Restorative Practices Application

School: Jackson

Restorative Practices Application Team Members: Bee Lee, Amanda Campbell, Kendrick Lewis, Elodie Sontgerath, May Lee Xiong, and Sarah Carlsson

Selected appointment time for presentation of application and fielding of Q and A from RP Steering Committee: Wednesday, January 24 at 4:00pm

Note: This year we have removed a word count limit for each section. Please engage in tables, bullet points, outlines, narrative and related images. Your audience includes members of the Restorative Practices Steering Committee: district representation, SPFT representation, community members/leaders, parent and family voice and students.

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.

   Jackson Elementary School is in the heart of Frogtown. We are a unique school as our students have choice in their learning. They can choose to be part of the Hmong Dual Immersion Program (HDI) or the Community School Program. Jackson is part of the St. Paul Promise Neighborhood (SPPN). This opportunity provides multiple supports for our students and families as well as ensures that we are connecting with the needs of our families. Our staff strives to provide experiences through field trips, family events, and speakers for both our families and students. Our Hmong New Year is an inclusive event that brings all students and families together to celebrate and enjoy a meal.
Jackson’s Circles show our diversity. Our circles show we have bridges to build in finding commonalities among different ethnicities. They show why our partnerships with the St. Paul Promise Neighborhood are so important as we welcome families who speak many different languages as well as those who are living in poverty. Our partnerships can help our parents navigate the school system and build relationships with the school staff while also supporting our families with their personal needs. The circles show our dedication and commitment as we strengthen our Hmong Dual Immersion Program and Community School Program.

2. Describe 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)

We believe our diversity is a strength as well as a need. 55% of Jackson students are part of the Community School Program and 45% of Jackson students are part of the Hmong Dual Immersion Program. Until this year there was very little interaction between the two programs. This year we have merged classrooms for their specialist time. This has created a need to build relationships, learn about other cultures, and problem solve.

Our students want to be at Jackson each and every day. 88% of our students in Quarter 1 this year were absent fewer than 5 days. However, our students that appear to lack the connection to their classroom community as well as the Jackson community are absent the most. One of our action items with our partnership with the St. Paul Promise Neighborhood is to improve student attendance.

53% of our third and fourth graders are willing to be part of a circle or willing to explore the idea of building relationships in circle. 52% of those same students are willing to problem solve or think about problem solving in a circle. The circle process brings many unknowns to our students. We will need to move slowly and implement with thought and preparation to ensure our students are comfortable with the process and have opportunities to reflect and ask questions.

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

A few of our classrooms have begun to experience being in a circle. It has allowed students to find connections with other classmates as well as find a voice that can help them express their needs and emotions. In addition to our regular community building circles, we have had some restorative circles in class to repair harm that has been done to our community. The most recent circle centered around a student who had made gains in his reading. Instead of focusing on his accomplishments, he chose to focus on classmates who he perceived as struggling. In circle, students were able to say how it affected them when they were being teased. We were also able to talk about how we celebrate gains in reading and that we are all coming from different places and have different gifts. The scholar who had made the gains as
well as the unkind comments, on his own, said, "I could have just been happy about doing a good job. I shouldn't have made other people sad. I feel bad and I'm sorry for what I said." This is a kid who has not historically taken responsibility for mistakes or made attempts to repair harm. After the circle, he said to me, "I like that in circle, we get to tell people how we feel about them and how we feel about stuff. It feels safe even when you are the one who made a mistake."

Our students’ behaviors are reactions to their lives and experiences. Many believe school is a safe place to be their authentic self and show whatever emotion they are experiencing. One of our 3rd grade girls said, “My favorite thing about Jackson is the adults and that it kinda feels like home.” This is the feeling we want all of our students to embrace and experience. As a staff we need to continue to work on being consistent each day to ensure that our students know how we will react to and support their actions and words.

A learning and life changing experience from a fourth grade teacher: One day, an HDI student had shared with me that another student from the other fourth grade classroom kept calling her names and was pushing her around in Specialist. She was afraid to tell her to stop. She asked to be moved to another group, but I told her that she needs to use her voice and be confident and stand up for herself. It took her a few days, but when she was ready to talk to the other student, she let me know and we went together to talk with her. Then I listened to her tell the other student that she didn’t like being called names and being pushed around when she didn’t do anything harmful to her. The other student realized that she wasn’t treating her kindly and apologized for her actions. After the short conversation between them, the student that was being bullied felt confident that she was able to stand up for herself and also that she was able to pass along the importance of being kind and treating everyone with respect. The next day during recess, they were throwing a football around and playing with each other along with the other fourth grade students. They gained a friend in each other.

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.

One of the changes we hope to make with our school climate is providing voice to all students as well as supporting students in using their voice in productive and meaningful ways. We know that we have students who rarely use their voice throughout the day, and we have others whose voice can overtake the community. In one 4th grade classroom, there is a student who had been struggling with communicating in a positive ways with teachers and classmates. When asked about circles, he shared, “I like circles. You get a chance to share how you feel, and people listen to you.” Another student from the same classroom who rarely shares or speaks out has started to open up in circles. Recently, he began advocating for himself and others with confidence.

One of our third grade teachers said, “When we are able to help our students to be calm and thoughtful about their behavior and take responsibility, that will make an impact.” Many of
our students have experienced trauma in their young lives. Their first response is fight or flight. When the adults at Jackson can be consistent with our responses to each student action we can offer the support students need to repair harm, be welcomed back in an authentic way, and move forward in deepening our relationships with our students.

A preK teacher reflected, “School climate would be enhanced in a positive way when staff, students and families feel heard and their opinions and ideas are valued. It would provide a supportive, emotionally and physically safe environment for all. All students, staff, families and guests would feel respected and valued. It would hopefully lead to better attendance, and higher performance for all students. This would have a positive impact on the school and community. I believe it would help the morale of the staff which would then be reflected in the relationships with students.”

Staff will receive the same training, therefore everyone will have the same language to use to support students in repairing harm. Pockets of mindfulness and restorative circles are a start, but we need it to be the norm, the Jackson Way.

One of parents shared, “Jackson is a very good and welcoming school. My daughter learns a lot!” However, we know all parents and families do not feel this way. Many experienced harm in their own educational history and being part of the Jackson community is a challenge. As a staff we need to acknowledge this and work together to find heartfelt ways to connect with all families, especially the ones who feel disconnected.

Section 2: Capacity and Understanding of Restorative Practices

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

The Jackson staff readily welcomes new initiatives if they believe the implementation will support student success and strengthen our school community. They value the opportunity for training, modeling, support, walkthroughs, and reflection.

One of the initiatives that has proven successful is the adoption of Imagine Learning, a language and literacy program for our ELL students. All staff supported our ELL team in moving this educational opportunity forward. As a staff, we believed it was beneficial. We also advocated for access to this program for certain students who were not ELL but who might have been able to benefit. Our staff works to keep all learners in the forefront, and believe that a successful program for some could benefit all.
We were trained as a staff in Innocent Classroom last year. The training was powerful and impactful. We had some staff turnover this year and it was decided that we would do the training as a staff again, to either introduce or reinforce what we learned the year before. We also have a cohort of classroom teachers and support staff who are going deeper and meeting monthly to take our Innocent Classroom work to the next level for our students and in support of our colleagues who are new to the work.

We know that strong leadership, that keeps the initiatives in the forefront, only increases full implementation. We will have Restorative Practices be part of every staff meeting and professional development.

b. Existing teams, or lack thereof, that could take up RP implementation (e.g., PBIS, SCIT) and their accomplishments

With new leadership at Jackson, we are in a rebuilding and strengthening time. We are working to rebuild, strengthen, and blend the PBIS team and the School Culture committee. Jackson has an incredible partnership with the Saint Paul Promise Neighborhood. Two of the main partners are Hmong American Partnership and the Cultural Wellness Center. We need to work with those partners to move the Restorative work forward in learning and deepening relationships with families and the community. We now have a Cultural Specialist, who is working to bridge the partners with the Jackson vision. Our teams have work to do, but the desire and drive is there to bring Restorative Practices to the Jackson community.

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

We survey parents at different family events. We meet consistently with our community partners. This year a parent group started that brought forth their concern about bullying. We were able to have our school counselor define bullying and offer strategies at the next meeting. We want to hear from our families and community and then take action based on their needs and concerns.

One parent shared in our parent survey regarding school climate, “Jackson offers a welcoming, safe, and inviting environment to families and students. As a parent, I can ask any staff for assistance and they will ensure I have an answer.”

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

We began with informal conversations about Restorative Practices and the impact it would have on our community. We were able to share the Restorative Practices video on the SPPS website with our staff. It was powerful for our staff to see students like ours participating in circle. When we surveyed the staff, 100% of our staff believe we should apply for the grant.
Their belief in the values, principles, and ability of Restorative Practices to impact relationships with adults and students was unanimously viewed as positive.

We also had an opportunity to survey some of our families. It is very important for our families surveyed to have a safe learning environment, see positive relationships between their children and teachers, have their children learn from their mistakes, and have their child’s voice heard at school each and every day.

Students were also surveyed and gave their honest responses. The majority of responses to the questions of “How would you like to be in circle to build relationships? and How would you like to be in circle to problem solve?” were yes or maybe. We appreciate their willingness to think about this and perhaps try it out. For some students it will take longer to share in circle, but we will support them, welcome them, believe in them, and allow them the space and time to become comfortable. We want all of our children to know their voice is important, and we believe it is necessary to hear from them.

Overall, all of the stakeholders in the Jackson community believe in Restorative Practices to help in building bridges, give students a voice, uniting the Jackson staff and partners, and offer a different way of being to our students, families, and staff.

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?

● A sample survey has been provided in the Schoology course.

Our staff has varying breadth and depth of knowledge in terms of how Restorative Practices is taught and implemented. We have staff members who are trained and we have staff members who are ready to learn and implement. We are continuing our work with the Innocent Classroom which will meld well with Restorative Practices. Some of our staff have been leading circles and using Affective Statements and Restorative Questions. A few of our teachers have used the Mindup Curriculum which is what we would like to introduce in year 2. To have students connect and understand with their brains and have strategies to calm themselves will only strengthen our Restorative Practices work.

One of our 4th grade classrooms has been in circle several times since winter break. The impact has been powerful and immediate. After their first circle, students worked together to let a classmate know how much they care about him and know that he can change and help make the class an amazing community.
I know that you can change the class and I know you are a nice guy to everybody. I would change the class if you I want you to know that everybody cares about you in the classroom. I hope you understand this note. Thank you if you can change the class into an amazing class. I know you can do it and take time and know that we all care about you.

O. Campbell

End

Joselyn

Kori

Jayshya

Anna

Paige

Keri

May
Section 3: Strategy and planned activities

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

a. **What is the primary purpose of implementing restorative practices at your school?**
   
   Restorative Practices will create a mindset for the Jackson community. We will have the Jackson Way. This will be the way in which we engage with our students, families, partners, and one another. The Jackson Way will provide teachers and staff with ways to better understand our students and decrease disengagement. The Jackson Way will be students in circle to build relationships, to problem solve, and share their voice. The Jackson Way will use Restorative Questions as our guide and Affective Statements to support students in finding and using their voice. Restorative Practices will support all Jackson staff and community partners in alignment with our words and actions.

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?**
   
   We are in the unique position of having two separate and very different programs housed in the same building. It is a priority for our school to build relationships, create community and to be in circle with one another across programs. Engaging different and multiple perspectives is imperative to the foundation of Jackson. We look to one another to share their stories in order to find commonalities, build empathy, and engage all voices. We have had opportunities to learn and laugh together through Responsive Classroom professional development. We took time to have Appreciative Interviews with colleagues in which we do not spend quality time with on a daily basis. We have put ourselves in vulnerable positions by experiencing circle as a community of staff and partners. A priority is to always have all stakeholders be part of our learning together during professional development times and staff meetings.

c. **Who will lead implementation? What leadership model will be used and why?**
   
   The Restorative Practices coordinator along with the Behavior Intervention Specialist will lead the implementation. A team will be created that are inclusive of both the HDI program and the Community School program. The leadership model will be one that empowers all staff to be leaders in our community while embracing multiple perspectives at the core of our work. It is vital that our staff community is strengthened in order for meaningful work to happen.
7. What specific action steps or activities will you and your school take?

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

Year 1

- All staff meetings and pd will start with circle.
- Provide training for teacher leads (HDI and Community) as well as support staff.
- Have support staff and lead teachers begin leading circles; classroom teachers focusing on community building circles morning meeting style with more intentionality and support staff focusing on restorative circles.
- Have some school wide norms around community building and restorative language that are used in all spaces even if circles aren't being fully implemented in each classroom/space.
- Have staff members do peer observations/participation to see implementation of circles in action.
- Ensure schoolwide scheduling allows time for circles to happen at the beginning and at the end of the day. This would mean 15 minutes at the start and 15 minutes at the closing of each day for intentional time and space in community.
- Provide each staff member with a copy of the Circle Forward. Devote time each month during a staff meeting to discuss a part of the book “book club” style. Opening week, twice in September, during district PD days and once per month staff meetings will be devoted to working on one of the 13 modules.
- Leads who have been trained in Restorative Practices will be circle keepers for the unpacking and discussion of the module.
- Community partners will be invited and encouraged to participate in training and as circle keepers as well.
- Staff will be encouraged to move forward at their own pace with circles during year one with support from the Restorative Practices coordinator or support staff who have been trained. In other words, if staff feels comfortable they will have support in implementing circles at any time throughout year one. If they are not comfortable, opportunities to be in circle will happen during staff meetings as well as during observations/participation.
- Survey the students, families, and staff in March and use the information to plan for 2019-20.
- Continue to further our work with Innocent Classroom and strengthening and supporting one another in finding the good with our students to deepen our relationships.

Year 2

- Our past few years at Jackson have resulted in some staff turnover. It is imperative that we are taking this into account as we plan for each school year.
- Introduce MindUp Curriculum through professional development and intentional roll out in classrooms.
- Over the summer of 2019, send staff to professional development.
• Survey the students, families, and staff in March and use the responses to plan for 2020-21.
• Invite families to come for Restorative Circles to build relationships throughout the Jackson community. The Family Restorative Circles would happen weekly. We would alternate offering a morning circle and an afternoon circle.
• Continue to further our work with Innocent Classroom and strengthening and supporting one another in finding the good with our students to deepen our relationships.

Year 3-
• It will be important for us to reflect on the past two years to ensure we are continuing to grow in partnership with Restorative Practices. We need to know if there are things we need to revisit, deepen implementation, or add to our work.
• Survey the students, families, and staff in March and use the responses to plan for the 2021-22 school year.
• Continue to further our work with Innocent Classroom and strengthening and supporting one another in finding the good with our students to deepen our relationships.

b. Provide a detailed scope of work for Year 1, including summer months and PD days, detailing how you will embed professional development and build staff capacity. What plan for PLCs and ongoing coaching do you have? What is your communications plan? Will you do a policy review or other building level work? How will you engage an Election to Work Agreement to support all educators in professional development and implementation engagement?
  • We would want to engage with our Restorative Practices Coordinator in mapping out the year with an intentional roll out as well as creating a professional development plan that takes into account all learners.
  • We would like to send our staff off for summer 2018 with a copy of Circle Forward.
  • Over the summer we would like our staff to take part in professional development opportunities.
  • Opening week will provide time for our school community and partners to have a solid and intentional introduction to Restorative Practices.
  • We will have a PLC focused on student relationships and school climate throughout the school year in combination with a book club with Circle Forward.
  • We will look to have an Election to Work Agreement for the start of the 2019-20 school year in order for our teachers to put this into our summer plans.
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?

Jackson’s Professional Development Plan and SCIP will reflect our Restorative Practice work to ensure we are continuously supporting our staff as well as allowing them time to process and ask questions. Restorative Practices will be part of each staff meeting whether large or small. A Restorative Circle will be the norm for each committee meeting.

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?

Jackson is a Saint Paul Promise Neighborhood site. We have established relationships with the Cultural Wellness Center as well as Hmong American Partnership. We also have Sankofa, a culturally based reading program run by Network for the Development of Children of African Descent (NDCAD) and Hlub Zoo and Kofi; school based culturally specific mental health support facilitated by Wilder Foundation. All of these programs are housed in our building, providing opportunities to collaborate with stakeholders to support students and families. We will invite program staff to be a part of our implementation and welcome them to trainings. The CWC and HAP hold monthly meetings with parents. We will share the language used and work towards forming partnerships with parents on what RP looks like in the classroom. We hope to create a strong connection and understanding of ways to connect home and school. The majority of Jackson staff have been trained in and participate in the Parent/Teacher Home Visit. This is another way that we will be able to strengthen home/school ties.

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

a. Consistently and accurately collecting ODR data

An area of growth for our staff is to consistently and accurately follow the five step process (nonverbal warning, warning, take a break, buddy room visit, and referral to office). Our students deserve consistency and opportunities to repair harm. We need to teach students that taking a break is not a bad thing, rather it is an opportunity to breathe, reflect, change behavior, and come up with a plan for success.

Another area for growth is for all teachers to fill out ODRs consistently and accurately. When we have accurate data we can look for trends and make plans to support the whole community. This would be done by monthly sharing of the data.
A strength is creating meaningful plans to support our students. We will continue to include problem solving time in our weekly staff meetings to ensure we are focusing on what is necessary.

b. Collecting and using school climate data.

Our Restorative Practices leadership team will create a school climate survey for all stakeholders; students, families, staff, and community partners. The information from the surveys will be shared with the staff and next steps will be planned to ensure Jackson is doing its best to meet the needs of our community. We will focus on hearing from all family voices, especially from those who are unable to attend family events. The majority of Jackson’s licensed staff have participated in Parent Teacher Home Visit Project Training. We need to create an expectation to get all licensed staff trained and set a goal of the number of home visits we would like to have.

In our Hmong Dual Immersion program we see fewer outward negative behaviors and more inward negative behaviors such as disengagement, lack of work completion, and quiet voices. We need to take time to determine strategies to support those students as they are not making the academic progress they should be making. Our School Culture committee will have this as one of their focuses for the 2018-19 school year.

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.

We will create a survey for students and teachers about the impact of circles on their daily life and ask:

- What does being in circle mean to you?
- If you were a Jackson student last year, how is this year different?
- What would you like to talk about in circle?

We will use our ODR data to examine as a school and determine trends and changes.

At Jackson we do not complete ODRs for the first six weeks of school. We want to take that time to build relationships, teach, reteach, and set expectations as a community. We will ask teachers to take anecdotal notes during these first six weeks.

We will meet in vertical teams to discuss the behaviors and needs that classrooms are experiencing and create questions that can be asked during circle and create action plans to use circles to work together as a community to ensure social/emotional and academic success.
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.

Teachers hired after year one are fully trained. Opportunities for professional development are ongoing. Circles are happening daily; it is a part of our routine and our culture. Every single day, community circles are happening in classrooms and during specialist time when students are in community across programs. Students are requesting circle time as well as leading circle in classrooms. Support staff are holding restorative circles and ensuring that students are prepared to re-enter their community and are welcomed back to an environment that promotes forward momentum. Staff meetings and professional development are being done in circle. Content circles are happening as well.

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.

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<thead>
<tr>
<th>Budget Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Restorative Practices Coordinator- Salary with Benefits</td>
<td>$98,000</td>
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<tr>
<td>PD Stipends- Summer and After School Stipends/Hourly Fee for PD Participation including parking, meals, and fees</td>
<td>$12,000</td>
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<tr>
<td>Books, RP conversation cards, PD materials</td>
<td>$4,000</td>
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<tr>
<td>Evaluation- creating of surveys for our community, analyzing the results, and planning next steps</td>
<td>$7,500</td>
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<tr>
<td>Work Time with Community Circle Keepers</td>
<td>$1,000</td>
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<tr>
<td>Parent and Community Outreach and Communication Plan</td>
<td>$1,500</td>
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<tr>
<td>Experiential Learning for Students (cost of plays, museum trips, buses)</td>
<td>$5,000</td>
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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.

At our professional development on January 26, we had the privilege of watching Rita Pierson’s TED Talk. She ends the talk with the following words, “Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” We want this to be the Jackson Way.

Jackson desires to do things with our students; not for our students, not to students, or not neglecting our students. We are in the process of changing the mission of Jackson Elementary School to Jackson provides all learners a safe and culturally inclusive environment that offers opportunities to develop their full potential and prepare them to be successful, responsible global citizens while offering a welcome and supportive environment for families. When we work with our students to deepen and strengthen relationships, provide an environment where their voice is needed each and every day, and support them in repairing harm, we are wholly and impactfully doing our job as educators. As Mr. Lewis said in The Jackson Community In Our Words, “Our school community needs a chance. Our school community needs a little bit of hope and our school community just needs help. We have an awesome group of people here, staff and students, and with a little bit of help, we’ll be amazing.” Our Jackson community is ready to take this next step in bridging our Hmong Dual Immersion program and Community School program and hearing all voices share, sing, and shout!