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Q1: What is your project title?

Restorative Justice: Introducing Restorative Circles at Sabin School

Q2: Please describe your project.

Restorative Justice: Introducing Restorative Circles at Sabin School will bring the internationally recognized, best disciplinary practices of restorative justice to the Sabin community. Portland Public Schools is shifting towards more inclusive systems, rooted in Equity, with the aim to close the racial achievement gap. Now is the time to support this endeavor by creating a space for meaningful shifts in the way our students experience exclusionary discipline practices at Sabin, and throughout PPS.

“Restorative justice empowers students to resolve conflicts on their own and in small groups, and it’s a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. . . For the growing number of districts using restorative justice, the programs have helped strengthen campus communities, prevent bullying, and reduce student conflicts. And the benefits are clear: early-adopting districts have seen drastic reductions in suspension and expulsion rates, and students say they are happier and feel safer.” --Matt Davis, “Restorative Justice: Resources for Schools”. See entire article here: Restorative Justice: Resources for Schools

Restorative Justice replaces traditional punitive measures, including, but not limited to: referrals, detentions, suspensions, and expulsions. Rather, students work with a community of adults and peers, including teachers, administrators, peers and adult caregivers, to restore trust and relationships. RJ requires the full inclusion of the students in their accountability to themselves and the larger community. Restorative Justice brings tools to the community to repair relationships and offer students the opportunity to own up to their mistakes in a way that heals the community rather than punish the offender. The outcomes include community ownership awareness for traditionally marginalized students as well as the mitigation of students being tracked into IEPs and the consequence of outdated, and outmoded, punitive models. In alignment with our IB education model, the student population outcome is de facto cultural and global education and responsibility.

Sabin’s Restorative Justice proposal will supply the school community with a part-time coaching position. This position will work closely with all school personnel and student population to set up school wide Restorative Circle practices. The main focus of this position will be to build the capacity of all staff in using restorative justice models and techniques. This position will work closely with teachers to increase their skills in identifying and addressing immediate student needs for remaining engaged in their education, with the goal of keeping the students active within the school.

This project provides a strategy for longevity in the implementation of Sabin RJ practices. With the focus of Sabin’s CAP goals, the RJ Coach will incorporate a more collaborative process at the school beneficial for staff, students, and the larger school community.

Q3: What is the purpose and need that your project will satisfy?

Equitable educational access for all PPS Students is a current pressing goal for our school district. A system of youth and adult community accountability will provide our teachers the necessary support to effectively reduce the numbers of suspensions and expulsions. Further, a systematized and institutionalized practice in equity will reduce the inequity created by hidden racial biases that play themselves out in standard school discipline practices. Restorative Practices are a proven best-practice in mitigating the effects of the School to Prison Pipeline for Black, dark-skinned, and traditionally marginalized students: School Pushout Fact Sheet

Both staff and adult caregivers alike have expressed a desire for a more encompassing response to behavioral issues at Sabin. With RJ's instructional nature we will have a tangible behavioral management system, unshackled from the antiquated punitive discipline models, which provides students with life skills in conflict resolution. Through RJ, students and staff will navigate complex relationships, while developing the skill-sets necessary to negotiate conflict. Students will positively voice opinions and perspectives that will increase and create community growth and break down racial barriers to real integration and cultural competencies. When it comes to behavior challenges, Sabin needs a common language and system of positive, wrap-around support for our students. Restorative Justice provides this. RJ will be positive, proactive and instructional.

In 2014, Sabin School students experienced a 6.8% suspension rate, which equals approximately 35 suspensions. Sabin Enrollment Report 2014-2015 Restorative Justice provides space for a more inclusive perspective for school staff, student body and larger community on cultural competency and the ability to manifest the new skills in all areas of the school environment. Bringing Restorative Justice to Sabin also supports the school's achievement plan goals in narrowing the achievement gap and improving student achievement. Students who are supported emotionally at school are better able to focus on their learning. See case studies here:
International Institute for Restorative Practices Report
Glenview Elementary

Q4: How does your project help achieve the Sabin PTA mission?

Imagine a community where children and adults make mistakes and are given opportunity and support to make things right. Imagine a community where instead of fearing punishment, community members genuinely take accountability for their actions and are supported in growth and community repair. Like the Sabin PTA, Restorative Justice strengthens and unifies communities through its Circle practices. Circles become trusted spaces, and grow into meaningful communities. Cooperation and advocacy for all students and families is at the root of Restorative Justice. It is a model in which students are encouraged to resolve conflicts by bringing community together and finding solutions, rather than retribution. Sabin School PTA prides itself on being a powerful voice for children and a relevant resource for families and communities. As a strong advocate for public education, Sabin PTA can play a key role in instituting and systematising measures that mitigate school pushout. Waving the flag of equity is not enough; conversations are not enough. Our students require actions behind our words, and the tools Restorative Justice Circles will bring to our community.

Q5: What is the anticipated budget/funding requirements for your project?

Approximately \$38,000--Funding for a part-time classified, on-site, Restorative Justice Coach. PPS will be able and willing to provide trainings and coaching for all teachers and staff school wide. As Sabin's Community Equity Group we are committed to working on increasing PPS capacity to match funds presented by the foundation in order to keep RJ at Sabin long-term. Sabin Foundation commitment would be \$38,000.

Q6: What is the expected timeline for execution of the project?

Sabin Teachers, Administrators, and Parent Equity Group members are encouraged to attend 3 training opportunities this year, Jan at PPS, Feb and March with Resolutions Northwest. Current course offering specifics available here: PPS Learning Campus. RJ trainings and equity trainings will be incorporated throughout the rest of the school year to gear up for RJ implementation. PPS point personnel will be identified in detail before the end of the year and a plan for next year's implementation will be created. The coaching position will be available to start in the beginning of the 2016-2017 school year.

Q7: Does the cost estimate include all the resources you will need in order to execute the project?

The project cost lays the foundation for RJ practices at Sabin in 2016-17. The Sabin Parent Equity Group will also seek additional funds from PPS, with anticipated expansion to year round funding from PPS in 2017/18 and beyond.

Q8: Will you be managing the execution or implementation of the project?

Along with Sabin Administration, Staff, and parents, the Sabin Parent Equity Group will assist in implementing this program. This is a community wide initiative that will benefit all families at Sabin. We will be working with PPS RJ coaches and specialist to assist with trainings, classroom coaching, school wide events and opportunities for all. Ms. Schachner has already attended many conferences and trainings for Restorative Justice, and will help lead Sabin's work in RJ.

Q9: Do you have support (and approval, if necessary) from PPS facilities, Sabin staff/ administration and Site Council?

Yes. Sabin administration are in support of this program. Teachers are interested in improving behavioral systems and learning more about Restorative Justice. A PPS RJ guest speaker will be presenting information about RJ and answering questions on January 11th. RJ was discussed as a model for Sabin at the October Equity meeting, in which both Mr. Dauch and Mrs. Schachner were in attendance and expressed their support. In November Mr. Dauch discussed the proposal with staff leadership and Site Council, and in early December Sabin admin met with the Parent Equity group, district leadership, and district RJ specialists about bringing RJ to Sabin. Models for Restorative Justice already exist within PPS (Rigler School is one) and there is district level support for the program already in place (see PPS trainings for Restorative Justice) Sabin Staff have already identified CAP goals that fit seamlessly within RJ practices for Educational Effectiveness, Classroom Management Practices and Teaching and Learning. Sabin staff have been discussing Special Appeals ideas and have discussed RJ as a system within staff development meetings.

Q10: Any additional comments that you would like to include.

Currently, our esteemed Assistant Principal, Mrs. Schachner, has been working with a group of students who are using RJ principles to resolve school conflict. This small group of students have called themselves "Sabin Peace Patrol", they have been dedicated to building community among the student population and working hard to maintain the functioning of the community.

Q11: What is the name and contact information of the person responsible for implementation of the project?

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#2

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Q1: What is your project title?

Get Ready Sabin! Emergency Preparedness Special Appeal

Q2: Please describe your project.

Sabin School is unprepared to meet the basic needs of students and personnel who may be required to “shelter-in-place” in the event that an emergency or natural disaster, such as a major earthquake, occurs during school hours.

Special appeal funds would go toward purchasing and supplying a “disaster cache”: a POD-style storage container with water, tarps/tents, lanterns, tools and other essentials. Funds would also be used to augment supplies for each classroom and for general earthquake preparedness outreach and education within the Sabin community.

Q3: What is the purpose and need that your project will satisfy?

Sabin faculty and staff (and hopefully, parents who are close by) must be prepared and equipped to attend to and deal with the basic needs of Sabin’s 500+ students in the immediate aftermath of an event like the Cascadia Subduction Zone earthquake. This means the school must be equipped with, at a minimum, basic first aid supplies, water, shelter, comfort items like space blankets, emergency food, and makeshift toilets.

Emergency preparedness experts who are familiar with the impacts of the expected Cascadia Subduction Zone earthquake warn Portlanders that they will be “on their own” — which means not to expect or rely on outside help — for up to two weeks. Basic utilities like water and electricity will not be available for much longer. That means individuals, families, and community hubs like schools must all do their part to prepare.

Q4: How does your project help achieve the Sabin PTA mission?

This project fulfills the PTA mission “to strengthen and unify communities” and “to be a relevant resource for families and communities.”

Get Ready Sabin! has grown out of the recognition of the key role that Sabin School plays in the broader Sabin neighborhood in the event of a natural disaster or emergency. Get Ready Sabin! has focused so far on building awareness of the predicted Cascadia Subduction Zone earthquake. This is the so-called 300-year event for which the region is overdue. The Cascadia quake is different from California-style earthquakes because the magnitude will be far greater (9.0 on the Richter scale) and the ground shaking will be prolonged (4-5 minutes). The predicted damage to the region - from British Columbia to Northern California - will exceed anything in this country’s previous experience.

Should the Cascadia quake occur while school’s in session, children, teachers and staff may need to shelter in place, potentially for several days. During the recovery, Sabin School will be an obvious gathering point for families looking to reunite, as well as a safe and central location for the newly created Sabin Neighborhood Emergency Team to set up operations.

It is essential for the Sabin School community, as well as the broader Sabin neighborhood, that the school become much more prepared with onsite supplies.

Q5: What is the anticipated budget/funding requirements for your project?

Purchasing and fully stocking a storage unit, such as a shipping container, would cost approximately \$15,000. This would supply up to 750 people for several days.

This project easily can be scaled up or down, depending on available funding. If we raised \$30,000, obviously we could expand the supplies so that they could either serve more people or last longer.

Any additional funding raised by the appeal could be used to continue classroom and home/individual preparedness efforts. In the classroom, funds would go to significantly augment the orange buckets that each class currently has.

The Portland Bureau of Emergency Management considers preparation at home and on the block to be critically important building blocks for overall community preparedness and resilience after a disaster. Additional funds could be used to continue holding educational events, such as the first Get Ready Sabin! event held in October 2015, producing take-home fliers, conducting disaster kit supply drives for home preparation efforts and more. Some schools have done disaster dinners and other great outreach and community-building events.

Q6: What is the expected timeline for execution of the project?

One year.

Q7: Does the cost estimate include all the resources you will need in order to execute the project?

Yes.

Q8: Will you be managing the execution or implementation of the project?

Yes.

Q9: Do you have support (and approval, if necessary) from PPS facilities, Sabin staff/ administration and Site Council?

Uncertain. The Emergency Preparedness subcommittee of the PTA is in the early stages of exploring these ideas with Mr. Dauch and Ms. Schachner, as well as PPS's Emergency Preparedness Coordinator, Molly Emmons.

Q10: Any additional comments that you would like to include.

We have some useful supporting information from Lincoln County's disaster cache program, including an inventory list from several area schools and a Powerpoint presentation that provides some good visuals of disaster supplies themselves, like water barrels, tents, and storage containers.

Since these can't be sent through this form, we'll email them separately to be included in this submission.

Q11: What is the name and contact information of the person responsible for implementation of the project?

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