

**SAINT PAUL FEDERATION OF EDUCATORS
PROPOSAL 1
SEPTEMBER 21, 2023**

[move to the body of the contract]

**EA Contract
SCSP Contract
Licensed Contract**

Restorative Practices

~~MEMORANDUM OF AGREEMENT~~

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 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 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 personal commitment, time, habits, and support to build and maintain positive 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.

We acknowledge the transformational possibilities of Restorative Practices and the reality that transformational work takes time. In this work, schools and educators will be encouraged to use the [Restorative Practices Practice Profile](#).

The district encourages and welcomes all senior leaders participate in the following professional restorative practice experiences either all at once, or one day quarterly during ~~the 2020-21~~ **each** school year:

- Circle 1: 4 days Introduction to Community Building Circles, inclusive of Introduction to the Restorative Questions.

~~New senior leaders are encouraged to complete the professional restorative practice experiences within a calendar year of starting their position.~~

The Restorative Practices Program Coordinator will work in a collaborative partnership with SPFE, all district employee groups, and schools in restorative practice development.

The Restorative Practices Coordinator will report to the designated district administrator. **Three (3) Restorative Practices Coordinators will provide implementation support, coaching, and repair of harm for RP Coordinators and staff. One will support elementary and middle, one will support high school sites, and the third will support district programs and departments. They will report to the Restorative Practices Program Coordinator.**

The Restorative Practice Program Coordinator and the Saint Paul Federation of Educators' Professional Development Coordinators 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 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~~ **maintain** a budget of \$50,000 ~~to RP Pilot or RP Sites~~ for **Restorative Practices** onboarding and professional development. These funds will be overseen jointly by the Office of School Support and the Saint Paul Federation of Educators.

The district will allocate \$40,000 to compensate trained circle keepers to provide the necessary support when significant harm occurs at a school site or the need for healthier patterns or habits of professional community are warranted.

SECTION 2. Continued District Support for ~~Current~~ Restorative Practices Sites

The district will commit to the following;

- To ensure Restorative Practices readiness and initial implementation, the District will provide up to \$20,000 to assist up to 2 buildings each year; money will be allocated on a weighted basis depending on the number of staff, to build the capacity and skills of existing staff to implement and modify their practices, ~~and is contingent upon available funding.~~
- Maintaining an RP Coordinator for sites that have had 3 years of RP implementation, demonstrated an active commitment to implementing principles-centered, whole school restorative practices by participating in annual reflection and evaluation processes and reaching fidelity of implementation thresholds. ~~Additionally, the school principal, assistant superintendent, district RP coordinator~~

~~and external program evaluator will make the final staffing decision, contingent upon available funding.~~

- ~~Providing a RP Coordinator for 3 years at sites that have completed the district readiness process. contingent upon available funding.~~

- **Schools that have completed previous Restorative Practices implementation and wish to continue will present the Restorative Practices Steering Committee with a plan for sustained restorative work within their school and programs by April 1st. The plan will outline the next 3 years of implementation, and will be funded by the District, covering amounts of \$100,000 per year for each of the 3 years of continued implementation.**

- Applying for two additional grants annually (each being for at least \$100,000) to invest in and grow Restorative Practices in our district, ~~including but not limited to a Mid-Phase Education Innovation Research Grant from the Federal Department of Education.~~ Completed grant applications will be dependent on funding opportunities available. Quarterly meetings with the president of SPFE, Director of Office of School Supports, and leadership of the Grants Office of SPPS will occur for the purpose of reviewing prospective grant opportunities.

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 to Senior Leadership. This draft policy language will articulate a district wide commitment to exploring, installing and implementing restorative practices system wide.

The restorative practice (RP) steering committee will be funded with a \$5,000 yearly budget.

~~This MOU shall sunset June 30, 2025.~~