Project Title: Multi-year, Whole School Implementation of Restorative Practices (RP) in Saint Paul Public Schools (SPPS): Relationships as Key to Improvements in School Climate and Student Behavior

Type of Grant Requested: Early-phase

Absolute Priorities: 1 & 2

Students/grades served: 15,638 students in grades K-12

Definition of high-need students: Members of groups that disproportionately experience exclusionary disciplinary practices and/or have lower academic achievement. This includes students who receive free/reduce price lunch, who are members of minority groups, EL students and/or students receiving Specialized Services.

Brief project description: SPPS proposes to evaluate whole school Restorative Practices, an approach for developing equitable relationships, engaged learning and positive responses to disciplinary concerns. SPPS and its partners from the University of Minnesota (UMN) will analyze and disseminate knowledge from an existing Restorative Practices pilot study to better prepare, select, support and evaluate up to eight additional schools in a more controlled and structured early-phase efficacy trial.

Summary of project objectives/outcomes: Project objectives include assessing the impacts of current Restorative Practices implementation in twelve pilot schools in St. Paul, MN, and developing a readiness process and equity-infused implementation guidance to select, support and evaluate efficacy of RP in eight additional schools. After three years of implementation, expected outcomes in schools that achieve 90% annual rating on fidelity of implementation scores include student reports of improved school climate, office discipline referrals will drop by 30%, and suspensions will drop by 12%. Additionally, developed implementation tools will be tested for validity and shared broadly to expand knowledge about what works with RP in diverse educational settings.

All partnering organizations: UMN Healthy Youth Development * Prevention Research Center