Linwood Monroe Arts Plus (LMAP) is a vibrant, arts infused learning community serving students in grades PreK-8th grades, spanning two campuses. Students in Kindergarten-3rd grade are introduced to arts-infused learning at the Linwood Campus and transition for grades 4-8 at the Monroe Campus. At our Monroe Campus, we also have PreK for 4 year olds and early childhood programs for children birth to five years old. At both campuses, we are currently undergoing extensive physical transformations to grow our programming and to have the needs of our students match the capacity of our buildings. Beginning in SY 2018-2019, our Linwood Campus will be grades PreK-4th grade and the Monroe Campus will be grades 5-8.

The following link is an update to see the amazing transformation in progress at both sites:

Construction Updates

At both campuses, we serve a diverse student body representing a wide spectrum of ethnicities and socioeconomic backgrounds. We also serve students who have a wide range of special education and language needs. We are fortunate to be sites for Language Academy and for students who receive special education services under Developmental Cognitive Delay (DCD). At our school, 16.7 percent of our students receive special education services, 35.9 percent of our students are identified ELL learners and 62.7 percent of our students receive free and reduced lunch. The following is the racial makeup of our school:

- American Indian 2%
- Asian American 19.6%
- African American 31%
- Hispanic American 10.1%
- Caucasian American 37.3%

As part of our arts-infused model, students at every grade level have the opportunity to participate in an arts residency each year. Students may learn Taiko drumming, Flamenco dancing, Opera, or Spoken Word Poetry. LMAP has a well developed set of partnerships and residencies with agencies such as Macalester College, Upstream Arts, 1000 Petals, Perpich Center for Arts Education, and The Ordway Center for Performing Arts. Because of these partnerships, students of all ages have opportunities to experience arts through a variety of field trips throughout the year. Each week students show what they have learned through performance at the school wide Friday Gathering.
Click on the graphic below to view a few moments of LMAP life:

2a.

<table>
<thead>
<tr>
<th></th>
<th>ATTENDANCE, Q1 Average Daily Attendance</th>
<th>TOTAL SUSPENSIONS 2016-2017</th>
<th>SUSPENSIONS, Q1, 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINWOOD CAMPUS</td>
<td>96.58%</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>MONROE CAMPUS</td>
<td>96.81%</td>
<td>33</td>
<td>7</td>
</tr>
</tbody>
</table>

MONROE CAMPUS, 2017-2018 SY, QUARTER ONE
DISCUSSION OF LMAP BEHAVIOR DATA
The data above is taken from Quarter One for this current school year. First quarter data at Monroe shows that there have been 82 behavior referrals. Behavior referrals are written after teachers have tried classroom systems of Take a Break, a social conference, movement or walking break, and/or Buddy Room. The main reason for referrals at the Monroe campus is Physical Aggression, which is similar to last year’s behavior data for Quarter One. Another noticing in the Monroe Campus data is that African American students continue to be disproportionately represented in behavior referrals. Out of the 82 referrals, approximately 60 percent of the referrals are for African American students. Reduction of the amount of behavior referrals for students of color, particularly African American students continues to be an area of need for LMAP.

At the Linwood Campus for last school year, we had a very low number of total suspensions for the school year. This school year, Linwood shows only one suspension. At the Monroe Campus last year, there were 33 total suspensions. This number is low compared to other middle schools comparable in size to LMAP. However, we need to closely monitor our use of suspensions and dismissals for all students, particularly for African American students. Our data from first quarter at the Monroe Campus
shows that physical aggression is our main office referral problem behavior. The use of suspension and dismissal at the Monroe Campus is almost exclusively reserved for when there has been physical aggression. One of our visions for having Restorative Practices is to build community and trust, with consistency and accountability, through a Trauma Informed lens, thus decreasing the incidence of physical aggression.

2b.

We have a number of staff who are already using elements of Restorative Practices in their classrooms. One story that was shared by a 4th grade teacher during our Introduction to Restorative Practices to staff highlighted the success he had with using a Repair of Harm Circle after an incident where a student was dysregulated and physically interrupted the classroom in front of all students. After the incident, our Trauma Coach was able to lead a circle in partnership with the classroom teacher. They allowed all students to have a voice about how the incident impacted them and the student was also given the opportunity to apologize and share his feelings. Lastly, the class was able to take turns in the circle brainstorming ways to support each other in the classroom. The impact of this circle was significant for the teacher, for the student who struggled and for all of the other students in the classroom. After the circle, parents also reached out to the principal to express their gratitude that time was taken for all students to have a voice and noted that this experience was very powerful for their child. After the circle, the student who had the struggle also had a significant decline in dysregulated behaviors.

Another example from this school year of success with using Restorative Practices came from a large group of male 8th grade students who were engaging in roughhousing with each other, that escalated into students hitting each other in the private parts. This impacted a number of teachers and staff who needed to take teaching time away to address the issue and impacted a number of other students who felt unsafe with the physical contact that was being made. The students involved circled up with administration and support staff to process the incident. The students initially had relatively little insight into how this incident impacted others. The students felt that adults had blown the situation out of proportion. Through the use of the four Restorative questions, students were able to see and understand the impact of their behavior had on our school climate. In the end, the students involved crafted a letter of apology that was given to all staff, and this type of inappropriate physical contact has no longer been a concern.

LMAP is also a Trauma Informed Schools building. Staff have been through three years of trauma informed schools training. This training helped to begin a culture and climate shift of how staff are approaching student challenges. The use of circles four years ago would not have been considered and the approach for handling this would be strictly punitive. Our staff have embraced what they have learned through the trauma trainings, and we hope to expand their knowledge and toolkits for responding to challenging behavior through Restorative Practices.

3.

We have asked for multiple perspectives from students, staff, administrators and families. The graphic below illustrates the student perspective; the main words that were listed are safe, welcoming and colorful. While this is a positive view of our school climate, one also can see that other words that have been used to describe our school climate include unpredictable, stressed and uncomfortable. This illustrates a need for continued growth in improving our school climate so that all students, families and staff feel safe and supported at LMAP.

Our vision for school climate change includes training for the staff in Responsive Classroom or Developmental Designs so that we have a consistent foundation for our school and class systems and that we have a
consistent approach in how we respond to all students. From a more consistent approach, along with Trauma and Equity Informed Training, we will be able to decrease the amount of behavior referrals and suspensions for students of color, particularly African American males.

We envision through Restorative Practices that students will be able to increase the amount of voice and choice they have in academic learning and problem solving. We also envision through Restorative Practices that families will be able to increase the amount of trust and connection they feel with our school system.

"How would you describe the culture and climate of LMAP?"

Section 2: Capacity and Understanding of Restorative Practices

4a.

LMAP has experienced a number of initiatives over the years. With each initiative there have been groups of staff who lead the efforts. Academic based initiatives have included 1:1 iPads, piloting a new math curriculum in grades 2 and 5, and use of the new FAST assessment.

When reflecting on the 1:1 ipad initiative there have been lessons learned that we can apply to Restorative Practices. We gained several insights and understanding of what works when implementing a new initiative for our school community. We learned it is best to start with our stakeholders, to which we then formed a technology team. We were grounded in the fact our staff need a safe space to practice with encouragement to explore, experiment, and practice the tools that were being introduced. As experts emerged, we offered time for staff-led Professional Development to strengthen everyone’s skills. A standardization emerged when staff were able to discover the impact of iPads in their own classrooms and to see the emerging experts among themselves. We expect a similar pattern emerging should we become a Restorative Practices site.

Another initiative that we have started at our middle school level has included the implementation of ZAP Hour (Zeros Are Not Permitted). The purpose of the implementation of a weekly ZAP hour has been to increase the amount of students who are passing all classes. We utilized similar implementation to the iPad rollout; forming a team, allowing staff and students to experiment with the idea, gathered voices from all, and grades started to increase.

According to data collected by LMAP’s Trauma Coach, Staff are committed to improving the consistency among adults in how we approach social/emotional/behavioral challenges. During discussions at All Staff meetings, staff have seen the data that reflects our racial disparities which
pertain to our Office Discipline Referrals and want to significantly impact these numbers for the betterment of all students.

Initiatives being done with fidelity at LMAP are;

- **Yoga Calm**- Most staff have completed a two hour introductory training. Some staff have participated in a week residency with a certified Yoga Calm instructor. This has been implemented in grades

- **Responsive Classroom/ Developmental Designs**- Most of our staff have received this training, although not all staff. Of the staff trained, there is a wide range of time since the last time they have been trained, leading to an inconsistency of how this is utilized at both campuses.

- **Zones of Regulation**- Although this initiative is not school-wide, the School Social Workers and Counselors are training students and staff in groups and working with the Office of Climate Control to initiate it school-wide. DCD classrooms at the Monroe campus are also using Zones of Regulation curriculum weekly.

- **AMAZE Curriculum (K-5)**- fosters the knowledge, values, and skills that schools need in order to support and respect each other across differences of race, class, culture, gender, sexual orientation, age, religion/faith, and physical ability. This is done by providing curricula, trainings, and support that enable teachers and parents/guardians to start and sustain courageous conversations in schools.

- **Wilder’s KOFI Programming (Monroe Campus)**- LMAP has a partnership with the Wilder Foundation to provide a full-time onsite counselor who works primarily with African American students and families.

- **Art of Counseling (Monroe Campus)**- A certified Art Therapist sees students during the school day to improve school functioning.

- **IAM Resources (Linwood Campus)**- In- school individual behavior coaching for students.

- **AVID (Monroe Campus)**- The AVID curriculum prepares students for high school, college and career readiness, particularly students who are underrepresented in higher education.

- **Trauma Informed School**- The School Social Workers have completed three years of Trauma Informed Training, equalling about 20 hours. With the addition of a .5 Trauma Coach for the 2017-18 School Year, LMAP has been able to increase the Trauma Training in the form of Monthly Newsletters, Trauma Coach in attendance of grade-level meetings/ PLC’s on a monthly basis, Trauma Coach offering some Restorative Circles in classrooms, and on-going quarterly training. The Trauma Coach is also training the Paraprofessionals and other staff building wide.

4b.
Both campuses have an established PBIS team that have been recognized by MDE as PBIS Sustaining Exemplar Schools. Being able to add an RP Facilitator to those teams, would allow us to take shifting climate and shifting how we respond to challenging behavior to another level. The Restorative Practices steering committee has been comprised of PBIS team members who showed interest in working to bring Restorative Practices to LMAP. There is also an Equity Leadership Team (ELT) school-wide across both campuses that represents multiple perspectives and voices across grade and subject areas. Both teams have a history of leading LMAP staff in the various initiatives noted above, through dedicated attendance of their members, cooperative leadership, and straightforward communication with the entire staff.
4c.
LMAP has a strong PTA that has supported efforts to improve school climate. The LMAP PTA was also an instrumental advocate in securing approval for the Facilities Master Plan through SPPS. At the Monroe campus, we have added a parent to our PBIS committee to assist with looking at and reflecting on behavior data. At both campuses, we have a number of bilingual Educational Assistants who have strong connections to our families who are newer to the United States.

4d.
Initial curiosity about Restorative Practices stemmed from conversations within each building’s PBIS teams. All staff were initially introduced to Restorative Practices during a staff meeting. Due to a variety of factors, the first meeting did not yield as great of a response as hoped among staff. A vote to move forward was delayed until a longer training could be held on 1/26/2018 to spend an extended amount of time to introduce the foundations of Restorative Practices and to allow time for processing and answering of questions. During the training, the Restorative Practices Steering Committee also had staff complete the “harm/harmed” activity where staff name what they need when they have been harmed and what they need when they have harmed. This was a very powerful experience for our staff, to see that what we are asking for when we harm/have been harmed is parallel to what our students’ need when they harm or have been harmed. The vote for moving forward was taken after the training on 1/26/2018. The resounding response was over 90 percent approval to move forward at both campuses.

MONROE CAMPUS:

I vote that LMAP should move forward in the application process for the Restorative Practices grant.
37 responses

[Pie chart showing 91.9% Yes and 8.1% No]
LINWOOD CAMPUS:

I vote that LMAP should move forward in the application process for the Restorative Practices grant.

24 responses

5.
All licensed staff have had an initial brief introduction to Restorative Practices that was done on 1/26/2018. In preparation of this grant, eight staff members attended SPFT Restorative Practices. We have a number of staff at each campus who have completed Restorative Practices focused training that has been self-initiated. Our Theatre teacher at the Monroe Campus has also created an Advanced Theatre course based on social justice and utilizing “Dare To Be Real” guiding principles. As noted above, administration and support staff have begun to utilize Repair of Harm and Problem Solving circles with students who have had behavior challenges. All classroom teachers do a community circle an average of one to five times per week.

Section 3: Strategy and Planned Activities

6a.
The primary purpose for LMAP implementing Restorative Practices will be to:

- **Improve Adult Consistency**: We envision an increase of adult consistency in how we respond to challenging behavior. We also anticipate shifting the way we approach discipline in our school-To be in the “WITH” frame of the Social Discipline window.
- **Increase Student/ Family Voice and Engagement**: Increasing the amount of trust within student and family engagement, particularly for families of color.
- **Decrease Behavior Referrals**: We aim to decrease the amount of behavior referrals for all students with a particular focus on the reduction of behavior referrals for African American students and students culturally different experiencing trauma.

6b.
- A review of behavior data demonstrating discrepancies between the percentage of African American students at LMAP comparative to our office dismissal referrals.
- Staff voice initiating conversations to change those discrepancies and wanting something new.
The increased knowledge of Trauma Informed initiatives and practices.

The positive stories from self-initiators into Restorative Practices (i.e. Repair of Harm Circles, Community Circles, etc.).

Identifying the Restorative Practices embedded within Responsive Classroom and Developmental Designs and seeing that our staff has a wide range of training and variation of implementation with this curriculum.

Seeing a natural fit of Restorative Practices into the arts infused curriculum that is already embedded into LMAP life.

6c.
During the initial three years, the lead for implementation will be the Restorative Practice leads for each site with support from building administration and the behavior support team (Cultural Specialist, SSW, Counselor). The Restorative Practice leads will also join the PBIS team at their respective campus to help with planning and implementation of RP Three Year plan. The PBIS team will continue to support school wide frameworks for social/emotional learning after the grant expires.

7a&b.

PROPOSED PLAN-YEAR ONE

- **STAFFING**
  Hire a Restorative Practice focused staff-One staff person for each campus to help support Restorative Practices work and implementation.

- **SUMMER TRAINING**
  Train all staff in RC/DD for 2-4 days (depending on when staff were last trained-within last five years could have a two day abbreviated training). Training will be done through Origins. The purpose of this training will be to get all licensed staff to have the same foundational training. For the 2018-2019 school year, RP staff will provide the framework for one Restorative Practices focused classroom meeting per week.

- **BUILDING PROFESSIONAL DEVELOPMENT**
  ½ day of Professional Development where staff will come together to develop school wide Restorative agreements and expectations. Date for this can be determined by staff (early summer vs. opening week, etc.)

- **ADDITIONAL TRAINING FOR SUPPORT STAFF AND EARLY ADOPTERS**
  Additional two day Restorative Practices training for administration, support staff and other staff who are wanting to get additional RP training to implement in their classrooms for the 2018-2019 school year. This will include training the ELL EA’s in various Restorative Practices such as circles, enabling them to effectively support the students who are in our ELL programming.

- **ADDITIONAL FUNDING FOR DIFFERENTIATED MATERIAL**
  Funding for stipends for staff (such as special education or ELL staff) who work over the summer to write curriculum or to differentiate or modify social/emotional curriculum.

- **DEEPEN “BOOSTER” PROGRAMMING**
  Continue with the programs that support Restorative Practices/Trauma Informed Schools-Yoga Calm, Amaze curriculum, Zones of Regulation, etc. Expand mediation (Student/Student, Student/Teacher, Teacher/Teacher)

- **REVIEW BEHAVIOR FORMS**
  Review and revise current fix it sheets for each campus to include more restorative language.
PROPOSED PLAN-YEAR TWO

- **STAFFING**
  Continue with two staff members (one at each site) for implementation and support.

- **SUMMER TRAINING**
  One day of training in the summer to build Restorative Practices implementation and deepen the work. This could include additional training on problem solving circles or academic circles.

- **BUILDING PROFESSIONAL DEVELOPMENT**
  ½ day of Professional Development where staff will come together to develop school wide Restorative agreements and expectations. Date determined by staff.

- **ADDITIONAL FUNDING FOR DIFFERENTIATED MATERIAL**
  Funding for stipends for staff (such as special education or ELL staff) who work over the summer to write curriculum or to differentiate or modify social/emotional curriculum. Develop word bank for teaching spaces that can be accessible to students who have special education or ELL needs.

- **BUILD RESTORATIVE CAPACITY FOR SUPPORT STAFF/COMMUNITY PARTNERS**
  Provide RP training for building paraprofessionals, cafeteria, and custodial staff, school based mental health supports, artists in residence.

- **CONTINUE BOOSTER PROGRAMMING**

- **INCREASE ARTS INFUSED RESTORATIVE PRACTICES**
  Embed the arts into our Restorative Practices. Examples could include expanding our theatre Social Justice programming, having students design their own personal talking pieces, etc.

- **DEVELOPING RESTORATIVE PRACTICES KITS**
  Create toolkits for each teaching space that includes fidgets, guiding question sheets, talking pieces, etc.

PROPOSED PLAN-YEAR THREE

- **STAFFING**
  Continue with two staff members (one at each site) for implementation and support. Continue building capacity of PBIS team to take over Restorative Practices initiative for following school year. Identify Restorative Practice teacher leaders at each grade or content level.

- **SUMMER TRAINING**
  One day of training in the summer to build Restorative Practices implementation and deepen the work of Problem Solving Circles, Academic Circles and Repair of Harm Circles.

- **BUILDING PROFESSIONAL DEVELOPMENT**
  ½ day of Professional Development where staff will come together to develop school wide Restorative agreements and expectations. Date determined by staff.

- **ADDITIONAL FUNDING FOR DIFFERENTIATED MATERIAL**
  Funding for stipends for staff (such as special education or ELL staff) who work over the summer to write curriculum or to differentiate or modify social/emotional curriculum.
7c.
In addition to the proposal of specific Restorative Practice staff, each campus has a strong, well established PBIS team. Teams at each campus will be an integral part of supporting Restorative Practices at each site. During year three, teacher leaders at each grade and content level will be identified who can serve as guides and mentors for teachers and staff after the grant has expired.

7d.
For each year of the grant, building staff will put a strong emphasis on parent, family and community education, including student and parent engagement surveys to obtain insight into LMAP community needs. Building staff will do a Restorative Practices introduction to LMAP’s PTA and will have a presentation that will be done at Open House night. Building staff will also create a tab on the school’s website for information and resources on Restorative Practices and will regularly tweet out information about Restorative Practices. For years two and three, the RP team will seek out parents and guardians who would be interested in receiving Restorative Practices training along with the school. In planning meetings with artists in residence for each grade level, information and school-wide expectations including Restorative Practices principles will be shared.

To capture student voice, a student survey will be given in the Fall and Spring of each year of the grant to seek their views as to what is going well at LMAP, what needs work at LMAP and suggestions they have to improve climate at LMAP. LMAP also has a student leadership program based on the Where Everyone Belongs (WEB) model. These student leaders could potentially also be trained in RP foundations to help facilitate Repair of Harm or Problem Solving circles.

Section 4: Evaluation

8a.
At both campuses, there are designated staff who enter behavior data at least weekly. All ODR forms are turned into the Cultural Specialist (at Monroe) or the Assistant Principal (at Linwood). If we receive the Restorative Practices grant, we will also use an Excel database to track number of restorative conferences/circles and if “traditional” consequences were avoided.

8b.
We will be administering a Student and Family survey in the fall and spring, for each year of the grant. Family surveys will be translated and available in English, Spanish, Karen, Somali, Hmong and Amharic. Family surveys will be administered during fall and spring conferences. Data from the surveys will be used to inform RP team on successes and areas of growth.

9a.
YEAR ONE

<table>
<thead>
<tr>
<th>Benchmark/Indicator</th>
<th>Data Collection Source</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Consistency of using RC/DD/RP</td>
<td>Classroom Learning Walks Behavioral Intervention Data (In and Outside of the Classroom)</td>
<td>Create data collection tool for in-classroom behavioral interventions. Collect baseline data from newly created data collection tool</td>
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</tbody>
</table>
Increase of Family Engagement

Student Survey (Fall/Spring)
Family Survey (Fall/Spring)

Collect baseline data of Family Engagement as measured by participation in all family events (ie parent/teacher conferences, curriculum nights, NAAPID, grade-level potlucks, performances, etc.).

Decrease of Behavior Referrals

Behavior Data (Suspension/Dismissal, ODR)

Decrease disproportionality of ODR’s between African American and White Students by 10%. Decrease total number of ODR’s by 10%

Section 5: Budget & Budget Justification

10. BUDGET-LMAP-YEAR ONE

<table>
<thead>
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<th>Budget Item</th>
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<tr>
<td>EA-Linwood Campus</td>
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<tr>
<td>EA-Monroe Campus</td>
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<tr>
<td>RC/DD Training</td>
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<td>Payroll for summer RC/DD Training</td>
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<td>Additional RP training-support staff</td>
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<td>Description</td>
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<tr>
<td>Payroll for additional RP training</td>
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<td>Stipends for curriculum differentiation</td>
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<td>Support for Booster Programming (Yoga Calm, Zones of Regulation, etc.)</td>
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<td>Materials (Posters, RP Conversation cards, PD materials, etc.)</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$150,000</strong></td>
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**Section 6: Summary**

11. Linwood Monroe Arts Plus Restorative Practices Summary Video