

## SAINT PAUL FEDERATION OF EDUCATORS

### PROPOSAL #19

Date: September 26, 2019

#### REGARDING: RESTORATIVE PRACTICES

Restorative Practices are a transformative approach to shifting school climate through a lens of equity and social justice. Restorative Practices at their center seek to create equitable, inclusive relationships and restore those relationships when harm occurs.

The District and the Federation acknowledge the importance of creating a positive climate and culture in every school that is conducive to learning. All stakeholders, (staff, families, students and community members) play a role in creating this positive school climate. We are committed to creating safe, inclusive, and positive environments that support academic, behavioral, and social-emotional success for all students.

The District and the Federation believe that:

- Given the diversity of Saint Paul Public Schools, no one approach can meet the needs of every school. Students and schools are well served when there is a multi-tiered system of support to meet the needs of the staff, students and families, utilizing **culturally relevant** the PBIS Framework, Trauma Informed Practices and a menu of Social Emotional Learning (SEL) supports.
- Staff and students must experience emotional and physical safety in our schools.
- Building and nurturing strong relationships is foundational to all our work.
- School communities are happier, more cooperative, productive, and likely to experience positive changes in behavior when all members of that community work together to problem solve and have a voice in decisions.
- A restorative school culture values the education of the whole child, prioritizes the establishment of a relational community and re-affirmation of connection particularly when harm occurs and promotes multiple perspectives by empowering parents/family, students, and educators to view themselves as and to act as leaders.
- Barriers to learning in our schools can only be solved when all involved share responsibility and are prepared to work together.

Moreover, Restorative Practices are ways for a school community to build relationships, problem solve, and learn. In this approach, relationships are the most important way we learn about the world and ourselves. A Restorative Practice school and community believe **embody in both belief and practice that:**

- Everyone in the school community is good, wise, and powerful.
- We are all connected to one another.
- All of us want to be in good, healthy relationships with others.
- We all have talents and gifts we bring to school.

- It takes time, habits, and support to build and maintain positive relationships practices, impulses and mindsets that nurture positive relationships.

## **SECTION 1. Exploration, Commitment and Practices that move towards District-Wide Restorative Culture**

The District and the Federation share the value of restorative culture in our schools and believe that transformational shifts to include multiple perspectives and cultural means to restore relationships and community holds significant promise as a means to achieving safe, culturally respectful, equitable and just places.

**The district commits to have all senior leaders in the district experience a four-day introduction to restorative practices or equivalent trainings by August 2021.**

The parties have agreed to a process for development and support for the implementation of restorative practices in SPPS schools for the 2016-2017 (6), 2017-2018 (3), and 2018-2019 (3) school years. The parties further agree that the sustained support for 3 years of funding for each of those sites demonstrates a commitment to measuring movement towards whole school implementation via sound evaluation methods and an equity of experience for each community.

The District will fully fund: a 1.0 FTE Licensed staff to be the Restorative Practices Program Coordinator to work in a collaborative partnership with ~~SPFT~~ **SPFE**, all district employee groups, and schools in restorative practice development. The Restorative Practices Coordinator will report to the designated district administrator.

~~The District will explore funding through a grant to support 1.0 FTE Licensed Staff to be the Restorative Practice Coach to provide coaching support for both pilot and non-pilot sites, as well as district departments and community partners, with specific emphasis on schools in year 1 and 2 of their implementation. The Saint Paul Federation of Teachers~~ **Educators** ~~and the District will begin collaboration on grants to seek funding for the RP coach position, as grant opportunities become available.~~

The President of the Federation and the assigned district administrator will select the Restorative Practices Coordinator, Coach (if funding is secured), and Trainers.

The Restorative Practice Program Coordinator and the Saint Paul Federation of **Educators'** ~~Teachers'~~ Professional Development Leadership Team will work collaboratively with local restorative practice community experts to **continue to** develop curriculum and training modules for the following purposes:

- To train school communities implementing restorative practices,
- To train individual **educators** ~~teachers~~ who would like to implement restorative practices in their classrooms,
- To train parents and community members on restorative practices,

- To train trainers within SPPS and from community partners to conduct trainings for the above listed purposes.

**Saint Paul Public Schools will establish a consistent budget line of \$250,000 overseen jointly by the Office of School Support and the Saint Paul Federation of Educators for ongoing professional development in restorative practices.**

The District will fund the necessary materials, community partnerships (e.g. circle keepers), evaluation supports and other logistical coordination to ensure the delivery of all approved restorative practice trainings for the 2018-2019, 2019-2020, and 2020-2021 school years. Saint Paul Federation of **Educators** ~~Teachers~~ will develop and offer a series of training courses to support the transition from teacher and licensed staff, SCSP or EA to RP coach and/or circle keeper during the 2018-2019, 2019-2020, and 2020-2021 school years. The Saint Paul Federation of **Educators** ~~Teachers~~ also commits to offer 100 hours in RP training each school year at some cost to attendees, and with trainer, location, and material costs at ~~SPFT's~~ **SPFE's** expense.

**The district will hire a full-time circle keeper to be housed and supervised by the Office of School Support for the purposes of sitting on the district crisis team, transfer committee and be an empowered conduit to support when significant harm happens at a school site and support the ongoing district exploration of restorative practices. The Federation and District will convene over the course of the 2019-20 school year to determine the protocol and practices for human resources and Restorative Practices.**

SECTION 2. Continued District Support for Current Restorative Practices Sites  
The parties have agreed to the following:

- Current pilot sites will submit a renewal application yearly and seek approval of plan by the Restorative Practice Steering Committee.
- All budget allocations will be determined by the last week in March each year.
- ~~Pilot schools shall identify an evidence-informed and/or research-based restorative practice model that is grounded in the understanding that youth and adults are relational and thrive in context of relationships. Implementation plans will be developed jointly by the principal, school leadership team and other student support structures (SCIT, PBIS, SAT, etc).~~ Implementation plans will be reviewed and approved by the Restorative Practice Steering Committee.
- Pilot schools in Year ~~1~~ **2** and ~~2~~ **3** may dedicate professional development days with work in alignment to their RP implementation plan. If identified implementation plans involve professional development that can be achieved outside of these days, it is at the discretion of the RP site lead and Principal. **Pilot schools in year 2 and 3 may dedicate non-student contact days to their RP implementation plan.**

- Beginning in the 2018-19 school year, schools implementing Restorative Practices may have an approved Election to Work Agreement in place to ensure compensation for and collaboration with staff

During the ~~2018-2019~~ **2019-2020** school year the District will maintain support for the ~~twelve (12)~~ nine (9) pilot sites for a total of ~~\$1,800,000~~ **\$1,350,000**. During the 2019-2020 school year, the District will maintain support for six (6) pilot sites in the amount of \$900,000 and in 2020-2021, three (3) pilot sites in the amount of \$450,000 will be maintained. The allocated funds will be awarded for the express purpose of supporting restorative practice implementation plans. (See table below)

School Year	Description	Total Cost/Detail
2017-2018	Support 9 RP Pilot sites (3 additional from SY16-17)  1.0 RP Coordinator FTE	\$1,500,000  \$100,000 (50% District / 50% SPFT)
2018-2019	Support 12 RP Pilot schools (3 additional from SY17-18)  District expands funding to fully fund 1.0 RP Coordinator  Materials and curriculum  Saint Paul Federation of Teachers will pursue additional restorative practice funding via the Great Public Schools grant or other available funding sources for the 2019 school year and beyond.	\$1,800,000  \$100,000 (100% District)  Provided by district as appropriate
2019-2020	Support for 6 continuing pilot sites  Expand the role of RP across SPPS through strategic alignment with the district Strategic Plan. Annual budget process will occur with final approval by the BOE.	\$900,000  TBD Budget Conversation
2020-2021	Support for 3 continuing pilot sites	\$450,000

2020-2021	Starting this school year the district will financially support up to 6 schools per year wanting to implement the district readiness process to develop readiness for school-wide restorative practices implementation by funding up to 10 hours of circle (reimbursement for staff time and payment to circle keepers) and Ready 4 RP readiness process as currently being used for RP federal grant.	\$100,000
2021-2022	Any school that has completed the district readiness process will be awarded an RP Program Coordinator for the length of 3 years of whole school implementation (not to exceed 6 new schools per year)	Up to \$350,000

**SPPS continue to fund the role of a Restorative Practices Coach/Site lead in schools which have more than 45.0 FTE’s and have completed three years of RP implementation, if, at the end of year 3, the school principal, assistant superintendent, district RP coordinator and external program evaluator will determine if additional time is needed and justified.**

**SECTION 3. Restorative Practice Steering Committee.**

The Federation and the District will maintain the Restorative Practice Steering Committee.

- The committee will be comprised of no more than 15 individuals; no more than eight (8) appointed by the Federation and no more than seven (7) appointed by the District, with a minimum of five (5) secondary students appointed in total. Appointees shall include but not be limited to teachers, principals, students, family members, and community members.
- Notwithstanding the limit of 15 above, the committee composition may, subject to mutual agreement by the Federation and the District, grow to include representation from each pilot school site with appointees to be determined by each individual site, inclusive of student representation from each site.
- This committee, supported by the District and Federation, will work to develop:
  - A district-wide working definition of restorative practices inclusive of multiple perspectives from racial equity, gender inclusion, school climate and cultural relevance.

- Create a long-term sustainable plan for the implementation and use of restorative practice.
- Seek ways to align and increase the effective use not only of restorative practice, but also of other tools and techniques that together can most effectively improve the relationships between students and adults.
- Empower the adults within the buildings to be leaders and create a system that supports a safe and positive learning environment.
- Identify and share best practices learned from Pilot Sites on the implementation of restorative practices in future sites.
- **The restorative practices steering committee will present draft policy language for Saint Paul Public Schools in the summer of 2020 that articulates district wide commitment to exploring, installing and implementing restorative practices system wide both in language and budget allocation.**
- **The restorative practice (RP) steering committee will be funded with a \$5,000 yearly budget out of the Office of School Support to support consistent convenings, trainings and support for site visits to restorative practice schools and connecting time with EIR technical assistance.**

INDEPENDENT SCHOOL DISTRICT  
NO. 625

SAINT PAUL FEDERATION OF  
**EDUCATORS** TEACHERS  
LOCAL NO. 28

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Executive Director of Human  
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