.

Instruction: Our SCIP uses a holistic approach that has been aligned to all aspects of learning whether it is Literacy, Math, or Climate and Culture. Instructional design has focused on lifting the level of student talk in all content areas in order to increase communication through critical thinking, speaking, and listening. As we begin our work with restorative practices we have identified where restorative practices will align to our current instructional design and be integrated into content over time.

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.

Battle Creek Middle School prides itself on connecting with students academically and socially. Implementation of restorative practice fits into our core beliefs and philosophy for student growth and development, assisting in providing a premier education for all students. With this in mind, we intend to see an increased investment in the BCMS community and school including increased student engagement and instructional time.

We believe that with continued experiences and exposure in restorative practices, there will be a change at the individual level with our staff members. Restorative practices would become a way of being at BCMS and in turn we would be able to change our school at a systemic level. Our school would change from subject to subject into subject with subject. We would begin working with our students to create a place where everyone felt they belonged and were valued for who they are. Decisions would be made with families and students as opposed to made for them.

We feel strongly that with a shift in individual’s mindset, restorative practices will help bring our ODRs, dismissals and suspensions down. This in turn would mean keeping students, and predictably our Black and Latino students, in class more often and increase their academic success.

Restorative practices would help us transform our school and provide an increased sense of safety and strengthen our current PBIS structure. We also hope that students will carry these skills beyond Middle School and be able to apply them as they feed into Harding High School and beyond.
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:

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

   **Exploratory Steps SY 16-17:**
   - Stakeholders at Battle Creek MS and the community participation in the Conway Parent/Teacher Restorative Justice Circles in 2014-2015.
   - Haywood Kemp, Cultural Specialist and Lisa Grant, Social Worker, have been trained and implemented restorative practices in their roles at BCMS.
   - During school year 2016-2017, we began discussion regarding implementation of restorative practices. In January, a team was put together to begin the initial phases and design planning for a comprehensive restorative practice strategic plan. The RP Committee sought out professional development from Erin Dooley, RP Coordinator, to review first year implementation at Murray Middle School to inform strategic planning of BCMS implementation.
   - Exposure to circles with all stakeholders: Staff, students, and families
   - Teachers have led their own circles since the exposure and expressed success in building positive relationships with students.

   **Implementation SY 17-18 (non-pilot site):**
   Battle Creek Middle School is currently implementing a school-wide tier 1 restorative practice plan. The following components of RP are in place at BCMS for SY 17-18:

   - Restorative Practice Team summer planning meetings (Summer 2017)
   - Master schedule to include Foundations with emphasis on RP Circles minimum of 2x/week to also support job-embedded PLC work
   - RP Team of 5
   - 9 staff persons attended RP Summer Institute (19 total staff trained)
   - RP Coordinator - Kristine Monita
   - Circle Forward Books used to plan out first year of circles-spiral through as a resource
   - First day of teacher workshop opened in circle, made a talking piece and duplicated with students week one
   - Schoology Resource Folder
   - Weekly communications in principal newsletter
   - 3 weeks of circles in foundations
   - Monthly circles in staff meetings-Led by Restorative Team
   - Leadership Team adopted RP circles as team norm
   - Tier 2 design for Problem Solving circles-In Progress
b. **Existing teams, or lack thereof, that could take up RP implementation (e.g. PBIS, SCIT) and their accomplishments.**

We have a two part PBIS team, tier 1 and tier 2 teams meet twice a month. BCMS has won the Sustaining Exemplar Schools PBIS Award. The PBIS team members are:

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<tr>
<th>PBIS Tier 1 Team</th>
<th>PBIS Tier 2 Team</th>
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<tbody>
<tr>
<td>Lindsay Roe, PBIS Lead, Licensed Teacher</td>
<td>Cassandra Larson, PBIS Tier 2 Lead, Cultural Specialist</td>
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<tr>
<td>Eric Jameson, Licensed Teacher</td>
<td>Kristine Monita, RP Coordinator, Licensed Teacher</td>
</tr>
<tr>
<td>Kris Chlebecek, Assistant Principal</td>
<td>Kim Rinehart, Counselor</td>
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<tr>
<td>William Baker, Cultural Specialist</td>
<td>Nimol Ou, Counselor</td>
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This year, we have already begun integrating the three tiered RP model into our current PBIS model. Next year, the PBIS team and the RP core team would work together to plan and build up implementation of restorative practices at Battle Creek.

More information about the roles and responsibilities of the RP core team is answered in Section 3 Question 6c.

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

In SY 2016-17, we Battle Creek Middle partnered with Project TRUST to develop both YPAR and PPAR. YPAR is a youth group that is looking at the culture and climate of BCMS. YPAR students worked in collaboration with the University of MN to develop research-based questions in relation to culture and climate at BCMS. These students collected data in both student and staff focus groups and presented the data to the BCMS Leadership Team to inform the BCMS SCIP for SY 17-18. PPAR is the parent component to this research-based process and functions similarly to YPAR. The parent collected data from BCMS parents using a Survey Monkey and presented this data to the BCMS Leadership Team in order to inform the SCIP for SY 17-18.

In January of SY 16-17, Battle Creek MS hired a Family and Community Liaison. Since then, we have seen an increase in families at conferences, Parent Resource Collaboratives and other family events. We plan to use the School Climate Survey three times with families and parents to get insight on their ideas and opinions of the climate and culture. We are in the process of adding a parent to the Leadership Team.
Prior to SY 16-17, BCMS has not had an active parent group. With the assistance of the Family and Community Liaison and BCMS social work team we have been able to gain greater family support. Last year, we planned four family meetings to a greater understanding of our families and their needs. This year we have expanded that to monthly meetings beginning the second half of the year in hopes that families will continue the work on their own and continue to meet and inform the BCMS SCIP.

Project TRUST and Marnita’s Table is also collaborating with BCMS to plan our first Intentional Social Interaction (IZI). The IZI is a planned round table event where BCMS community stakeholders are invited to break bread together while engaging in directed dialogue. This event will tentatively take place Mid-March of SY 17-18.

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

The “How Restorative Am I” survey was given to all staff members on January 10th to be taken by January 15th. Staff have been implementing community building circles in our Foundation classes two to three times a week. Staff have expressed readiness for growth and change within our school. The implementation of restorative practices would help us reach the goals in our School Continuous Improvement Plan.

How Restorative Am I Survey Questions:
1. Do I remain calm during the conversation?
2. Do I really listen, without interrupting?
3. Does the student understand why they are having this conversation?
4. Would the student feel I am a good listener?
5. Do we explore how the school values apply to the issue?
6. Does the student understand the harm they’ve caused, who has been affected, and how?
7. Do I talk about how the incident affects me?
8. Do I take responsibility for any part I might have played when things went wrong, acknowledge it, and apologize?
9. If the student apologizes to me, do I accept the apology respectfully?
10. Do I collaborate with the student to formulate a plan?
11. Have I, at any stage, asked someone I trust to observe my practice and give me honest feedback?
12. Do I try to handle most issues or incidents myself?
13. Do I seek support when issues get tricky for me?
14. Do I follow the school’s systems when looking for more support?
15. Is the relationship with the student repaired?
At the end of the survey, we added the following question:

Restorative Practices is a social science that studies how to build social capital and achieve social discipline. Social capital is defined as the connections among individuals and the trust, mutual understanding and shared values that bind us together and make cooperative action possible. Where social capital is well established, it is easier to respond effectively to wrongdoing and restore social order as well as to create a healthy and positive organizational environment. (International Institute for Restorative Practices) Do you feel Restorative Practices would have a positive impact on the community at BCMS?

82.6% of staff responded in favor of pursuing the RP grant. The staff members that do not feel pursuing restorative practices are associating RP with circle and circle only. Other staff that feel restorative practices would have a positive benefit on BCMS but have some hesitation responded with:

“Yes, but the circles are beyond their limit at the moment. We as a staff need more training on how to engage students in circle or it will continue to be a challenge”

“Yes they would have a positive impact. However, we need additional training and I would like to see all staff using restorative practices.”

“For some students, not all.”
Our staff are ready for change but need more professional development and experience in circle. We also need to define what restorative practices are and how they can be used in our community as a clarification for staff.

We also used the Student School Climate Survey in the decision process for pursuing the grant. A sample of the results are in Section 1.

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 or 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?

We applied to become a RP site for the 2016-17 school year. Even though we did not get the grant, we still felt it was important to begin implementation of restorative practices. Over the summer, we sent nine staff including teachers, counselors, support staff, and cultural specialists to a three day training of Restorative Practices. We began the 2017-18 school year opening week in circle to introduce staff to the circle process and determine our values for our school year. Below is a compilation of our agreed upon values.

Throughout the year, staff members have been attending restorative practices training. We have a total of 19 staff members formally trained in RP thus far. The staff that have been trained with their role in the school are listed below.
We have been running one staff meeting a month in circle as well as having leadership team meetings in circle. Last year and this year, we have held circle during our Parent Resource Collaborative with the families that attending to expose parents and families to the circle process.

All staff have been implementing community building circles in their Foundations/Panther Time two to three times a week. There has been some hesitation with this due to not all staff members feeling prepared to keep circle. They have voiced concerned or frustration on our Leadership Feedback form as well as personally sought out help from our RP coordinator or other members of the leadership team. Our biggest deficit comes from a lack of resources and personnel to help with staff members who are having a hard time. When we didn’t get the grant last year, we knew we still wanted to pursue RP at our site. With the resources we had, we have a full time teacher as our RP coordinator. This limits the amount of support we can give to our staff members who are requesting it.

Our cultural specialists have been running repairing harm circles after suspensions/dismissals and on dance days in place of study hall. We were finding predictable results of students unable to attend dances and other school functions due to ODRs, dismissals or suspensions. As a school, we have decided that students deserve the opportunity to repair situations and still have the same experiences as their peers.
One noticing that we have had as we prepared to complete this application and get approval from staff is that most staff are associating restorative practices with circle. They are not seeing it as a way of being and a mindset. We need to broaden the knowledge of what RP is and what it can be for our school as we move forward in our restorative journey.

Section 3: Strategy and Planned Activities

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

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

      The primary purpose of implementing restorative practice at BCMS is to create a safe community where students, parents, staff and the larger community can build strong relationships. This will also allow students, staff and families to have an increased voice in their education, reduce racial disparities in disciplinary data outcomes and allow for all students to achieve academic, personal and social successes. Restorative practices will allow BCMS students to learn peaceful conflict resolution skills in school, at home and in their communities. Our PBIS systems are already well established in the BCMS climate and culture, and the compatibility of PBIS and Restorative Practices will allow us to address the needs of the whole child and the whole community.

      As part of our SCIP under Climate, Culture and Behavior, we had added in the use of Restorative Practice community building circles will be completed by 100% of teachers.

   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?

      Battle Creek Middle School has been exploring the restorative practice model since January of SY 16-17. During this time we discovered that the restorative model aligned with our values and beliefs at BCMS and we decided to move forward by building staff capacity. This plan began by providing multiple experiential opportunities with restorative circles. These took place in staff meetings, an all school circle day, and at an evening Parent Resource Collaborative Meeting. As our journey progressed our excitement to transform into a restorative school increased. We committed very early in our journey to move towards being a restorative school with or without grant funding. The commitment from our team carried into the summer where we spent two full days planning out how we would implement RP into our school with limited funding as we were not selected for the RP grant this past year. We budgeted funding to offer a small stipend to our RP Coordinator who also teaches full time. SPPS in collaboration with SPFT was able to provide additional funding allowing 9 staff persons to attend the RP Summer Institute. In addition, we were provided with a Circle Forward Book for each staff person in the building. These books were used to direct our RP master calendar for semester one for initial implementation for SY 17-18 and it continues to be an anchor text to drive our work.
c. Who will lead implementation? What leadership model will be used and why?

The RP core team would lead implementation. Right now, the team consists of the principal, assistant principal, two social workers and a teacher. Together, we are currently implementing tier 1 RP community building circles school wide. We are using the resources we have to create and build a restorative community. With the grant, we would be able to implement all aspects of RP with fidelity by adding a full time RP coordinator to the team as well as currently trained members from our school.

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<tr>
<th>RP Team Member</th>
<th>Role</th>
<th>Responsibilities</th>
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<tr>
<td>New Hire</td>
<td>RP Coordinator</td>
<td>● Plan lessons for community building circles</td>
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<td>● Plan for alternative ways to incorporate RP into the BCMS community</td>
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<td>● Support staff through coaching and feedback</td>
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<td>● Plan for pre and post conferences with Problem Solving/Repairing Harm circles</td>
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<td>● Keep Problem Solving/Repairing Harm circles</td>
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<td>● Record and analyze data to assess success of RP implementation (ODR and PS circles)</td>
</tr>
<tr>
<td>LaNisha Paddock*</td>
<td>Principal</td>
<td>● Readmit circles</td>
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<tr>
<td>Ma’Lene Walker*</td>
<td>Assistant-Principal</td>
<td>● Plan schedule to accommodate restorative practices into BCMS culture</td>
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<tr>
<td>Kris Chlebeczek</td>
<td>Assistant-Principal</td>
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<tr>
<td>Kasim AbdurRazzaq*</td>
<td>Social Worker</td>
<td>● Keep and plan Social Emotional Learning circles</td>
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<tr>
<td>Lisa Grant*</td>
<td>Social Worker</td>
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<tr>
<td>William Baker</td>
<td>Cultural Specialist</td>
<td>● Keep circles with students after ODR</td>
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<tr>
<td>Cassandra Larson</td>
<td>Cultural Specialist</td>
<td>● Assist RP coordinator in keeping circles with students in conflict</td>
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<tr>
<td>Kristine Monita*</td>
<td>Teacher</td>
<td>● Plan lessons for community building circles</td>
</tr>
<tr>
<td>Phil Sheridan</td>
<td>Teacher</td>
<td>● Keep circles during staff meetings around Culturally Responsive Teaching</td>
</tr>
<tr>
<td>Kim Rinehart</td>
<td>Counselor</td>
<td>● Keep circles with staff around successes and challenges in RP implementation</td>
</tr>
</tbody>
</table>

*Current RP core team members

We plan to use a participative or democratic leadership model. RP core team members will run circles with staff to get input about current successes and challenges in the implementation process. These circles will be run by teachers and counselors who are actively involved in the running circles in the classroom in order to create a safe place to
voice opinions and ideas. Team members will take the feedback back to the whole team. The hope is that this would create a positive environment for staff because they have opportunities to have their voices heard and are helping in decision making processes.

In order to build capacity within the school, staff would continue to attend professional development to strengthen skills as circle keepers.

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.

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 communication 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?

Grant funding will provide school-wide resources and support to deepen the restorative work at BCMS. Continuous and ongoing professional development will develop staff capacity as we work toward fidelity in implementation of our current tier 1 processes. In collaboration with our PBIS Team, we will continue to develop and plan implementation of tier 2 and 3 systems in an effort of becoming a restorative site.

Initial Steps will include summer professional development to include but not limited to the Restorative Practice Team. In addition, the restorative team will receive summer planning time to design a restorative implementation plan to include a restorative master calendar, identify year long goals, professional development plan, and further develop the Schoology BCMS Restorative Practice Page. A request for an Election to Work Agreement has already been submitted in preparation for summer work. Opening week will include restorative support, resources, value development, and successful implementation planning for all staff. Leadership Team and staff meetings will continue support the RP circle model. Students will be introduced to community circles (tier 1) in Foundations beginning the first week of school and will be held daily for the first 6 weeks of school. Continuous coaching support and professional development will be provided by the RP Coordinator. The RP Coordinator will work to further develop tier 1, 2 and 3 systems throughout the school year (ie community, problem solving and repair of harm circles). Restorative Practice and PBIS Teams will collaborate to monitor and plan school-wide implementation of community circles. Evaluation of RP systems will include monitoring of behavior data, school climate surveys (3 times/yr), and fidelity of implementation data. This data will also drive our sustainability plan for year 4 and beyond. Mid-year the RP Team will use data to begin initial planning of year 2.

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?

The vision for BCMS is to build capacity with regards to restorative leadership that is so transformative that it is innate to meet in circle no matter the platform. Below are some items that are either in progress or will be in progress for SY 17-18:

- Restorative Checklist-identify restorative work already within the building and look fors of the restorative mindset for progress monitoring
- Monthly PD Circles-In progress
- Leadership Team Meets in Circle-In progress
- Parent Meetings in Circle (including IEPs, Parent Resource Collaborative)
- Content Circles (Socratic Seminar; Concentric Circles)-In Progress
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?

**SY16-17:**
Multiple stakeholders have been engaged through collaborative networking with community based practitioners as noted in the BCMS strategic plan and will include parent/family involvement through Parent Resource Collaboratives and Restorative Circles at BCMS and Conway Recreation Center. Student voice will be lifted and heard through increased advocacy and leadership groups, WEB leaders, Genius Squad, D2BR, and student circle keepers. Looking at the attendance data it will be imperative to involve parents and students in family conferencing prior to students finding themselves further into the SAM attendance process. This will be offered to families at an earlier time in order to hear the student and family voice related to student absences from school.

**SY 17-18 to 18-19:**
This year Battle Creek will continue to identify and develop restorative processes that support multiple stakeholders. We plan to seek out community circle keepers in order to lead restorative work for staff, students, and families. We will continue to educate our community on the restorative process and collaborate with them in creating a restorative mission and vision for Battle Creek MS.

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**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 it relates to:

a. **Consistently and accurately collecting ODR data**

Office Discipline Referral data is collecting using SWIS and CAMPUS by our PBIS team leads. A strength for us is that data is then presented to the entire staff two times per month during team meetings. Data is broken down by race, gender, time of day, type of offense, and day of the week. Teams use the data to discuss the needs of students and complete Response to Intervention Student Plans.

Our focus has always been about the students; what students are getting ODRs?, what are they doing?, what can we do to change their behavior?. Our focus has been on what can we, as staff, do to make changes and we rarely are involving the students in that decision making process. We are doing to not with. An area of growth for our school would be to look at the referrals, who is referring them and conference with the student to develop a plan together in order to interrupt and change behavior.
Another area of growth would be to look at the staff members who are referring a large amount of students. We need to work on changing and interrupting behavior of both students and staff. We need to start looking at ODRs as both a student and staff concern and stop placing focusing on the student alone. With RP, we would be able to keep circles around high number of referrals and repairing harm as well as rebuilding relationship circles with students and staff to build/rebuild relationships to keep students in class.

b. Collecting and using school climate data

We have collected data from students about the climate of our school. A sample of the results are in Section 1 Question 2. Our goal for the remaining part of the year and subsequent years would be to give the survey three times a year to teachers, students, and families. The survey would be given to staff during staff meetings, students during Foundations and families at open house and both Fall and Spring conferences. Data would be collected and used to inform how we could use RP to create a more welcoming, positive school climate and culture.

A strength for Battle Creek would be we have an opportunity to collect data from staff and students with ease. We would be able to do it during class time and data would be collected using Google forms, which allows for quick and easy data analysis.

An area of growth would be to ability to get a wide sample of survey results from parents and families. We have seen an increase in the number of families coming to conferences but we would still be missing voices of a majority of our families. Another area where we would have to work on would be to get the survey translated into the languages of the families we serve. We would need to make the survey accessible to all families to ensure everyone feels welcomed and valued.

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.

Within the first year of full implementation of restorative practices with the grant, we would expect to see a positive change in the school climate, a stronger sense of community, more positive relationships between staff and students, and an increase in family engagement within the school. Indicators of a successful first year of implementation are:
   · Increase in student attendance
   · Maximized instructional time
   · Increase in student academic achievement
   · Decrease in office discipline referrals
   · Decrease in physical altercations
   · Decrease in suspension rate
   · Decrease in racial disparities within behavior and academic data
As we have begun implementing aspects of restorative practices into our school culture and community this year, we have seen a decrease in ODRs and suspension rates. Unfortunately our data is still predictable and the racial disparities are still present. With full implementation of RP and added supports, our hope is to close the gap of racially predictable behavior and academic data.

In order to gather and analyze the effectiveness of restorative practices implementation at Battle Creek within the first full year, we would use the following systems of data collection:

- CAMPUS (attendance rates and time spent out of class)
- PLC data cycles (academic achievements)
- SWIS (behavior data disaggregated by race)
- Self reflection forms from staff and students
- Family call logs (ratio of positive to negative phone calls home)
- “How Restorative Am I” survey (given two times per year to staff)
- School Climate survey (given three times per year to all stakeholders)

Baseline data has been or will be gathered in the 2017-18 school year for all data used in assessing effectiveness of restorative practices implementation.

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?

Staff stated that restorative practice implementation would:

- “Help build meaningful relationships”
- “Opens up communication between staff and student”
- “Provides a voice to everyone”
- “Promote equality and community”
- “It will help students see things from a different perspective”
- “Increase student engagement”
- “Builds self and group confidence”
- “Help children learn that all problems can be solved”
- “Teachers will learn to see students in a restorative light”
- “Create positive and productive changes for both students and teachers”

Battle Creek staff members are ready to embrace a positive change within our community. We understand that through this journey there will be room for growth and learning so that we can support our students’ successes throughout their three years with us.

By the end of the third year of restorative practice implementation, we will expect to see many positive changes within our school and community.

- Increase in retention rates for students starting in 6th grade and leaving in 8th grade
- Increase in academic achievement for all students
- Decrease in the achievement gap at Battle Creek
- Decrease in office discipline referrals, physical altercations, suspension rates, and time spent out of class
  - Decreasing racial disparities in behavior data
- A stronger sense of community and family engagement
  - Increased number of families at parent-teacher conferences
  - More families attending the Parent Resource Collaborative
- Family and community members on the leadership team
- More student leadership within the school

Data will be gathered from CAMPUS, SWIS, PLC data cycles, our SCIP, the “How Restorative Am I” and School Climate surveys, and family attendance at school events.

In order to ensure a continued and consistent use of restorative practices after the third year, all incoming staff and students would be training in restorative practices. Monthly staff meetings would continue to model community and academic circles. Cultural specialists would use problem solving and repairing harm circles when processing with students. The School Climate survey would continue to be given three times per year at the beginning of the school year and at Fall and Spring conferences to provide a continued voice to all stakeholders. Restorative practices would become a predictable system and norm within our everyday rituals and routines.

**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.

Currently, community circles are being implemented school-wide. Our challenge lies in the ability to provide support to our staff that will allow for sustainable programming in planning beyond the grant. The ability to build capacity school-wide and have resources that support these efforts allows for this sustainability. It builds confidence in the work by all stakeholders in the restorative process and increases stakeholder buy-in. We believe that restorative practices cannot be another initiative, but rather a mindset of who we are in support of our core beliefs. This budget allows for appropriate planning, resources and support in the long-term impact on the development of the BCMS community.

**Supplemental Funding:**
Battle Creek MS will provide an additional restorative practice budget allowance out of the general school budget. The amount will depend on how much funding is provided in the school budget for SY 17-18.
**Evaluation:**

Evaluation of restorative practices may include but is not limited to:
- Internal Restorative Walk-throughs
- Restorative Practice Steering Committee Visits
- Peer Collaboration
- Collection and monitoring of school climate data, as well as, discipline data
- External Restorative Progress Monitoring Tools-TBD

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<td>● Deepen Restorative Practices Tier 1 implementation</td>
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<tr>
<td>○ Plan community building circles</td>
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<td>○ Create posters and visuals for our school</td>
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<td>● Plan implementation of RP Tier 2 and 3</td>
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<td>○ Plan and run pre and post conferences for problem solving circles</td>
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<td>○ Collect and analyze data of PS circles</td>
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<td>○ Assist in implementation of circles in SPED department</td>
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<td>● Plan and deliver professional development around the full implementation of RP</td>
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<td>● Create a Schoology toolkit with lessons, supports, quotes, videos</td>
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<td>● Plan monthly community meetings around monthly values</td>
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<td>● Coaching with staff for additional support</td>
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<td>● Walk throughs to ensure successful implementation of RP with fidelity</td>
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<td>● Advocate for students and staff around RP areas of need and growth</td>
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<td>● Communicate with the administration around RP implementation</td>
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<td><strong>Grant Total</strong></td>
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After all expenses combined and the allotment from the grant, BCMS would have an excess of $7,159 to use for unforeseen costs that arise.

Section 6: Summary

11. Why should your school be selected as a restorative practice pilot site?

At Battle Creek, we believe that:
- all members of the learning community (students, parents, families, colleagues, and partners) are valued and respected
- all students can learn through culturally responsive teaching and learning
- that students meet and embrace high academic and social expectations
- that learning is life-long

Last year, on the March 3rd professional development meeting around action steps that align to our mission, vision and belief system, staff discussed next steps in moving our beliefs into action. There was an overwhelming amount of urgency for change in our school community. Battle Creek staff members articulated that our suspension rates are too high, we have a need for a stronger sense of community for all students, and we need consistency with consequences for behavior.

This year, without the grant, we have begun implementation of restorative practices at Battle Creek. We have an urgency for change and have been using the resources that we have to engage in community building circles in Foundations. There has been a change in school climate and has created a safer space for students to share feelings and ideas in circle. In our restorative journey as a school, we are just beginning.

With full implementation of restorative practices, the hopes of change within our school can become a reality. We would use community circles to include all learners and invite different members of our community to share their culture to provide a rich environment. Community circles and the School Climate survey would help give students, staff, and families a voice within the school. Their ideas would be valued and respected and restorative practices would help us connect in a deep, meaningful way with all stakeholders. Teaching and learning would be more culturally responsive after building positive and trusting relationships in community circles.

Staff are aware of the predictability of racial disparities in our behavior data. There is a strong feeling of need for a different approach to behavior outcomes. We are ready to interrupt behavior with the use of restorative practices problem solving and repairing harm circles. There is a consensus that suspension without restoration is not the way to help our students become successful members of our community. The implementation of restorative practices would give students, staff and families a consistent and predictable system for behavior outcomes.

The “How Restorative Am I” survey was given on January 15th to all staff members. We have 83% of our staff ready for growth and are in favor of pursuing the opportunity to begin full implementation of restorative practices. The hesitation and frustration from staff came with lack of support and resources in initial implementation. Staff need more
professional development in order to feel safe in their circle keeping abilities.

At Battle Creek we teach the whole student. We see students as individuals who need to be supported, to be given attention, to be challenged, to be believed in, to be trusted, and to be taught. Our teaching goes beyond the walls of our classrooms because we truly care about our students; our teaching comes from the heart. With that comes many challenges. This opportunity for full implementation of restorative practices would give us the resources to make positive, life long changes in our students, staff, families, and community.

**WHY BATTLE CREEK?**


**At Battle Creek, we believe that:**

- All members of the learning community (students, parents, families, colleagues and partners) are valued and respected.
- All students can learn through culturally responsive teaching and learning.
- That students meet and embrace high academic and social expectations.
- That learning is life long.

**Our Why:**

We put students at the center of everything we do. BCMS is not just a place where students learn math, science, reading and social studies. We believe in teaching the whole student. We strive to make BCMS a place where students are:

- Supported
- Listened to
- Given attention to
- Believed in
- Trusted
- Challenged
- Taught
- Cared about

**What The Grant Would Mean for Us:**

- Opportunity to hear everyone's voice
- Provide an even more welcoming environment
- Keep students in school with consistent and predictable systems for behavior outcomes
- Interrupt and change behavior
- Consistency in implementation
- More support for our circle keepers

"I love circle because sometimes I don't like telling my family about things which I can tell in circle and when I have things on my mind I feel free to tell them in circle." - 6th grade student.