

**SAINT PAUL FEDERATION OF EDUCATORS  
PROPOSAL # 10  
OCTOBER 28, 2021**

**[move to the body of the contract]**

Regarding Restorative Practices

Licensed Staff Contract  
**School and Community Service Professional Contract  
Educational Assistant Contract**

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 commits to have all senior leaders participate in the following professional restorative practice experiences either all at once, or one day quarterly during the 2020-21 school year:

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

**New senior leaders will complete the professional restorative practice experiences within a calendar year of starting their position.**

~~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 these sites demonstrates a commitment to measuring movement towards whole school implementation via sound evaluation methods and an equity of experience for each community.~~

**To support the continuing and expanding work of Restorative Practices, including the Education Innovation Research Grant schools, beginning in 2022 SPPS will fund two (2) School and Community Service Professional district-wide Restorative Practice Program Coordinator positions. These roles will support the now 20+ schools exploring, implementing, and seeking supported learning and coaching in Restorative Practices.**

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

The Restorative Practice Program Coordinators and the Saint Paul Federation of Educators' Professional Development Team **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 a budget of \$250 per staff member for buildings **that have completed an RP Pilot or RP Sites** for onboarding and professional development, up to \$125,000. These funds will be overseen jointly by the Office of School Support and the Saint Paul Federation of Educators.

~~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 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 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 SPFE's expense.~~

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.

The Federation and District will convene monthly over the course of the 2019-20 and 2020-21 school year to determine the protocols, practices, staffing needs, as well as human resources needs with 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.~~
- ~~Implementation plans will be reviewed and approved by the Restorative Practice Steering Committee.~~
- ~~Pilot schools in Year 2 and 3 may dedicate “building time” on 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.~~

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
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

~~Beginning in the 2020-21 school year, t~~ The district will be **commits** tted 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 3 years as a pilot site and wish to continue implementation of Restorative Practices 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 up to \$100,000 per year for each of the 3 years of continued implementation.**
- **In the event of an administrative or RP lead transition during whole school implementation, the school will be awarded \$2,000 for needs of restorative practices principles and paradigm leadership support.**

~~The District commits to:~~

- ~~Applying for a Mid-Phase Education Innovation Research Grant from the Federal Department of Education, when RFP is posted.~~
- 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. 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 in the summer of 2020 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.

~~The District and the Federation agree that this MOA shall remain in effect until the parties agree to discontinue it.~~