

Minnesota Department of Human Rights and St. Paul City School Agreement

Minnesota law prohibits discrimination in education because of race, color, creed, religion, national origin, sex, marital status, disability status with regard to public assistance, sexual orientation, and age. The opportunity to obtain full and equal utilization of educational institutions is a civil right. Minn. Stat. § 363A.02.

The Minnesota Department of Human Rights (Department) enforces the Minnesota Human Rights Act (Act) and eliminates unfair discriminatory practices through the initiation and investigation of administrative charges and through education, conference, conciliation, and persuasion. Minn. Stat. § 363A.06.

It is the State of Minnesota's mission to provide a system for lifelong learning, to ensure individual academic achievement, an informed citizenry, and a highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision-making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners. The public schools of this state shall serve the needs of the students by cooperating with the students' parents and legal guardians to develop the students' intellectual capabilities and lifework skills in a safe and positive environment. Minn. Stat. § 120A.03.

St. Paul City School (Charter School) provides public education to all school-aged children within its school and is responsible for its budget, curriculum, personnel, and facilities.

On November 2, 2017, the Department and Charter School met to discuss the suspension and expulsion data the School submitted over the past five years to the Discipline Incident Reporting System (DIRS) maintained by the Minnesota Department of Education (MDE). The Department noted that during the 2015/2016 school year and prior, the Charter School's rate of suspension of students per 100 students was appreciably higher than the statewide average rate of suspension of students per 100 students and a significant percentage of suspension decisions made by the Charter School were based on subjective considerations. The Charter School also noted in the meeting that over the past 18 months, which encompasses the 2016/2017 school year and the beginning of the 2017/2018 school year, suspensions have dropped by nearly 90% and expulsions have not occurred once.

The Department and Charter School share mutual goals to ensure:

- Learning occurs in safe and supportive environments;
- Every student has an equal opportunity to fully participate in and to succeed in a quality education; and
- The Charter School applies its student discipline policies and procedures in a non-discriminatory manner.

The Department and Charter School have a strong a commitment to:

- Work together on behalf of all Minnesota students to ensure their success; and
- Collaborate and use their best efforts to improve student academic achievement by reducing the disparate suspension and expulsion outcomes for students from racial and ethnic minority communities and students with disabilities.

The Department and Charter School acknowledge that the unnecessary use of exclusionary discipline can have serious, long term, and detrimental effects on student engagement and academic achievement. The Department and Charter also acknowledge that significant reform efforts have been implemented at the Charter School with great success to dramatically reduce the use of exclusionary discipline.

The Department and Charter School recognize that there are many strategies that can be implemented with a school environment to reduce exclusionary discipline strategies and that the Charter School's implementation of Restorative Practices is a strategy mutually agreed to be best for its school community.

The Department and Charter School recognize that there several federal and state educational mandates for the Charter School to achieve. The Department and Charter School recognize that the Charter School should have flexibility in crafting a plan that is best suited for its school community.

The Department and Charter School recognize that enhanced alignment of government programs and services seeking to assist low-income households and eliminate homelessness may have a positive impact on reducing suspension and expulsion decisions within the Charter School. The Charter School's efforts to adopt the Community-Based Schools model is one comprehensive strategy for achieving such a positive impact.

The Department and Charter School recognize that the Department may be able to assist the Charter School in securing resources among private foundations, private businesses, and governmental units to support efforts within the Charter School to reduce the need to suspend or expel students.

Therefore, the Department and Charter School, collectively referred to as Parties, agree as follows:

1. The Charter School has developed and submitted to the Department a Strategic Plan (Plan), which is attached as Exhibit A to this Agreement. The Plan will focus on conduct that the Charter School would report to MDE in the following DIRS categories: attendance, bullying, cyber bullying, harassment, disruptive/disorderly conduct/insubordination, threat, intimidation and other. The Plan will identify the role and responsibilities of the Board, Superintendent, Principals, and other relevant individuals to ensure discipline is properly implemented as identified within the Plan. The Plan will also include a section outlining the engagement effort of the Charter School to ensure input from students, parents, and teachers to obtain qualitative data on a regular and on-going basis throughout the length of this Agreement.
2. The Charter School will submit semi-annual reports to the Department demonstrating its efforts to comply with the provisions of this Agreement and to implement its Plan. The Charter School will provide semi-annual reports by September 1 and February 1 each year. The September report will address activity for the preceding months of February through August. The February report will address activity for the preceding months of September through January. The first semi-annual report is due on September 1, 2018.
3. At a minimum, the semi-annual report will include the following information for each strategy the Plan identified:
 - a. The intended outcomes;
 - b. Specific steps the Charter School took to implement the strategy;
 - c. Metrics the Charter School developed to measure the effectiveness of the strategy; and
 - d. Any changes implemented by the Charter School in light of results in the reporting period.

4. The semi-annual report will also include the following information:
 - a. The names of all students that have been suspended or expelled;
 - b. The names of the student's parent(s) or legal guardian(s);
 - c. The telephone and mailing address contact information for the student's parents;
 - d. Date the student was suspended;
 - e. Date the student's parent(s) or guardian(s) were contacted regarding the suspension;
 - f. The race, ethnicity, national origin, and gender of the student suspended;
 - g. Whether the student is recognized as a student with a disability;
 - h. The reason why the student was suspended;
 - i. The length of suspension; and
 - j. Dates the student was previously suspended during the academic school year.
5. The Department, in collaboration with MDE, School Districts, and Charter Schools, will create a Diversion Committee during the 2017-2018 school year. The Charter School will designate a representative or representatives to serve on the Diversion Committee.
6. The Diversion Committee will:
 - a. Review and analyze aggregate suspension data of School Districts and Charter Schools;
 - b. Review and analyze suspension practices of School Districts and Charter Schools;
 - c. Develop legislative proposals that will have a positive impact on reducing suspensions and expulsions for students of color and students with disabilities; and
 - d. Develop and create best practices for school boards, superintendents, discipline supervisors, principals, teachers, staff and discipline assessment teams on the issues identified within this Agreement.
7. The Diversion Committee will be comprised of the following subcommittees:
 - a. DIRS – Create greater clarity for schools on the conduct schools should report to MDE;
 - b. Corrective Action Strategies– Best practices for understanding, teaching, evaluating, and monitoring implementation of corrective action strategies;
 - c. Implicit Bias – Best practices for understanding, teaching, evaluating, and monitoring implementation of implicit bias education; and
 - d. Engagement – Best practices for ensuring student, teacher, and community involvement that leads to qualitative assessment.
8. The Diversion Committee will provide information and recommendations to the Department. Based on the information and recommendations made by the Diversion Committee, the Department will:
 - a. Coordinate external stakeholders to drive toward community based solutions;
 - b. In collaboration with MDE, publish technical guidance on best practices to reduce suspension and expulsion disparities for students from racial and ethnic minority communities and students with disabilities;
 - c. Facilitate conversations with other government units to explore ways to eliminate duplication of services, barriers for families and students, and improve data sharing;
 - d. Facilitate a legislative policy report;
 - e. Provide technical assistance on civic engagement;
 - f. Provide feedback to Charter School on policies, efforts to reduce suspensions, and data analysis; and

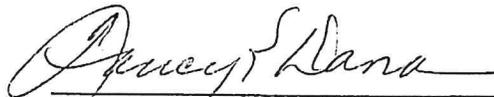
- g. Use its best efforts to secure resources from private foundations, private businesses, and other governmental units, such as MDE, Minnesota Department of Human Services, Minnesota Department of Health, public housing agencies, and counties.
9. The Charter School agrees that the Department, upon giving reasonable notice to the Charter School to minimize disruption, may conduct an on-site review or request additional information from the Charter School to evaluate effective implementation of the Plan and compliance with the terms of this Agreement.
10. The Parties acknowledge that the release of information concerning this Agreement is governed by the Act, the Minnesota Government Data Practices Act, Minn. Stat. §§ 13.03 *et. seq.*, and the Official Records Act, Minn. Stat. §§ 15.17 *et. seq.*
11. The Parties agree that the Department may make public: (a) the terms of this Agreement pursuant to Minn. Stat. § 363A.06, subd. 4 and (b) the information identified as public data in Minn. Stat. § 363A.35. The Parties agree to work collaboratively on any press releases and responses to media inquiries concerning this Agreement.
12. If a Court of competent jurisdiction, for any reason, holds any part of this Agreement invalid, unlawful, or otherwise unenforceable, such decision shall not affect the validity of any other part of the Agreement. The Parties will meet within 15 days of any such decision to determine if they should modify the Agreement.
13. This Agreement is not to be construed as an admission of liability or wrongdoing by or on behalf of the Charter School or any other party with an identified interest in the Charter School. The Department has not made a probable cause discrimination finding against the Charter School in violation of the Act.
14. This Agreement begins on the date that the parties execute it and the Agreement ends upon the Charter School's submission to the Department of its September 1 report for the 2020–2021 academic school year.
15. The parties to this Agreement acknowledge that they have read and have gained an understanding of the terms of this Agreement, that legal counsel has represented them or they had the opportunity to retain legal counsel, and they are voluntarily entering into this Agreement.
16. This Agreement may be executed in multiple counterparts, which shall be construed together as if one instrument. In addition, any party shall be entitled to rely on an electronic copy of a signature as if it were the original. The parties have caused this Agreement to be signed on the dates opposite their signatures.
17. Minnesota law will govern the construction and interpretation of this Agreement. No rule of strict construction shall apply against either Party as both Parties equally drafted the Agreement. The Parties agree that any action regarding interpretation or adherence to the terms of Agreement shall be filed in Ramsey County District court.
18. If the Department believes the Charter School is in material breach of this Agreement, the Department will notify the Charter School in writing and will identify the specific provisions of this Agreement the Department believes the Charter School is in material breach. The Department will request a meeting with the Superintendent to resolve the identified breach. The Department shall only initiate judicial proceedings to enforce this Agreement if the parties reach an impasse. Prior to initiating judicial proceedings, the Parties may choose to engage in alternative dispute resolution efforts including, but not limited to, the selection of a mediator to help the parties resolve the outstanding dispute.

19. Nothing within this Agreement prevents the Department from periodically requesting information from the Charter concerning all of its suspension and expulsion decisions to ensure that the Charter has correctly identified the suspension and expulsion decisions subject to this Agreement.

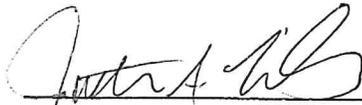
4/3/2018
Date


Innovative Quality Schools, Charter School Authorizer
St. Paul City School

4/3/2018
Date


Nancy Dana, Executive Director
St. Paul City School

4/3/2018
Date


Justin Tiarks, Principal
St. Paul City School

3/30/18
Date

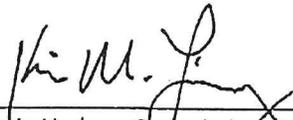

Kevin Lindsey, Commissioner
Minnesota Department of Human Rights

Exhibit A
Charter School's plan to address disparities

The Charter School has developed and submitted to the Department a Strategic Plan (Plan), which is attached as Exhibit A to this Agreement. The Plan will focus on conduct that the Charter School would report to MDE in the following DIRS categories: attendance, bullying, cyber bullying, harassment, disruptive/disorderly conduct/insubordination, threat, intimidation and other. The Plan will identify the role and responsibilities of the Board, Superintendent, Principals and other relevant individuals to ensure discipline is properly implemented as identified within the Plan. The Plan will also include a section outlining the engagement effort of the Charter School to ensure input from students, parents, and teachers to obtain qualitative data on a regular and on-going basis throughout the length of this Agreement.

Executive Summary

We recognize that exclusionary discipline techniques are flawed at conception and that these flaws are several. The first flaw is that exclusionary discipline techniques utilize a strategy that pushes students away from the group in a coercive attempt to alter student behavior. As relational beings, real transformation comes through pulling students in and finding healing within the community. The second flaw is that exclusionary discipline techniques assume that intentional "naughtiness" is the root of the behavior. It ignores the realities of trauma and applies a one-size-fits-all punitive approach regardless of the human nuance of each situation. A final flaw that is that exclusionary discipline techniques are most often subjectively applied, typically to the disadvantage of students of color.

St. Paul City School is in the midst of implementing a three-prong strategy that has dramatically reduced the usage of exclusionary discipline techniques. Each of our three prongs addresses one of the critical flaws of exclusionary discipline.

- Prong 1: Restorative Practices – Instead of asking what a student *deserves* we ask what a student *needs*. Most often the answer involves having a trusted person to talk to and the opportunity to repair harm. Almost never is the answer to be sent away. We build community using a circle process in each classroom each day and we solve problems in community through this circle process. Restorative Practices allows us to pull in instead of pushing out. See Appendix 1 for Restorative Practices Policy and Appendix 2 for Restorative Practices Practice Profile.
- Prong 2: Trauma-Informed Lens – We recognize that behavior is communication. Far too often, schools do not expend the energy to truly listen to what a child is trying to communicate before pushing them out. We train our staff to understand what trauma looks like and we help staff understand how to see beyond the behavior. We think about the root cause and not simply the behavior. See Appendix 3 for initial Trauma presentation for all staff.
- Prong 3: Culturally Responsive Practices – An engaging classroom is an outstanding preventative tool for student behavior. Our staff is trained to building engaging classrooms in which students see themselves in the content. We have created a Culturally Responsive Pedagogy Practice Profile that outlines with great detail what a classroom at St. Paul City School should like like. Our practice profile includes (a) High-impact instructional strategies, (b) English Learner strategies, (c) Restorative Practices, and (d) Culturally Representation. See Appendix 4 for Restorative Practices Practice Profile.

Reportable Categories

The Minnesota Department of Education requires behavioral data be tracked and submitted. Reportable categories include:

- Attendance
- Bullying
- Cyber bullying
- Harassment
- Disruptive/disorderly conduct/insubordination
- Threat
- Intimidation and other

The following table describes how our three-prong approach addresses each category:

	Restorative Practices	Trauma-Informed	Culturally Responsive
Attendance	<p>When student behavior is addressed through exclusionary practices, students miss school. When school is not a safe place, students miss school. When students are in the midst of peer-to-peer conflict and not supported in solving the conflict, they miss school.</p> <p>Restorative practices pulls students in and allows for the creation of a safe school community thus having a positive impact on attendance.</p>	<p>In her book <i>The Deepest Well: Healing the Long-term Effects of Childhood Adversity</i>, Dr. Nadine Burke Harris outlines the health impact that stems from childhood trauma. When children are predisposed to illness, they are absent more often. By engaging through a trauma-informed lens, we are better able to help students soothe their limbic systems. We seek to meet the holistic needs of students - everything from an on-site therapist to the provision of supper for every child, our approach helps broadly meet needs. When needs are met <i>at school</i>, students do not miss school. Our attendance rate is very high.</p>	<p>The brain learns best when (a) new content is connected to background knowledge and (b) emotional connections are present. Aside from being historically revisionistic and false, when we teach from a white-washed curriculum, students do not see themselves in what they are learning. Boredom is a result. When students are bored, they disengage and do not like school.</p> <p>Boredom and disengagement lead to attendance problems. Our culturally-responsive approach seeks to actively build anti-racist, culturally reflective classrooms. Engaged students show up in school.</p>
<u>Harm Behaviors</u>	Bullying and harassment	"Hurt people hurt	Our culturally responsive

<p>Bullying Cyber-bullying Harassment Disruptive/disorderly conduct/ insubordination Threat Intimidation and other</p> <p>Bullying, cyber-bullying, harassment, disruptive/disorderly conduct/ insubordination, threat, and intimidation are subjective categories that we will group together in this section as <i>harm behaviors</i>. We recognize that harm behaviors are nuanced and live in relationships and community thus black and white policy solutions are insufficient. Rather, our three-pronged approach serves as a series of lenses for looking at each harm situation and making wise, individualized decisions.</p>	<p>have become far more insidious, damaging, and secretive with the advent of social media. Students are tormented and this torment often goes unseen by adults.</p> <p>Restorative practices allow for regular and open lines of communication. Community is prioritized and students have a voice. The first benefit of restorative practices is that it provides an intentional space for student voice to be heard, thus bringing dark to light.</p> <p>Bullying is a relationship problem. Historically, bullying has been addressed by adults through a heavy-handed, punitive approach. The bully develops new reason to resent the bullied and the bullying likely continues only more secretly. The second benefit of restorative practices is that student to student bullying is not addressed by adult to student bullying. Rather, bullying is addressed relationally. Both the bully and the bullied are given space to come together and work together to solve the issues at hand. Healing comes through relationship thus making it longer-lasting.</p>	<p>people.”</p> <p>“Trauma not transformed is transferred.”</p> <p>We recognize that goodness exists in all students. The bully is most often just as hurt as the bullied. A trauma-informed approach recognizes this and seeks to support both parties towards healing. Ultimately, unless the trauma done to the one causing harm has been addressed, the harm will continue.</p> <p>Punitive approaches to addressing bullying add both a label and shame to the one doing the bullying. A trauma-informed approach looks beyond the bullying behavior and gets at the root cause. The ultimate goal is healthy restoration to the community through the community.</p>	<p>approach provides the framework for examining our practices through an equity lens. By engaging staff in conversations about privilege, implicit bias, and equity, staff is more likely to make culturally sensitive decisions in the moment. These decisions reduce shame tactics, increase student connection to their own cultural strength, and increase engagement.</p> <p>We have also established the SPCS Educator Dispositions (see Appendix 5) with the goal of hiring and developing our staff to engage students, families, and themselves in a growth-minded, restorative, equitable manner.</p> <p>Cultural responsiveness can and does increase feelings of connectedness and engagement thus reducing harm behaviors.</p>
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Strategic Plan

From 2016-2018, we have met the following objectives:

- Two years of advanced circle training for ten members of RP team
- Weekly RP team circle to ID and address issues
- Full staff training in community building circles.
- All staff participate in circle process for first 45 minutes of every PD day.
- All classrooms begin each day in circle.
- Initial parent training
- Full rewrite of discipline policy; board approval of new RP policy.
- Successful resolution of 10+ advanced harm situations (without using suspension/expulsion) using a team-based, trauma-informed restorative process
- RP leadership asked to join the MDE Circle Advisory Committee
- Monthly staff training on CRP Practice Profile
 - Equity/Implicit Bias/Privilege
 - Cultural representation - what are the stories of our students and community?
 - High-impact instructional strategies - formative assessment, cooperative learning
- Purchase of modular unit. Grand opening of Center for Culture, Families, and Learning.

	<u>18/19</u>	<u>19/20</u>	<u>20/21</u>
RP Family Objectives	1) Install circle process as format for all monthly Family Forum sessions. 2) Establish and fully train RP Family Team with 10 parent leaders. 3) Identify and provide three new programs for parents based on parent interest. At least 20 parents will complete one program.	1) Parents will serve as circle-keepers during circle process at monthly Family Forum sessions. 2) Fully train at least 40 parents in Restorative Practices. 3) Identify and provide at least six parent programs based on parent interest. At least 40 parents will complete one full program.	1) Parents will develop and lead programming out of the CCFL. 2) Completion of building expansion project. Full implementation of Community-based schools model.
Person(s) Responsible	Objective 1 - KaVang (Family Resource Director)	Objective 1 - KaVang (Family Resource Director)	Objective 1 - Ka Vang (Family Resource Director) and Dereck Hall

	Objective 2 - Ka Vang (Family Resource Director) and Dereck Hall (2Gen Coordinator) Objective 3 - Dereck Hall (2Gen Coordinator)	Objective 2 - Ka Vang (Family Resource Director) and Dereck Hall (2Gen Coordinator) Objective 3 - Dereck Hall (2Gen Coordinator)	(2Gen Coordinator) Objective 2 - Justin Tiarks, Principal
Data monitoring	Quarterly Report to Admin Team Semi-Annual Report to School Board	Quarterly Report to Admin Team Semi-Annual Report to School Board	Quarterly Report to Admin Team Semi-Annual Report to School Board
RP Classroom Objective	Objective 1 - 50% of teachers will lead at least one advanced harm process with support from colleagues and the RP team. Objective 2 - Exploration and installation of schoolwide Social- emotional curriculum Objective 3 - Exploration and installation of new data process to study and better describe office referrals in a restorative school.	Objective 1 - 75% of teachers will lead at least one advanced harm process with support from colleagues and the RP team. Objective 2 - Initial implementation of schoolwide Social- emotional curriculum. Objective 3 - Initial implementation of new data process to study and better describe office referrals in a restorative school.	Objective 1 - All teachers will complete an RP action research project in which they identify an RP issue, enact hypothesized solution, and present to full staff on results. Objective 2 - Full implementation of schoolwide Social- emotional curriculum. Objective 3 - Full Implementation of new data process to study and better describe office referrals in a restorative school.
Person(s) Responsible	Objective 1 - Karrah Anderson (RP Coordinator) Objective 2 - Jenny Reiling (Assistant Principal) Objective 3 - Kristin Gwin (Operations Supervisor)	Objective 1 - Karrah Anderson (RP Coordinator) Objective 2 - Jenny Reiling (Assistant Principal) Objective 3 - Kristin Gwin (Operations Supervisor)	Objective 1 - Karrah Anderson (RP Coordinator) Objective 2 - Jenny Reiling (Assistant Principal) Objective 3 - Kristin Gwin (Operations Supervisor)
Data monitoring	Quarterly Report to Admin Team	Quarterly Report to Admin Team	Quarterly Report to Admin Team

	Semi-Annual Report to School Board	Semi-Annual Report to School Board	Semi-Annual Report to School Board
Culturally Responsive Practices Objective	Objective 1 - Full Implementation of EL Strategies quadrant. Objective 2 - Initial Implementation of High Impact Instructional Strategies quadrant. Objective 3 - Exploration and Installation of Cultural Representation quadrant.	Objective 1 - Full Implementation of EL Strategies quadrant and High Impact Instructional Strategies quadrant. Objective 2- Initial implementation of Cultural Representation quadrant. Objective 3 - Exploration and installation of MNEDS dispositions coaching.	Objective 1 - Full Implementation of EL Strategies quadrant, High Impact Instructional Strategies quadrant, and Cultural Representation quadrant. Objective 2 - Initial Implementation of MNEDS dispositions coaching.
Person(s) Responsible	Objective 1 - Meagan Reissy (EL coordinator) and Angela Imdieke (DTL) Objective 2 - Angela Imdieke (DTL) Objective 3 - Beth Sahli (coach)	Objective 1 - Meagan Reissy (EL coordinator) and Angela Imdieke (DTL) Objective 2 - Angela Imdieke (DTL) and Beth Sahli (coach) Objective 3 - Justin Tiarks (Principal)	Objective 1 - Meagan Reissy (EL coordinator) and Angela Imdieke (DTL) Objective 2 - Angela Imdieke (DTL) and Beth Sahli (coach)
Data monitoring	Schoolwide learning walk data gathered by coaching team and presented to admin team and board semi-annually. Teacher evaluation process (see Appendix 6) data built around three elements - teacher practice, student engagement, and student learning and achievement.	Schoolwide learning walk data gathered by coaching team and presented to admin team and board semi-annually. Teacher evaluation process (see Appendix 6) data built around three elements - teacher practice, student engagement, and student learning and achievement.	Schoolwide learning walk data gathered by coaching team and presented to admin team and board semi-annually. Teacher evaluation process (see Appendix 6) data built around three elements - teacher practice, student engagement, and student learning and achievement.
Trauma-Informed Objective	Objective - Exploration and development of a	Objective - Installation and development of a	Objective - Initial Implementation of SaintA

	<p>concrete framework for trauma-informed practice using the SaintA Seven Essential Ingredients (https://www.sainta.org/files/Seven-Essential-Ingredients.pdf)</p> <ul style="list-style-type: none"> • Completion of SaintA Train the Trainer program • Creation of Trauma-informed practices team. • Collaborative study and plan development. 	<p>concrete framework for trauma-informed practice using the SaintA Seven Essential Ingredients (https://www.sainta.org/files/Seven-Essential-Ingredients.pdf)</p> <ul style="list-style-type: none"> • Presentation and approval of Trauma-informed practices plan by board. • Resource development/ systems building. • Full staff training • Develop data process. 	<p>Seven Essential Ingredients model. (https://www.sainta.org/files/Seven-Essential-Ingredients.pdf)</p> <ul style="list-style-type: none"> • Implement, study, refine.
Person(s) Responsible	Justin Tiarks (Principal)	Justin Tiarks (Principal)	Justin Tiarks (Principal)
Data monitoring	Initiative checklist	Initiative checklist Board approval	Quarterly admin team data review using data process developed during installation.

Engagement Efforts

	<u>Current</u>	<u>Future</u>
Students	Trimesterly MDE Restorative Practices student survey	<p>Establish RP student leaders circle cohort to meet monthly.</p> <p>Convene student focus group to review and improve Minnesota Department of Human Rights Strategic Plan. Convene quarterly family focus groups to monitor implementation.</p>
Families	<p>Trimesterly MDE Restorative Practices parent survey.</p> <p>Restorative Practices introduction</p>	<p>Establish RP parent circle cohort to meet monthly.</p> <p>Convene Family focus group to</p>

	training and parent feedback circle	review and improve Minnesota Department of Human Rights Strategic Plan. Convene quarterly family focus groups to monitor implementation.
Staff	<p>Trimesterly staff surveys including a Restorative Practices section</p> <p>Monthly staff circles identifying issues and problem solving Restorative Practices.</p>	<p>Convene staff focus group to review and improve Minnesota Department of Human Rights Strategic Plan. Convene quarterly family focus groups to monitor implementation.</p>

Appendix 1 – Restorative Practices Policy

Introduction

- A. The SPCS School Board supports the mission of the St. Paul City School (hereinafter “the School” or “the District”), which partners with families to prepare students to embrace their full potential and pursue higher education. We also believe students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Students should receive effective and engaging teaching, with differentiated curriculum, instruction, and assessment designed to address the needs of our diverse learners. Students have a right to attend schools that are safe and focused on building a strong and inclusive community. The Board believes that proper student conduct, reinforced by a proactive and restorative discipline program, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

II. Purpose

- A. The purpose of this Policy is to help all members of the school community create safe, supportive, equitable and positive school climates and to respond to misbehavior with interventions and consequences aimed at understanding, preventing and addressing its causes, while resolving conflicts, meeting students’ needs, and keeping students in school.
- B. The purpose of this Policy to is to support school discipline that:
- a. Maintains safe and orderly learning communities;
 - b. Defines and communicates restorative expectations for student behavior;
 - c. Defines and communicates restorative expectations for staff responsibility related to school discipline;
 - d. Balances the needs of the whole child, the needs of those directly affected by the behavior and the needs of the overall school community;
 - e. Promotes equity across racial, ethnic, and cultural groups, as well as all other protected classes (gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity).

III. General Principles

- A. School discipline is best accomplished by preventing misbehavior before it occurs, and using effective and restorative interventions.
- B. School safety and academic successes are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- C. Effective school discipline endeavors to maximize the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed from their classroom due to misbehavior.
- D. School discipline should be reasonable, timely, fair and age appropriate and should seek to repair harm and restore relationships damaged by harm. School discipline that is paired with meaningful instruction and guidance offers students the opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- E. Effective discipline is built on consistent and effective classroom management, and is supported by a positive school climate. The vast majority of disciplinary issues should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions as determined by an individualized assessment.
- F. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, school and staff must build cultural competence. We must strive to eliminate any institutional racism and any other discrimination that presents barriers to success.
- G. Student conduct which may be subject to disciplinary action includes those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, in school vehicles, and during field trips and events held by the School off School property when such conduct is detrimental to the school environment and/or to the welfare or safety of other students, school personnel or others in proximity to student conduct.
- H. Positive experiences in school and with teachers, beginning with the earliest exposures to school, lay a foundation for engagement with and connection to school throughout the student's academic career. These early experience have the most critical impact on a student's perceptions and trust of a school and teachers, and are fundamental to the development of social and

academic skills necessary to support them through school and beyond. Removal from school during this time period negatively impacts a student's opportunities for success.

IV. General Statement of the Policy

- A. The District's system of discipline is built on personal accountability and restorative measures, which is understood to mean:
- a. Recognizing that misbehavior damages the relationship between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole;
 - b. Having an opportunity to repair the harm done and restore relationships whenever possible, as opposed to excluding the person who did the harm;
 - c. An offending student is given the opportunity to participate in a restorative process as a means of making things right for those who were harmed and the school community.
 - d. Building personal responsibility by helping individuals develop empathy, self-control, and motivation;
 - e. By applying restorative measures in schools, school personnel have another tool to use with children and youth to repair harm and teach problem solving skills
 - f. Models of restorative practices include:
 - i. Community building circles - group of individuals address issues in schools and build community around sharing their stories
 - ii. Restorative meetings or restorative chats - when harm is caused, classroom discusses impact on fellow students and school community
 - iii. Restorative conferences or repairing harm circles - conversation among people affected by behavior to explore the harm and how individuals were affected and how to repair the harm with a plan for accountability
 - g. Restorative approaches can be used either in place of punitive discipline (detention, in-school suspension, suspension, expulsion) and as a re-entry tool upon return from a suspension.
- B. School discipline interventions should be guided by the following principles:
- a. Practicing early identification and assessment of struggling students before they fall behind
 - b. Using a problem solving process to provide interventions matched to the student needs;
- C. There are different types of intervention strategies including: in class restorative chats, coaching conversations in the restore room with students and meetings with the Restorative Practices team

to identify needs and action plans. Teachers and administrators should consider utilizing different types of strategies or multiple strategies simultaneously, to deal with harm.

- D. The District will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.
- E. District staff must abide by all applicable federal and state statutes and city ordinances, plus all relevant Board policies and procedures when dealing with disciplinary matters.
- F. Every student is required to follow this Policy and accompanying procedures.
- G. All students are held to high standards of behavior, and adults maintain such standards by teaching, modeling, and monitoring behavior, and by correcting misbehavior as necessary
- H. It is recognized that schools should minimize the use of out of school suspensions, recommendations for expulsion and referrals to law enforcement, to the extent practicable while remaining consistent with the state statute, local ordinances, mandatory reporting laws and all other District policies (including but not limited to Board and District policies regarding student behavior, anti-bullying , etc) .
- I. Suspension from school is reserved for only severe objective behaviors impacting staff or student safety. For these young learners, it is essential to provide developmentally appropriate strategies and supports for student behaviors; removals from the educational environment should be accompanied by intentional planning to address behaviors.
- J. St. Paul City School policy does not support expulsion of students, except as provided in Addendum A attached to and a part of this Policy.
- K. Discipline procedures must provide due process to all students and should be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.
- L. This Policy and accompanying procedures are intended to help the District eliminate racial and ethnic disparities and any other protected class disparities in school discipline, while improving behavior, school climate and academic achievement for all students.
- M. Accurate and complete data collection is essential for administering an effective school discipline policy. It assists with identifying problems, crafting solutions, and monitoring progress.

ADDENDUM A

ADDITIONAL DISCIPLINE PROCEDURES

While it is the intent of the School and Board to follow the restorative discipline procedures and principles as stated in the foregoing body of this Policy, the School and Board recognize that in rare events, it may be necessary to take more stringent discipline measures, including but not limited to removal from class, suspension and/or expulsion. This Addendum is intended to provide guidance and clarity regarding these measures.

The steps outlined in this Addendum will be considered when classroom disciplinary actions or steps as described in the foregoing body of this Policy have not resulted in changed behaviors or the student's conduct necessitates a different response on the District's part. Parent concerns about disciplinary actions taken in accordance herewith, should be expressed first to the staff member, then if parents do not feel that the staff member has understood them, they can bring concerns to the Executive Director whose decision is final.

I. EXPULSION OR EXCLUSION

A. "Expulsion" means a School Board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the Student is expelled, unless otherwise stated hereinbelow. "Exclusion" means an action taken by the School Board to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year. Expulsion hearings are brought before the School Board, who will make its decision after a fair and appropriate hearing including all parties involved. Expulsion and exclusion proceedings shall be accordance with M.S. 121A.41. The Pupil Fair Dismissal Act. In some events, such as a student's possession of a "dangerous weapon", acts of arson, or bomb threats, expulsion may be immediate, indefinite and the student shall not be allowed to return.

1. The School Board must expel for a period of at least one school year, or indefinitely, a pupil who is found to have brought a firearm or any other Dangerous Weapon to the School.

Notwithstanding the foregoing, the School Board, in its sole discretion, may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.

2. "Dangerous Weapon" means any firearm, whether loaded or unloaded, knives, stun guns, martial arts instruments, mace or any device designed as a weapon or any other device or instrument, which in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm. This includes any look-alike object that may have the appearance of a weapon or dangerous instrument. No student may possess, store, handle, transmit, use, or encourage, or aid any student to possess, store, handle, or transmit these weapons in: (a) any School building, (b) on any School premises, (c) on any School provided transportation, (d) off the School grounds at any School related activity, event, or function, or (e) in a school zone as defined by Minnesota State Statute (a one block or 300 feet radius from the School, whichever is greater).

3. "Arson" – means the intentional destruction or damage to any school building or property by means of fire or explosives, or the failure to exercise ordinary caution, resulting in fire in a school building, damage to school property, or injury to persons. Students who commit acts of arson may be subject to expulsion on the first offense.

II. IN-SCHOOL SUSPENSION/DISMISSAL FOR THE DAY

A. "In school suspension" means an action taken by the Administration, removing a student from class to a separate room for part or all of a school day(s). A student will receive credit for all school assignments completed during the period of in-school suspension.

1. A student may be removed from an individual class or activity period for a period of time. "Class period" or "activity period" means instruction for a given course of study in grades 6 -8, and a period of time not to exceed one hour, regardless of the subject of instruction, for grades k - 5.

2. "Dismissal for the day" means an action unable to be handled otherwise by the restorative practices of this Policy, and in the Executive Director's or Principal's discretion, requiring a student to leave the

School property for one day or less. Parent/guardian notification is required and a parent/guardian conference is required prior to re-admittance.

3. Grounds for removal from class or dismissal from the building are:

- a. Willful conduct which materially and substantially disrupts the rights of other students to an education.
- b. Willful conduct which immediately endangers School employees, the student or other students, or the property of the School or others.

4. Procedures for removal from class shall be:

- a. The teacher responsible for classroom instruction may decide upon reasonable cause and after attempting to modify the behavior with the restorative practices of the School Policy above, to remove a student.
- b. The Administration and the teacher will develop an appropriate plan for the return of the student to class.
- c. Students will be allowed the privilege of making up daily work, including tests and final exams, upon return after removal from class or dismissal for the day. Depending on the violation and the seriousness of the action, a student may meet with the Administration and/or a teacher to discuss the incident.

III. SUSPENSION

A. "Suspension" means an action taken by the School prohibiting a pupil from attending the School for a period of no more than ten school days. Students will also be prohibited from all School related activities during suspension. The purpose of suspension is to remove the student from the school environment and to provide time for professional staff, parent/guardian, and student to discuss the matter and bring about an agreement on future conduct. A separate administrative conference is required for each period of suspension. If a disciplinary decision results in suspension, a parent may appeal the decision to the Executive Director by a written explanation within ten days following the start of the suspension.

If the total number of days a student is removed from school exceeds three (3) days, reasonable efforts must be made to hold a meeting with the student and parent or guardian prior to subsequently removing

the pupil from School. The purpose of the meeting is to attempt to determine the student's need for assessment or other services.

1. A pupil may be suspended if attempts of the Restorative practices stated in the body of this Policy have been unsuccessful, resulting in:

- a. Willful conduct which materially and substantially disrupts the rights of others to an education.
- b. Willful conduct which significantly endangers School staff, the student or other students, or the property of the School or others.

1. Suspension procedures are the following:

- a. An informational conference with the student will be held, except where it appears the pupil will create an immediate and substantial danger to self or to surrounding persons or property.
- b. A written notice of suspension will be served upon the student at the time of suspension, if possible, and upon the pupil's parent/guardian by mail, email, or other forms of written communication. Staff will also attempt to notify the student's parent/guardian by telephone at or before the suspension is to take effect.
- c. Students should have the opportunity to complete and receive credit for any assigned course work and/or tests given during their time of suspension. The work needs to be completed and the tests taken in a timely manner.
- d. Days of out-of-school suspension will not be counted as unexcused absences for purposes of attendance.

B. Additional provisions regarding Suspension:

1. Arson - the intentional destruction or damage to any school building or property by means of fire or explosives. Failure to exercise ordinary caution, resulting in fire in a school building, damage to school property, or injury to persons. Depending on the severity of the situation, suspension 1-5 days in-school or out of school for the first offense, second offense minimum 3 days out of school suspension and at the discretion of the Board, expulsion.

IV. EXERCISE OF SUSPENSION OR EXPULSION

Although the School recognizes that it is not often in the best interest of the child to send them home on suspension or expulsion, depending on the seriousness of the situation and what is needed at the time, the School may decide it is necessary. In all such cases the parent/guardian will be notified of the

incident and what the next steps will need to be. In the most accelerate situations, the Principal and/or Executive Director may decide, in their sole discretion, to notify the Police or Juvenile authorities. In accordance with this Policy, suspension or expulsion steps as outlined above may be taken. In all cases, the guidelines, procedures, and policies of the Minnesota Pupil Fair Dismissal Act and School shall be followed.

Appendix 2 – Restorative Practices Practice Profile

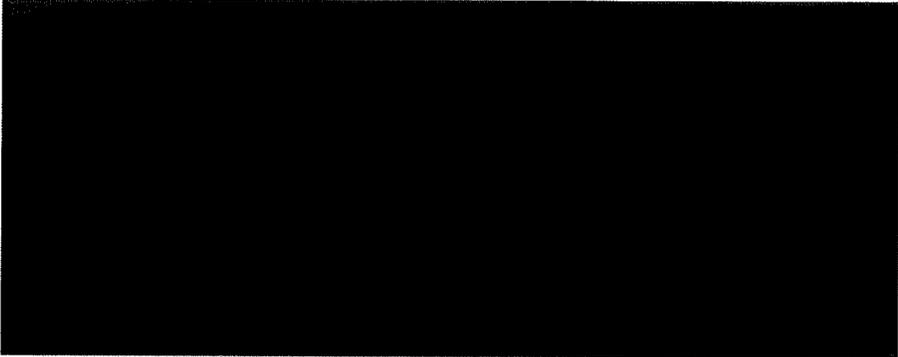
	Ideal	Expected	Developmental	Not Yet Established
Classroom Level	Facilitator: Student directed circles and all participate (including teacher)	Facilitator: Student + teacher directed circle and all participate	Facilitator: Teacher directed circle and students participate	Facilitator: Teacher directed - few students participating
	Purpose: Circles used for a variety of purposes (community, repairing harm, pressing issues, instructional)	Purpose: Circles used for community building and repairing harm	Purpose: Circles used for community building	Purpose: Circles not used / used infrequently
	Physical components: a talking piece of value to the people present; a centerpiece of value; all people are visible -- in the shape of a circle / oval; all people on same level (all in chair or all on floor)	Physical components: An established place for circle is used; talking piece of value; Actual shape of a circle; all people on same level	Physical components: An established place for circle, a generic talking piece is used, in the shape of a circle	Physical components: An established place for circle, talking piece is sometimes used, physical shape of circle is varies each day -- not all members are visible.
	Process: The circle has multiple rounds and build in complexity to build trust and community; all members participate and contribute 1. Centering round 2. Values round (daily) 3. Check in question 4. Question that deepens 5. Follow up question / closure	Process: The circle has multiple rounds; all members participate and contribute 1. Centering 2. Values (sometimes) 3. Check in question 4. Follow up	Process: The circle has some participation and multiple rounds; sometimes checks in with values 1. Values - sometimes 2. Check in question 3. Another round	Process: The circle has shallow participation; one or fewer rounds are used; teacher-centric 1. Check in question 2. Another round
	Expectations: Values are reviewed and honored • Listen (no side talking)	Expectations: Values are reviewed and are mostly honored	Expectations: Values are sometimes reviewed and are sometimes honored	Expectations: Values are not reviewed and therefore not honored

	<ul style="list-style-type: none"> • Speak from the heart (all students share and contribute) • Respect • Honor talking piece (one person at a time) • Participants stay in circle 	<ul style="list-style-type: none"> • Listening (with some side talking) • Most students share their stories • Talking piece is mostly honored (but sometimes broken - even by teacher) • Participants stay in circle 	<ul style="list-style-type: none"> • Listening from some students • Some students share their stories • Talking piece is used, but not honored; multiple people interjecting and speaking <p>Participants sometimes leave / arrive late</p>	
	<p>Response to Behavior: Restorative language and mindset is used to respond to all behaviors; Teacher engages behavior by asking the question “What do students need?” not “What do students deserve?” A break process exists as a support, not a punishment. Teacher uses restorative questions to process behavior with students upon re-entry.</p>	<p>Response to Behavior: Restorative language and mindset is used to respond to all behaviors, most of the time; Teacher engages behavior by asking the question “What do students need?” not “What do students deserve?” A break process exists as a support, not a punishment. Teacher uses restorative questions to process behavior with students upon re-entry.</p>	<p>Response to Behavior: Restorative language and mindset is used to respond to all behaviors; Teacher assesses behavior from the lens “What rule was broken?” v. “What harm was done?” A break process exists as a support sometimes and as a punishment. Teacher occasionally uses restorative questions to process behavior with students upon re-entry.</p>	<p>Response to Behavior: Teacher responds to behavior is largely punitive and based on consequences and rewards.</p>
School Level	All staff will be trained in restorative practices - including the Tier 2 circles.	All classroom teachers will be trained in RJ.	RJ team will be trained in RJ practices	Only a few staff members are trained in RJ practices.
	Repair harm circles are facilitated by students with guidance from trained staff. (Peer RJ mediation)	Repair harm circles are facilitated by most teachers.	Repair harm circles are facilitated by deans and social workers.	Repair harm circles are only used in extreme behavior situations and only by select few staff.

	<p>Prepping is <i>always</i> done before a repairing harm/conflict circles can take place. A separate prep session is held with each party and their support system.</p> <p>Key questions to discuss include: -What happened? -What are your thoughts or feelings about the situation? -Who has been impacted and how? -What needs to happen to make things right? how do you think the situation should be handled? -Who should be involved in the process? -How can I be most supportive to you?</p>	<p>Prepping is <i>mostly</i> done before a repairing harm/conflict circle takes place.</p> <p>Key questions to discuss include: -What happened? -What are your thoughts or feelings about the situation? -Who has been impacted and how? -What needs to happen to make things right? how do you think the situation should be handled? -Who should be involved in the process? -How can I be most supportive to you?</p>	<p>Prepping is <i>sometimes</i> done before a repairing harm/conflict circle takes place.</p> <p>Key questions to discuss include: -What happened? -What are your thoughts or feelings about the situation? -Who has been impacted and how? -What needs to happen to make things right? how do you think the situation should be handled? -Who should be involved in the process? -How can I be most supportive to you?</p>	<p>The problem is addressed in the moment with very little prep work.</p>
School Level Tier 3	<p>A dedicated (separate) space used for harm repairing circles and family conferencing.</p>	<p>There is a space in most classrooms that can be used for repairing harm circles.</p>	<p>The Restore room is primarily used for repairing harm circles.</p>	<p>Repairing harm circle is facilitated in whichever space is available.</p>
	<p>Circles are always used to facilitate re-entry and involved all impacted members of the student's community. As many circles as necessary are utilized until all harm is repaired.</p>	<p>Circles are used to facilitate re-entry and involve all impacted members of the student's community. As many circles as necessary are utilized until all harm is repaired.</p>	<p>Re-entry circles include the students involved and only the staff members directly impacted by the harm.</p>	<p>Re-entry process involves only the one that did the harm.</p>
Community Level	<p>Training: Parents fully trained in circle-process</p>	<p>Parents educated on process, language and purpose of RP.</p>	<p>Parents are informed that the school is using RP for community building and addressing harm.</p>	<p>Parents are not informed that the school is using RP for community building and addressing harm.</p>

	<p>Participation: Parents fully participate in repairing harm circles when invited. Thoughtful preconference is always held with parent before circle.</p>	Parents attend repairing harm circle. Pre-conference is held before circle.	Parents occasionally attend repairing harm circle. Parents are communicated with about the incident.	Parents not invited to participate in rp circles.
	Staff embraces and utilizes RP to build staff community and repair staff to staff harm.	Staff is encouraged to use RP to build staff community and repair staff to staff harm. Most do so.	Staff is exposed to the idea of using RP to build staff community and repair staff to staff harm. Usage is not monitored.	Staff community building lacks intentionality. Issues are addressed in a top-down fashion.
	Members of the community actively participate in our restorative process.	Members of the community at large are regularly invited to participate in our restorative process.	Members of the community at large are sometimes invited to participate in our restorative process.	Members of the community at large are rarely invited to participate in our restorative process.
	<p>Policy: Policy actively reflects a restorative approach. Zero-tolerance is replaced with restorative procedures. Our budget fully reflects our commitment to a restorative approach. School documents, communication and messages are written and delivered through a restorative lens from all staff members.</p>	Policy reflects a restorative approach. Zero-tolerance is replaced with restorative procedures. Our budget supports our commitment to a restorative approach. School communication is considered through a restorative lens.	Restorative approach is utilized but policy does not reflect practice. Budget supports RP to some extent but certain needs are left unmet.	Zero-tolerance policy and practice is retained.
	<p>-Staff, students, parents, and community volunteers receive regular learning and reflection opportunities regarding racial bias. -A culturally aware lens is operationalized through the establishment of a</p>	<p>-Staff and students receive regular learning and reflection opportunities regarding racial bias. -A culturally aware lens is operationalized through the establishment of a series of common practices.</p>	<p>-Staff receives professional development on culturally responsive practices. -Staff are given some culturally responsive tools to use at their discretion. -Teachers are asked to reflect on racial bias.</p>	<p>-Race is not discussed in a meaningful way. Little to no evidence of active implementation of culturally aware strategies.</p>

	<p>series of common practices.</p> <ul style="list-style-type: none">-All stakeholders are regularly surveyed to track implicit racial bias (Harvard assessment).-RP team utilizes data to plan program improvement.	<p>-All stakeholders are regularly surveyed to track implicit racial bias (Harvard assessment).</p>		
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Implementing Restorative Practices using a Team-based Leadership Approach

Justin Tiarks – Principal, St. Paul City School

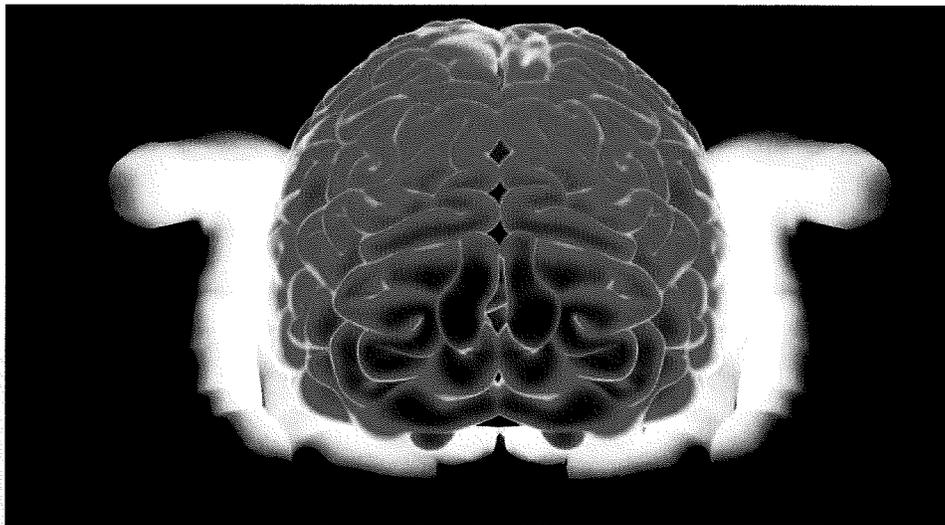
Karrah Anderson – Restorative Practices Coordinator, St. Paul City School

- 
1. Trauma and the Brain
 2. What are Restorative Practices?
 3. Team-Based Leadership
 4. Implementation

Agenda



St. Paul City School



Trauma and the Brain

-
- ACEs are adverse childhood experiences that harm children's developing brains so profoundly that the effects show up decades later; they cause much of chronic disease, most mental illness, and are at the root of most violence.
 - It is measured through an Adverse Childhood Experiences (ACE) Test. This is basically a cholesterol test for toxic stress. The higher the score, the greater the toxic stress.

Adverse Childhood Experiences

ACE Score

The ACE Test measures 10 types of childhood trauma. Evidence of each type of trauma adds 1 point to a child's ACE score.

- Emotional abuse
 - Sexual Abuse
 - Physical Abuse
 - Emotional Neglect
 - Physical Neglect
 - Parent addicted to alcohol or drugs
 - Seeing a mother being abused
 - A family member in prison
 - A family member diagnosed with a mental illness
 - A family member who has disappeared through abandoning the family or divorce.
-

- 70% of people have a score of at least 1 with 87% of these people having a score of more than 1.
- With an ACE score of 4 or more the likelihood of:
 - Being a smoker – 200% Addictive Behavior
 - Being an alcoholic – 700%
 - chronic pulmonary lung disease increases 390%. Physical Health
 - Hepatitis increases 240%
 - Depression increases 460% Mental Health
 - Suicide increases 1,220%

Impact

- With an ACE score of 6 or more the likelihood of:
 - Becoming an IV drug user increases by 4,600%
- With an ACE score of 10 one is likely to
 - End up homeless
 - End up in prison for life
 - End up dead by one's own hand

Impact

People with a high ACE score die, on average, 20 years earlier than those with low ACE scores.

Impact

<< Review

- Turn and Talk
 - What is an ACE score?
 - What impact does a high ACE score have on children's futures?
 - How do you predict toxic stress experiences impact students in the present?

Preview >>

- How do the components of the brain function and work together?
 - How does toxic stress affect learning?
 - How are emotions triggered in the brain?
-

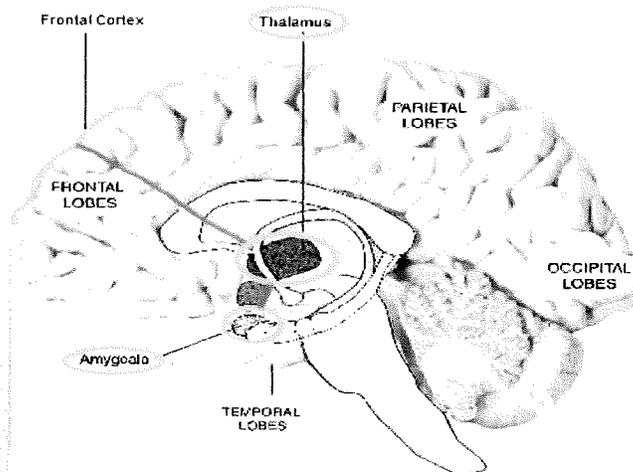
- The impact of ACEs is extreme decades after the adverse experiences. It is also extreme as children are experiencing the trauma.
- Two Key Impacts of Toxic Stress are relevant to schools:
 1. Fight/Flight/Freeze
 2. Memory

Toxic Stress and the Brain

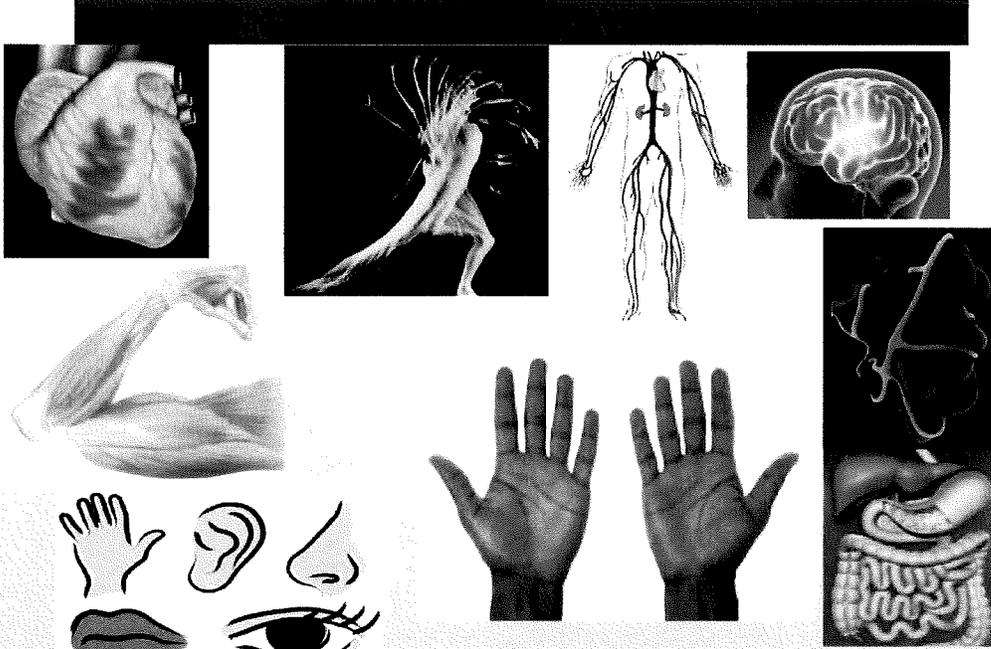
Thalamus – Relay station to direct the flow of information between the sense organs and the cortex

Frontal Cortex – “Thinking” part of the brain

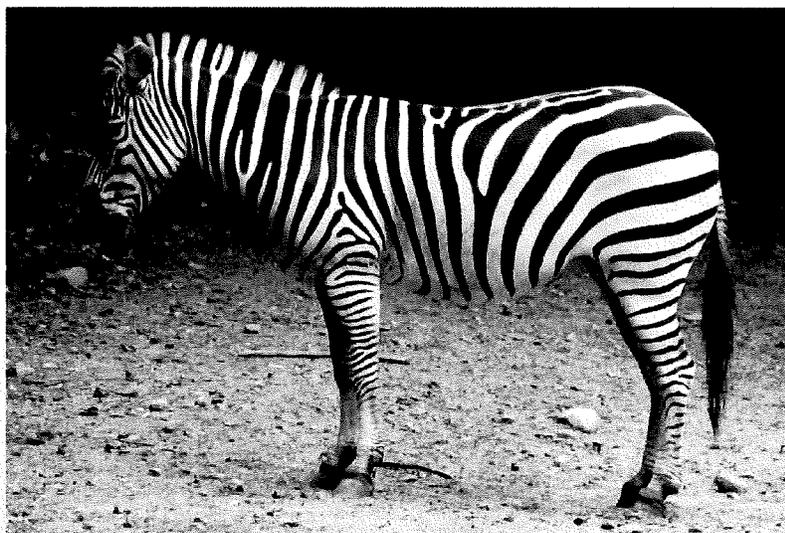
Amygdala – emotional center of the brain



The Primitive Brain ***Why we feel before we think***

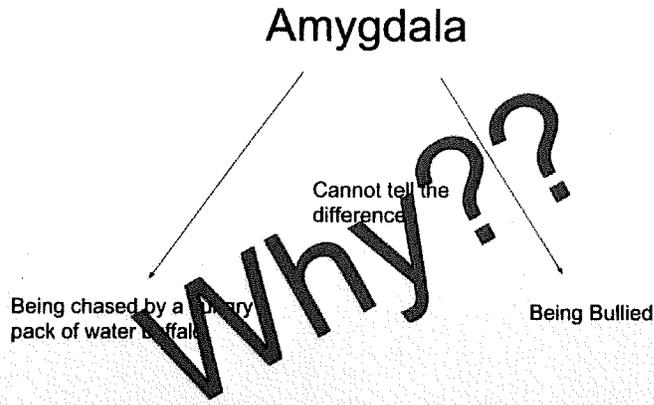


Chemical Reactions In the Body



Zebras Don't Get Ulcers

Robert M. Sapolsky



The Evolution of Danger



- The stress response was designed for escaping tigers and intended to last a short period of time.
- In the unique human brain:
 - We have consciousness! We can experience and talk about emotions
 - Physical and psychological danger *are not distinguished*
 - *Extends* the stress response by reliving the event and worrying that it will happen again
- *We keep ourselves in prolonged, chronic fight/flight*
 - High cortisol = deterioration of **hippocampus** (forming and retrieving memories)
 - Cognitive decline
 - Compromised Immune System

The Unique Human Brain

<< Review

- Turn and Talk
 - How does trauma impact the brains and behaviors of our students?
 - What can we do to support the learning of students that have experienced trauma?

Preview >>

- What role does Restorative Practices play in supporting solutions?
- What does implementation of Restorative Practices look like?



An intro to Restorative Practices

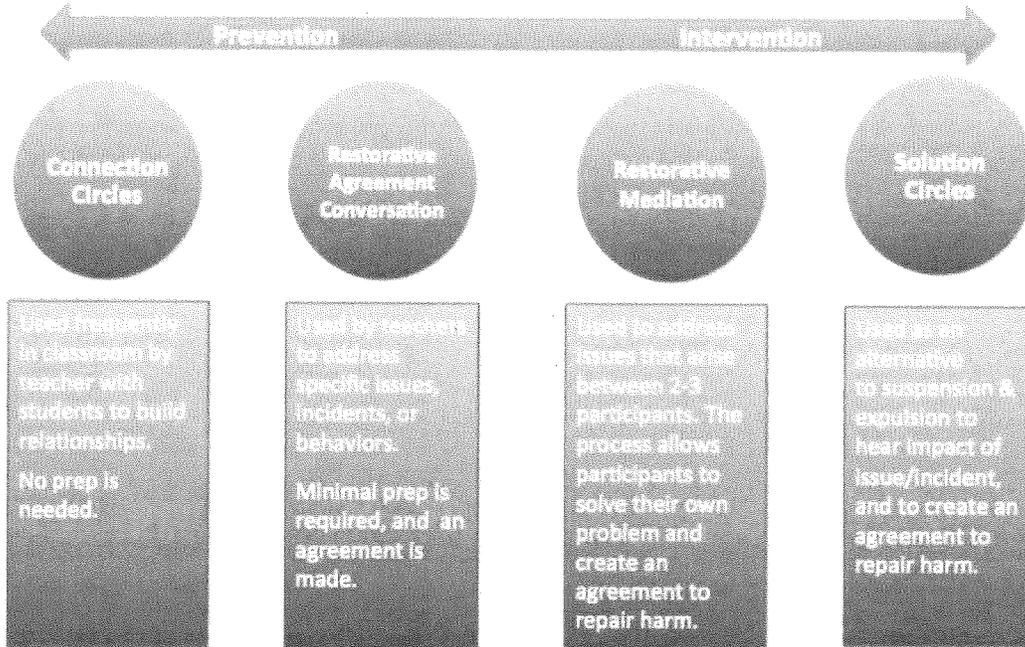
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- Rules → Relationships
 - Punishments → Repairing harm

Mindshift

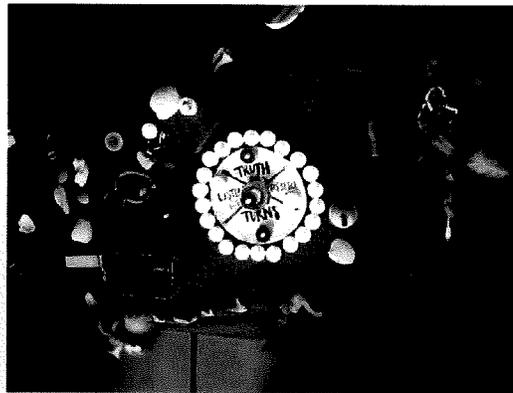


What are Restorative Practices?

ReSolutionaries' Continuum of Restorative Practices



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What does this look like in action?

- Daily community building circles
- Circles to teach content
- Quick restorative chats when things go wrong
- Communicating to students we are not here to get students in trouble - we are here to help them find tools to make things right

Zero Tolerance

- Suspension
- Expulsion
- Exclusion
- Back to class - business as usual

Restorative School

- All that were impacted are cared for and listened to
- Circles to address larger group
- Conferencing with person harmed and the one who did the harm
- Ongoing follow up

What happens when things go wrong?

Let's move away from: What did you do wrong?

To: What happened? What do we need to do to make things right?



**Team Based
Leadership**

CULTURE

[SHIFT]

Culture Shift

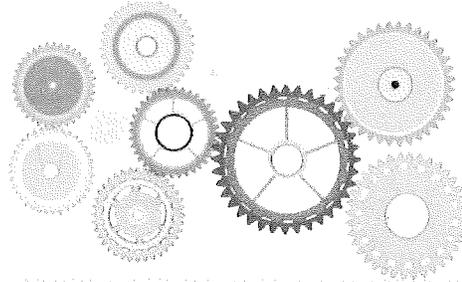
- Buy-in
- Support and shared expertise
- Accountability
 - Construction/Maintenance of a new lens
 - Language



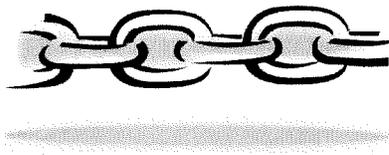
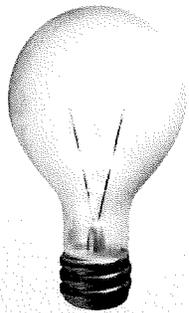
Benefits of Team



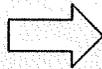
Buy-in
Disruption
Clarity
Communication
Follow-Through



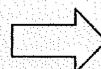
Systems



Idea



Execution



Result

Implementation

Implementation Team

- Exploration - Implementation team assesses readiness
- Instillation - Resource (people, space, tools) development; training
- Initial Implementation - Innovation begins (fragile!)
- Full Implementation - 50% fidelity and outcomes

Implementation Science

Specific description of your vision
Create during initial implementation
Deeper and Wider



Practice Profile

Classroom Level	Ideal	Expected	Developmental	Not Yet Established
	<p>Facilitator: Teacher directed circles and all participants (including teacher)</p> <p>Purpose: Circles used for a variety of purposes (community, supporting team, problem-solving, etc.)</p> <p>Physical components: A talking piece of value is in the people present, a compass of value, all people are visible in the shape of a circle (not all people on same level (all in chair at all on floor))</p> <p>Process: The circle has multiple rounds and build in complexity to build trust and community; all members participate and contribute</p> <ol style="list-style-type: none"> 1. Community 2. Values (sometimes) 3. Check in question 4. Question that supports 5. Follow-up question, closure <p>Expectations: Values are reviewed and honored</p> <ul style="list-style-type: none"> • Listen (no side talking) • Speak from the heart (all students share and contribute) • Respect • Honor talking piece (one person at a time) • Participants stay in circle 	<p>Facilitator: Teacher or teacher directed circles and all participants</p> <p>Purpose: Circles used for community building and reporting team</p> <p>Physical components: An established place for circles is used, talking piece of value, Aided stage and a circle, all people on same level</p> <p>Process: The circle has multiple rounds, all members participate and contribute</p> <ol style="list-style-type: none"> 1. Community 2. Values (sometimes) 3. Check in question 4. Follow up <p>Expectations: Values are reviewed and are mostly honored</p> <ul style="list-style-type: none"> • Listening (with some side talking) • Most students share their stories • Talking piece is mostly honored (but sometimes broken, even by teacher) • Participants stay in circle 	<p>Facilitator: Teacher directed circles and students participate</p> <p>Purpose: Circles used for community building</p> <p>Physical components: An established place for circles is used, talking piece is used in the shape of a circle</p> <p>Process: The circle has some participation and multiple rounds, sometimes circles in with a class</p> <ol style="list-style-type: none"> 1. Values, sometimes 2. Check in question 3. Another round <p>Expectations: Values are sometimes reviewed and are sometimes honored</p> <ul style="list-style-type: none"> • Listening from some students • Some students share their stories • Talking piece is used but not honored, seeing a people participating and speaking • Participants sometimes stay in circle 	<p>Facilitator: Teacher directed - no students participating</p> <p>Purpose: Circles not used - used subsequently</p> <p>Physical components: An established place for circles, talking piece is sometimes used, physical shape of circle is visible each day - not all members are visible</p> <p>Process: The circle has student participation, but no follow rounds are used, teacher-centric</p> <ol style="list-style-type: none"> 1. Check in question 2. Another round <p>Expectations: Values are not reviewed and students not honored</p>
	<p>Response to Behavior: Restorative language and mindset is used to respond to all behaviors. Teacher engages behavior by asking the questions "What do students need?" and "What do students deserve?" A break process exists as a support and a punishment. Teacher uses restorative questions to process behavior with students upon re-entry.</p>	<p>Response to Behavior: Restorative language and mindset is used to respond to all behaviors, most of the time. Teacher engages behavior by asking the questions "What do students need?" and "What do students deserve?" A break process exists as a support, not a punishment. Teacher uses restorative questions to process behavior with students upon re-entry.</p>	<p>Response to Behavior: Restorative language and mindset is used to respond to all behaviors. Teacher engages behavior from the desk "What did you break?" "What have you done?" A break process exists as a support sometimes and as a punishment. Teacher occasionally uses restorative questions to process behavior with students upon re-entry.</p>	<p>Response to Behavior: Teacher responds to behavior in anger, punitive and control, inappropriate and harmful.</p>

Practice Profile

- What do kids *need*? Does punishment meet this need?
- Change is messy, change is critical.
- Build together.

Recap

Appendix 4 - SPCS Culturally Responsive Practices Practice Profile

Core Component	Expected/Proficient	Developmental	Needs Improvement
<p>EL Strategies: Information about student background, including linguistic and content abilities is key to plan and deliver instruction to optimize opportunities for learning</p> <p>Our classrooms support all students who enter. Teachers are intentional about supporting the needs of EL students by planning ways to support language needs. Teachers design language-rich lessons where students are engaged in lessons by talking, reading, writing and practicing vocabulary.</p>	<p>Content and Language Objectives</p> <ul style="list-style-type: none"> ● Student-friendly, displayed, defined, supports grade level standards and language expectations, students interact with objectives, objectives are measurable <p>Background</p> <ul style="list-style-type: none"> ● Vocabulary posted, emphasized, multiple opportunities for practice, strategies are implemented ● Intentional connection made to students' previous learning or experiences <p>Interaction</p> <ul style="list-style-type: none"> ● Mostly student to student interaction (volleyball not ping pong) ● Elaborated student responses with academic language, high level thinking, multiple language supports provided ● Syntax (sentence level) or discourse (conversation level) included in each lesson and both included within the week/unit/theme. 	<p>Content and Language Objectives</p> <ul style="list-style-type: none"> ● Student-friendly language, supports grade level standards, supports language function that is displayed or defined <p>Background</p> <ul style="list-style-type: none"> ● Vocabulary posted and introduced to students with one opportunity to practice and apply the key vocabulary during the lesson. ● Attempts to make a connection to students' previous learning or experience <p>Interaction</p> <ul style="list-style-type: none"> ● Mostly teacher-dominated talk, but there are some opportunities for students talk about lesson concepts ● Some evidence of question variety including some higher level thinking ● Sntax (sentence level) or discourse (conversation level) included in each lesson 	<p>Content and Language Objectives</p> <ul style="list-style-type: none"> ● Orally implied OR ● Displayed but not defined or reviewed. <p>Background</p> <ul style="list-style-type: none"> ● Vocabulary is orally mentioned OR posted but not reviewed or practiced with students ● No connections made to students' previous learning or experience <p>Interaction</p> <ul style="list-style-type: none"> ● Teacher-dominated talk ● Recalling and/or basic yes or no questions
<p>High Impact Instruction: Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take</p>	<p>Rigor (present in every lesson)</p> <ul style="list-style-type: none"> ● Student engagement is fostered through the inclusion of an emotional hook that establishes relevance, connects to background, and builds excitement for topic. ● 70% of time students are actively engaged in meaningful reading, writing, discussion, and application of content.* ● Teacher provides feedback for positive self-talk (perseverance, growth mindset, etc) and models 	<p>Rigor</p> <ul style="list-style-type: none"> ● Student engagement is partially attained. Teacher explains relevance or connects to some background. Student excitement is somewhat present but may not be connected to topic. ● 40-70% of time students are engaged in meaningful reading, writing, discussion, and application of content. ● Teacher provides feedback for positive self-talk (perseverance, growth 	<p>Rigor</p> <ul style="list-style-type: none"> ● Lesson begins with little to no attention given to student engagement. ● Less than 40% of time students are engaged in meaningful reading, writing, discussion, and application of content. ● Teacher provides feedback on explaining steps or getting the right answer ● Teacher focuses on correct answer, rather than strategies used ● Student work is largely worksheets copied from

<p>ownership and responsibility. Teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.</p>	<p>how to productively struggle when needed. Teacher responds with good questions, not just the answers.</p> <ul style="list-style-type: none"> ● Teacher asks students to explain their thinking and strategies used (not just in getting correct answers). ● Teacher provides wait time before helping students ● Student work is meaningful and relevant ● Assignment links to standards, objectives and higher level thinking <p>Formative Assessment/Feedback (present in every lesson)</p> <ul style="list-style-type: none"> ● Formative assessment describes the extent to which a student has met a learning objective. ● Teacher employs formal and informal assessments throughout the lesson and takes effective action to respond to what the assessment information indicates. ● Detailed feedback is provided to students that describes strengths and next steps. Goal setting is used as a component of feedback. ● All students are held accountable for acting on the feedback they receive. <p>Cooperative Learning (present when app.)</p> <ul style="list-style-type: none"> ● Cooperative learning opportunities are mindfully planned and include 4-5 elements of the cooperative learning model: <ul style="list-style-type: none"> ○ Positive interdependence. 	<p>mindset, etc) OR models how to productively struggle</p> <ul style="list-style-type: none"> ● Teacher sometimes asks students to explain their thinking and strategies used ● Teacher assists students when they ask for help. Occasionally provides some wait time. ● Student work includes some application alongside some low-level, memorization-type problems. ● Assignment shows some degree of thought and connection to standards and objectives. Questions show more concern for the answer than for the thinking. <p>Formative Assessment/Feedback (present in some lessons)</p> <ul style="list-style-type: none"> ● Formative assessment identifies whether student got the answer correct or incorrect. Formative Assessment is connected to learning objective. ● Teacher occasionally employs formal and informal assessments during the lesson and occasionally uses the data to respond to what the assessment data indicates. ● Feedback is occasionally provided to students or does not contain next steps and goal setting. ● Some students are held accountable for acting on the feedback they receive. <p>Cooperative Learning (present when app.)</p> <ul style="list-style-type: none"> ● Cooperative Learning opportunities are planned and include 2-3 elements of the cooperative learning model <ul style="list-style-type: none"> ○ Positive interdependence ○ Individual and group accountability 	<p>the internet. Low level, heavy focus on rote practice.</p> <ul style="list-style-type: none"> ● Assignment lacks purposeful connection to standards and objectives. <p>Formative Assessment/Feedback (rarely present or ineffective)</p> <ul style="list-style-type: none"> ● Formative assessment is unconnected to the learning objective. ● Teacher rarely employs formal and informal assessments throughout the lesson and does not use the data to respond to what the assessment data indicates. ● Feedback is rarely provided to students and lacks clarity and goal setting ● Students are not held accountable for acting on the feedback they receive. <p>Cooperative Learning (present when app.)</p> <ul style="list-style-type: none"> ● Cooperative Learning opportunities are loosely planned or not planned at all. 0-1 element of the cooperative learning model is present. ● Activities look mostly like students working in partners to complete worksheets. All students are working on the same task.
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	<ul style="list-style-type: none"> ○ Individual & group accountability. ○ Interpersonal and small group skills. ○ Face-to-face promotive interaction. ○ Group processing. ● Cooperative learning activities are differentiated. Higher students are provided more independence & lower students are provided greater levels of direct support. 	<ul style="list-style-type: none"> ○ Interpersonal and small group skills ○ Face-to-face promotive interaction ○ Group processing ● Cooperative learning activities are loosely differentiated. Higher students are utilized to help lower students. 	
<p>Restorative Practice:</p> <p>RP sees <i>relationships</i> as central to learning, growth and a healthy school climate for students and adults.</p> <p>RP empowers students by helping them to learn from their mistakes in a school environment that is caring and responsive.</p>	<p>Circle:</p> <ul style="list-style-type: none"> ● Talking piece, values, multiple rounds, physical circle, student directed ● Used for community building and repairing harm <p>Response to Behavior:</p> <ul style="list-style-type: none"> ● Restorative language and mindset is used to respond to all behaviors; ● Teacher engages behavior by asking the question "What do students need?" not "What do students deserve?" ● A break process exists as a support, not a punishment. ● Teacher uses restorative questions to process behavior with students upon re-entry. ● Teacher avoids using the banished phrases - "You are in trouble," "Go to Mr. Hall," "I'm calling your parents!" etc. 	<p>Circle:</p> <ul style="list-style-type: none"> ● Talking piece, values, physical circle, teacher directed ● Used for community building <p>Response to Behavior:</p> <ul style="list-style-type: none"> ● Restorative language and mindset is used to respond to some behaviors; ● Teacher assesses behavior through the lens "what rule was broken?" vs. "what harm was done?" ● A break process exists as sometimes support sometimes punishment ● Teacher occasionally uses restorative questions to process behavior with students upon re-entry. 	<p>Circle:</p> <ul style="list-style-type: none"> ● No talking piece, values are not defined or agreed to, lack of physical circle, teacher directed - little student engagement ● Not used/infrequent <p>Response to Behavior:</p> <ul style="list-style-type: none"> ● Restorative language and mindset is used to respond to most behaviors; ● Teacher response to behavior is largely punitive and based on consequences and rewards ● A break process is not utilized, students are sent out as punishment ● No restorative language is present, no re-entry meeting present
<p>Cultural Representation:</p> <p>Both diversity and inclusion increase the richness of ideas, creative power, problem-</p>	<p>Representational Equity:</p> <ul style="list-style-type: none"> ● Classroom has proportional representation in all materials, curriculum, and decoration ● Historical discussions from a non-eurocentric perspective 	<p>Representational Equity:</p> <ul style="list-style-type: none"> ● Classroom has some representation in materials, curriculum, and decoration ● Historical discussions are occasionally from a non-eurocentric perspective ● Students have heard of diversity, inclusion and equity. 	<p>Representational Equity:</p> <ul style="list-style-type: none"> ● Classroom lacks representation in materials, curriculum, and decoration ● Historical discussions are rarely from a non-eurocentric perspective

<p>solving ability, and respect for others.</p>	<ul style="list-style-type: none"> ● Students understand diversity, inclusion and equity. <p>Resource and Practice Equity:</p> <ul style="list-style-type: none"> ● Evidence of a strong value for diversity, inclusion, and equity is easily apparent through the curriculum in the classroom and is a reciprocal process where the curriculum changes based on learning from new, diverse experiences ● Communal learning to build collective culture ● Diversity, inclusion and equity are part of the primary focus of the classroom ● Ample opportunities to enhance student learning about diversity, inclusion and equity issues in school and community. <p>Equity-Mindedness:</p> <ul style="list-style-type: none"> ● Staff demonstrates an awareness of and willingness to address equity issues among school staff, students, and community. ● Engage community leaders and advocates to engage in diversity, inclusion and equity work in the classroom 	<p>Resource and Practice Equity:</p> <ul style="list-style-type: none"> ● Evidence of diversity, inclusion, and equity is somewhat apparent through the curriculum in the classroom and is sometimes adapted based on learning from new, diverse experiences ● Communal learning to build collective culture is sometimes present ● Diversity, inclusion and equity are mentioned in the classroom ● Some opportunities to enhance student learning about diversity, inclusion and equity issues in school and community. <p>Equity-Mindedness:</p> <ul style="list-style-type: none"> ● Staff occasionally demonstrates an awareness of and willingness to address equity issues among school staff, students, and community. ● Community leaders and advocates are referenced in diversity, inclusion and equity work in the classroom 	<ul style="list-style-type: none"> ● Students are unaware of diversity, inclusion and equity. <p>Resource and Practice Equity:</p> <ul style="list-style-type: none"> ● No evidence of diversity, inclusion, and equity apparent through the curriculum in the classroom ● Learning is strictly individual ● Diversity, inclusion and equity are not mentioned in the classroom ● Lack of opportunities to enhance student learning about diversity, inclusion and equity issues in school and community. <p>Equity-Mindedness:</p> <ul style="list-style-type: none"> ● Staff does not demonstrate an awareness of and willingness to address equity issues among school staff, students, and community. ● Community leaders and advocates are not engaged or referenced in the classroom
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Appendix 5 - SPCS Educator Dispositions

Mindset - How we think about kids - restorative, relational, high expectations

Culture - How we think about each other - collaborative, intentional, encouraging, real but not gossipy

Ownership/efficacy - How we think about ourselves - we own problems and do not push them off on others or ignore them, we are not afraid to try when things get tough, we believe we can make a positive impact

Values - How we think about challenges - all matter here, shared voice/shared responsibility, relationships - the means to all ends, do culture, disciplined thought/disciplined action, we can do hard things

Instructional philosophy - how we think about teaching and learning - cooperative, student voice and choice, reduced teacher talk, EL friendly, culturally representative

Appendix 6



St. Paul City School Teacher Evaluation Protocol

Rationale:

SPCS affirms the critical role that teacher growth and development plays in student learning and seeks to meet required statutory expectations. Alongside the need to comply with regulations, SPCS affirms a collaborative and shared process as most impactful in teacher development. Whereas formal evaluations are necessary for compliance, the SPCS philosophical framework will still be based on a model slanted towards coaching and support.

Requirements:

Minnesota Statutes, sections 122A.40 and 122A.41 define requirements for teacher evaluation. A school board (hereafter referred to as "school district" or "district") and an exclusive representative of the teachers (hereafter referred to as "union" or "teacher's union") must "develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement." Districts must begin evaluating teachers in school year 2014-2015.

District teacher evaluation processes satisfy twelve criteria:

1. Must provide the requisite evaluations for probationary teachers;
2. Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator;
3. Must be based on Minnesota's Standards of Effective Practice for Teachers in Minnesota Rule 8710.2000;
4. Must coordinate staff development activities with the evaluation process and outcomes;
5. May allow school time for coaching and collaboration;
6. May include mentoring and induction programs;
7. Must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessments;
8. Must use an agreed-upon teacher value-added model where value-added data are available and use state or local student growth measures where value-added data are unavailable as a basis for 35% of teacher evaluation results;
9. Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;
10. Must require qualified and trained evaluators to perform summative evaluations;

11. Must give teachers not meeting professional teaching standards the support to improve with established goals and timelines;
12. Must discipline a teacher who does not adequately improve.

Key Components:

Model Component	How is this component defined?	How is this component measured?
Teacher Practice	By four domains in the SPCS Culturally Responsive Practice Profile <ul style="list-style-type: none"> • EL Strategies • Restorative Practices • High-Impact Instructional Strategies • Cultural Representation 	Using Culturally Responsive Practices Practice Profile and evidence gathered from <ul style="list-style-type: none"> • Points of Contact • Self-assessment and peer review
Student Engagement	As "an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective components. It is influenced by the context of family, peers, community, and school. Within the classroom, teachers can influence student engagement through their relationships with students and the relevance and rigor of their instruction.	Using result of a student survey for 15% For 5%, using evidence gathered from <ul style="list-style-type: none"> • Points of contact • Self-assessment and peer review
Student Learning and Achievement	As "student outcomes as measured by the assessments that have the highest levels of confidence and commonality	According to a teacher's teaching assignment, using combinations of: <ul style="list-style-type: none"> • Action 100 growth data • Monthly Reading Benchmark assessments • Interim Assessments • MCA Assessments • Benchmarking data • ACCESS Assessments

Component 1: Teacher Practice

Formal and informal observations of instruction by members of the Coaching Team will comprise the Teacher Practice component. Formal observations will be unannounced and will be based on the Culturally Responsive Practices Practice Profile. Teachers will complete a self-reflection form and complete a post-observation coaching conversation at the end of each

formal observation. Informal observations (Learning Walks) will be conducted using either a single component of the Culturally Responsive Practice Profile or a standalone Learning Walk form. Informal observations will occur more frequently and will be used to guide professional development. Feedback will occasionally be provided after informal observations.

Individual Growth and Development Plan

The Individual Growth and Development Plan (IGDP) is developed at the beginning of the three-year cycle and is annually revised by the teacher. The IGDP is based on (1) instruction as measured by the Culturally Responsive Practices Practice Profile and (2) dispositions as measured by the Five SPCS Dispositions using the Traction model. The teacher consults with members of the Coaching Team and her peers in the development of the plan. Yearly updates are submitted to the assigned summative evaluator for feedback. Teachers are encouraged to develop a plan that reflects goals and activities on common, school-wide initiatives and dispositions so that peers can collaborate to implement their plans.

As part of plan development, a teacher identifies:

- Instructional and dispositional areas for growth;
- At least one professional goal based on the Minnesota's Standards of Effective Practice for Teachers for areas for growth;
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement.

Probationary Teacher Track

Probationary Teachers are either (a) teachers with fewer than three years of teaching experience or (b) first year teachers at SPCS. To provide a strong induction experience for probationary teachers, the following supports will be provided as a part of the evaluation track:

- At least two formal observations by an administrator per year, with the first formal observation occurring within the first 90 days of the school year.
- On-going informal observations/learning walks from members of the Coaching Team serving a formative, non-evaluative purpose.
- Provision of a mentor teacher and a monthly support check-in.

A probationary track teacher can be moved to a professional track at an expedited timeline after the completion of one or two successful years of teaching at the discretion of the Coaching Team.

Professional Teacher Track

Professional Teachers have either (a) three years of successful teaching experience with at least one of those years having taken place at SPCS or (b) at least one year of successful teaching at SPCS and have been advanced by the Coaching Team. Professional teachers will function on a three-year evaluation cycle as follows:

Year 1 – Summative Evaluation: The formal Evaluation Cycle will be completed in partnership

with a licensed administrator and will include two formal observations using the Culturally Responsive Practice Profile. Each formal observation will involve a teacher self-reflection component which includes the five SPCS Dispositions and a post-observation conference. The final post-observation conference of the year will also be when the final performance score (based on all three components) is determined and provided. In addition, the formal Evaluation Cycle will include a minimum of four informal observations conducted by a member of the coaching Team.

Year 2 – Peer Observation Team: Teachers on Year Two of the formal Evaluation Cycle will be members of the Peer Observation Team, facilitated by the Director of Teaching and Learning. The Peer Observation Team will conduct a series of team learning walks throughout the course of the year and regularly reflect as a team on the elements of good instruction that they see. They will also provide feedback to the teachers that they observe.

Year 3 – Instructional Coach: Teachers on Year Three of the formal Evaluation Cycle will work with the Instructional Coach to prepare for the Summative Year. The work will commence at the beginning of the year with a Culturally Responsive Teaching Practice Profile Self-Reflection meeting. Student academic and survey data will be reviewed and goals for improvement will be collectively identified. The Instructional Coach will provide appropriate support which may include a practice formal observation cycle, informal learning walks, co-planning, data review, etc. A year-end conference will be held between the teacher and the Instructional Coach with a summary of the year's work provided to the evaluating administrator for context.

Observations Format

Observations are unannounced to ensure an authentic observation of teacher practice and are guided by the Culturally Responsive Practices Practice Profile. A Coach or an administrator may choose to focus on one or more parts of the Practice Profile, rather than the entire document, to align with school-wide focus areas.

Determination of Teacher Effectiveness

Each component of the CRP PP will be worth 1 full point with the SPCS Dispositions reflecting also being worth 1 full point for a total of 5 points being possible. At the beginning of the Summative Year, the teacher will meet with the licensed administrator to complete a self-evaluation using the CRP PP. Evidence gathered throughout the year from formal and informal observations will be utilized to determine a final summative score at the end of the year.

Each Formal Administrator observation is scored, as follows:

Outcome	Descriptor	Value
Summary Score of 3.0-4.0	Exemplary	4
Summary Score of 2.0-2.9	Effective	3
Summary Score of 1.0-1.9	Development Needed	2
Summary Score of 0.0-0.9	Unsatisfactory	1

Coach observations and informal Administrator observations are not scored.

Component 2: Student Achievement Growth

According to Minnesota statute, each district "Must use an agreed-upon teacher value-added model where value-added data are available and use state or local student growth measures where value-added data are unavailable as a basis for 35% of teacher evaluation results." SPCS possesses a series of value-added data collection opportunities and will use this combination of data sources in combination with state assessment data sources to arrive at 35% of the teacher evaluation score.

Summary of the Student Achievement Growth Component

While we recognize the statutory importance of state-mandated assessments, we also recognize the limited story that such data tells. As such, we will work with individual teachers at the beginning of each Summative Year to determine two-four data points using a combination of state-mandated and value-added sources. Teachers will be provided a voice in how the data sources will be weighted in their final score as long as at least one state-mandated data source and one value-added data source is present in the weighting.

*Assessments and Growth Goals may be modified by the Coaching Team

Teacher Group	Possible assessment	Assessment given to	Assessment given when	Growth goal
PreK-2	Action 100			
	MRC			
3-5	Action 100			
	Reading Benchmark Assessments			
	Interim Assessments			
	Unit Assessments			
	MCA			
	ACCESS			
6-8 ELA	Action 100			
	Reading Benchmark Assessments			
	Interim Assessments			
	Unit Assessments			
	MCA			
	ACCESS			
Teacher Group	Possible assessment	Assessment given to	Assessment given when	Growth goal
6-8 Math	Interim Assessments			
	Unit Assessments			
	MCA			
	Interim Assessments			

6-8 Science/Social Studies	Unit Assessments			
	ACCESS			
Special Education	Action 100			
	Reading Benchmark Assessments			
	Interim Assessments			
ELL	Action 100			
	Reading Benchmark Assessments			
	Intervention growth data			
	Interim Assessments			
	MCA			
	ACCESS			
	WIDA			
Specialists	Interim Assessments			
	Unit Assessments			
	ACCESS			
	Vocabulary Assessment			
Interventionists	Action 100			
	Reading Benchmark Assessments			
	Interim Assessments			

Teachers whose subject matter is assessed by a standardized test

The majority of teacher groups teach subject matter that can be assessed by a standardized test. The table above identified those teacher groups, the standardized test or tests used to measure performance, the frequency of administration over the course of the school year, and the format used for growth determination. Growth outcomes and the corresponding teacher performance ratings will be determined annually by the Coaching Team and may be modified as necessary and appropriate.

The subject matter taught by certain teacher groups cannot currently be assessed by a standardized test. Teacher-created summative assessments and an alternative goal-setting process will be used to measure student achievement growth to measure these teachers' performance.

The standard for Rigor and Breadth for Teacher-Created Assessments is as follows:

- Assessments should be ambitious, yet attainable
- Content should be representative of most important course learning/over-arching skills (Power Standards), and aligned to MN Academic Standards
- Content should be supportive of school/district goals

Goal Language will be as follows: "To be rated effective, XX students (or XX%) will achieve mastery on the _____ assessment. My rationale for this goal is..."

Student Achievement Scores will be weighted as follows:

MCA

Outcome	Descriptor	Value
Exceeds MCA growth goal	Exemplary	4
Within 2 points of MCA growth goal	Effective	3
Between 2 and 10 points below MCA growth goal	Development Needed	2
More than 10 points below MCA growth goal	Unsatisfactory	1

Value Add

Outcome	Descriptor	Value
Assessment specific	Exemplary	4
Assessment specific	Effective	3
Assessment specific	Development Needed	2
Assessment specific	Unsatisfactory	1

Component 3: Student Engagement

Minnesota statute establishes that each district's teacher evaluation system, "Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;" Students in each classroom grade 3-8 will be administered a version of the Restorative Practices Student Survey as provided by the Minnesota Department of Education. This 12-question survey assesses the degree to which students feel connected to teacher and classmates and also assesses themes such as classroom safety and perceptions of safety. This survey will be administered on a trimester basis and will count for 15% of the final evaluation.

The survey is assessed on a five-point Likert scale that ranks from Nearly Always (4) to Rarely/Never. 48 total points are available on the survey and measured by the following rubric.

Outcome	Descriptor	Value
40-48 Points	Exemplary	4
30-39 points	Effective	3
20-29 points	Development Needed	2
Less than 20 points	Unsatisfactory	1

*Modified surveys will be assigned for preK-2 teachers and non-classroom teachers. In addition to survey results, 5% of the total summative score will come from direct points of contact from the administrator during the summative year.

Final Summative Score

The final summative score will be determined using the following weighting:

Component	Component Rating	Component Weight	Product
Teacher Practice		.45	
Student Achievement		.35	
Student Engagement		.2	
Add Products for Final Rating			

Final Rating	Descriptor
3.5-4.0	Exemplary
2.5-3.49	Effective
1.5-2.49	Development Needed
1.0-1.49	Unsatisfactory