



Thoreau Restorative Justice Wraparound Programming **PLAYBOOK**

Madison Metropolitan School District
May 4, 2023



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Project Overview

Project Description

Working in conjunction with Urban Triage and West High School, Thoreau Elementary's BIG Idea was to transform the culture of their school by providing professional development, community support opportunities, and culturally responsive mentorship opportunities for staff, students, and families to increase school engagement, achievement, and sense of belonging for Brown and Black students and their families.

Key Contributors

- Dan Davidson, Thoreau Principal
- Sarah Hall, Thoreau Social Worker
- Tatianna Jefferson, Thoreau Family Liaison
- Stephanie Goodman-Price, Thoreau Instructional Coach
- Laura Glaub, Social Work Lead
- Lauren Morris, Research and Innovation Strategist

Minimum Needs for Project Success

- Dedicated community partners to support the work and connect with families
- A dedicated project team of at least three people to plan, carry out, and monitor the work
- Dedicated space for tutoring, family engagement, and mentorship meetings
- Support from schoolwide staff (principal, community school resource coordinator, social worker, teachers, PTO, etc.).
- Student interest to fill minimum tutoring and mentorship sections
- Family interest to fill tutoring and mentorship sections
- Access to school resources and supplies, such as printers and copy makers, laminators, computers, etc.
- Access to district software and databases, like Infinite Campus, Educlimber, Data Dashboard, School Messenger, etc.
- Funding to support set-up and project maintenance (see sample budget below)

Desired Outcomes + Metrics

OUTCOME: Thoreau teachers are better prepared to support BIPOC and vulnerable families

- Anti-racist Teacher Training opportunities
- Tiers of Engagement (SSIT)
- Community organization for collaborations and supports
- Students benefit from programming
 - » Measured by: Surveys, interviews, anecdotal information, changes in practice, and teacher reflections about influence

OUTCOME: Ongoing relationship between students and staff at Thoreau and feeder pattern middle schools and high schools

- Develop process of gathering and maintaining student mentors from feeder pattern
- Student LTE process outlined

Project Overview

- Procedures and expectations and documentation
- Both high school mentors and elementary school mentees benefit from programming
 - » Measured by: Documentation of plan, outline, schedule, surveys, interviews, anecdotal information, and meeting attendance

OUTCOME: Families find Thoreau more welcoming/safe

- Families engage with Community Collaborator directly (attending events, workshops, and other programming)
- Families engage with Thoreau directly
- Students benefit from programming
 - » Measured by: Information forms, surveys, interview, anecdotal information, event attendance, enrollment data, communication, and engagement

Budget & Payroll:

Salaries and Stipends

- For planning team, participating classroom teachers = \$7,400
- For staff participation = \$6,200
- For tutors and mentors = \$20,600

Contracts

- For presenters and field trips = \$1,800
- For Community Collaborators = \$50,000 (optional)

Supplies

- For course/curriculum, events/celebrations, and general supplies = \$7,500

Transportation

- Students, families, and staff = \$1,500

TOTAL = \$45,000 (or \$95,000)

Testing and Learning

In the early stages of the Thoreau Restorative Justice Wraparound Programming project, the team used Build-Measure-Learn (BML) cycles to develop the project and make adjustments and improvements along the way. Similar to feedback loops, the BML cycles are intended to test uncertainties, assumptions, and risks about whether the prototype is desirable, feasible, and worthwhile. The tests are reflected upon in order to make adjustments and move toward proof of concept that makes the prototype scalable. Below are the key questions and learnings for each.

Desirable

What we tested

- Will families engage with the Community Collaborator directly (attending events, workshops, and other programming)?
- Will families engage with Thoreau directly (attending school affinity events)?
- Will Thoreau staff attend equity course opportunities?
- Will Thoreau students attend tutoring sessions?
- Will Thoreau guardians sign students up for tutoring opportunities?
- Will Thoreau and high school students participate in a mentorship program?

What we learned

- Importance of relationships and opportunities
- People will engage in opportunities that are beneficial to them
- Students are really enjoying the after-school tutoring opportunity
- More intentional work will need to be done to refocus the relationship-building work for Thoreau staff
- Staffing shortages have been a strong hindrance

Feasible

- Will Thoreau be able to find an effective community partner?
- Can a Community Collaborator run a school-based tutoring program?
- Can Thoreau staff prepare and host engagement events?
- Is Thoreau able to coordinate an effective student mentor program?

- A strong community partner takes some of the pressure off of the school while maintaining solid programming
- Staff were interested, but cautious of time and past experiences with partnerships and mentorship
- Staff changes and vacancies impact relationship work immensely

Worthwhile

- Can Thoreau Restorative Justice Wraparound project function without outside support?
- Can Thoreau Restorative Justice Wraparound project withstand staff turnover?
- Will schools/departments/partners be willing to set aside money for these projects?
- Will Thoreau Staff report that the equity Professional Development helped them increase family engagement?
- Will students, staff, and families report positive outcomes from project components?

- Central Office support is necessary and needs to be built into staff roles to manage and support the Restorative Justice Wraparound project
- Thoreau is looking for funding to continue the partnership
- Although it did impact the number of activities and depth of the data, the project survived some major personnel changes



Getting Started

To set your project and team up for success, ask yourself the following questions.

- Do you have a Family Liaison? Or position equivalent that can provide family supports and resources (could be social worker, culture and climate coordinator, etc.)?
- Do you have the funds for the initial set up?
 - Professional development?
 - Extended Employment?
 - Supplies and other funding needs?
- Do you have the resources (time, space, capacity, commitment) to support this work at your school?
 - Do you have access to school resources and supplies, such as printers and copy makers, laminators, computers, etc.?
 - Do you have access to district software and databases, like Infinite Campus, Educlimber, Data Dashboard, School Messenger, etc.?
- Do you have the buy-in of at least ONE grade level of teachers (or at least one teacher each) from grades 3-5 to participate in this work?
- Do you have dedicated community partners to support the work and connect with families?
- Do you have a dedicated project team of at least three people to plan, carry out, and monitor the work?
 - Do you have support from schoolwide staff (principal, community school resource coordinator, social worker, teachers, PTO, etc.)?
- Do you have a dedicated space for tutoring, family engagement, and mentorship meetings?
- Do you have enough student interest to fill minimum tutoring and mentorship sections (both at the elementary and high school levels)?
- Do you have family interest to fill tutoring and mentorship sections, as well as community events?

Project Details

Role by position:

Family Liaison, Culture and Climate Coach & Social Worker (positions may differ by sight)

- Plan and execute project components
 - » Including initiatives, events, activities (home visits, communication, etc.) and data collection (interviews and surveys)
 - » Schedule collaboration sessions to check in with staff and Community Collaborators, share resources, and discuss data
- Determine Family Liaison and Social Worker; select focal students and families
- Participate in equity-based professional development opportunities
- Support & monitor collaboration with community collaboration group or organization
- Maintain project data and records
 - » Keep track of hours worked, budget, project plans, agendas, and notes
 - » Keep track of family participation, resources needed/provided, contact logs, home visits, etc.
 - What things impacted this project both positively and negatively?
 - Interviews with students, families, and staff about experience with the project and its impact

Instructional Coach & PBS Coach

- Connect with Family Liaison and Social Worker around resources, supports, and problem solving
- Help connect project initiatives to the School Improvement Plan, Behavior Education Plan, etc.
- Participate in equity-based professional development opportunities

Classroom Teachers

- Host tutors and mentors
- Recommend focal students and families to the Family Liaison and Social Worker
 - » Provide insights into needs and suggestions for support
- Attend community meetings and events (helping to plan and execute where needed)
- Meet with Family Liaison to debrief, support, and create action plans about focal students and families
- Participate in equity-based professional development opportunities

Village Builder (Not all schools have these positions)

- Coordinate with Family Liaison around focal students and families that overlap with the VB's caseload
- Support initiatives, events, and activities where necessary
- Participate in equity-based professional development opportunities

Principals and assistant principals

- Sign off on project components
- Remove roadblocks as needed
- Help connect project initiatives to the School Improvement Plan, Behavior Education Plan, etc
- Support and monitor collaboration with community collaboration group or organization
- Participate in equity-based professional development opportunities

Secretary

- Process orders, payroll, and other related tasks
- Pull student data information from Infinite Campus
- Support summer registration fair

Project Details

Project Components:

Recruit the team

- Recruitment is an intentional process, as the purpose of this project is to build trust with focal families and repair harm in diverse communities
- Gather at least three staff members to commit to the work over the year
 - » Could be the Instructional Coach, social worker, and another staff member
 - » In Thoreau's case it was the instructional coach, social worker, principal, and they are adding the family liaison

Choose a community collaboration partner (optional)

- Connect with a local community-based organization related to the vision and demographics of the focal group and that can has a strong relationship with and can support the needs of the school community
 - » This project wanted to build trust with their Black students/families, which is why they chose the organizations that they did
 - » Thoreau had a different community partner last year but chose to partner with Urban Triage
- Formally meet with representatives and get the community on board with the partnership
- Introduce the staff and gain buy-in through intentional relationship building
 - » Thoreau used an end-of-the-year restorative event
 - » Welcome-back sessions could be a great option as well
- Send information about project/partnership out to focal families

Design team work

- Biweekly design team meetings for those engaged in component planning and execution (events, training, data collection, etc)
- Biweekly to monthly meetings with partners around the components that they're supporting, be it professional development, tutoring, mentorship, community resource support, etc.
- Monthly check-ins with accountability partners (principals, EDEI, etc.) to monitor progress, budgets, and student data. These can be 30 minute updates, but a regular cadence helps bypass issues in areas like budgeting and compliance
- Hold an agenda item space on school-based leadership team meetings to relate project information to staff
- Coordinate around focal students/families
- Utilize tools and resources from co-conspirator and other equity training
- Help connect project initiatives to School Improvement Plan

Professional Development

- Find an equity-based professional development opportunity that support the needs of the school community
 - » Potential opportunities include:
 - District training opportunities
 - MTI Educational Justice Center Black History Course
 - Local and national training opportunities
 - Black History Education Conference by Cultural Practices That Are Relevant, LLC
 - Sun Prairie Equity EdCamp
 - DPI offerings
- Thoreau utilized the co-conspirator training through its collaboration with Urban Triage for five of its staff members
- Determine how the training will be utilized and evaluate its effectiveness
 - » How are people using or integrating the learning?
- Monitor how the learnings influences or impacts the project and school community

Project Details

Family Engagement and Support

- Needs Assessment
 - » Interview or survey families to see what they need
- Helps to plan school community events in line with family needs
- Helps determine resources needed and community partners to connect with for the best support
- Helps determine supplies needed in the Family Resource Center

Tiers of Engagement

- Identify Tier II and Tier III families
 - » Look at student list for academic and behavioral supports
 - » Look at attendance data for supports
- Tier IV families are engaged on short term, emergency basis
- Affinity groups
- Community events

Multi-layered communication such as

- Meetings at school
- Meetings in Zoom so people can have flexibility in their schedules as in school coverage
- Phone calls
- Emails
- Messenger
- Memos in backpacks

Tutoring A chance for students to engage additional, focused academic support to help strengthen subject comprehension, boost confidence, and build important learning skills.

- General Information
 - » Tutors may support the school 1-2 times a week for a total of 4 hours
 - » Student sessions can be 1-2 times per week for approximately 30 minutes each for individual students or pairs
 - » Student sessions may also be held for an hour for group sessions
 - » Number of students in the sessions are dependent on the number of available tutors and their capacities
 - » Math and literacy are prioritized in accordance with MMSD initiatives and curriculum but the work is not limited to it
 - » Tutors must pass background checks and other district mandated expectations for volunteers (and employees if compensated)

Mentorship A chance for students to engage with scholars from their feeder pattern high school to continue to build trust and relationships in their community, and help each other grow, develop and reach their full potential

- General Information
 - » Mentors may support the school 2-3 times a week for a total of 8 hours
 - » Sessions are 1-2 times per week for approximately 30 minutes each
 - » There can be a mixture of individual and small group sessions
 - » No one mentor should have more than 3-4 mentees for adequate relationship building

Project Details

Compensation

- Under the grant, this project provided compensation for student participants, which can be a barrier to extracurricular activities for low-income and BIPOC students

Information sharing

- Regular check-ins with both mentors and mentees is essential to this work
 - » Mentor should have bi-weekly discussions with advisors
 - » School-based leadership should check in at the beginning of the semester and at the end of the semester, and at least twice in between to support this work, plan, problem solve, and adjust
- This will help leadership at school maintain positive, smooth programming and will help the tiers of engagement group to swiftly support student needs as necessary

Celebrations and important sessions

- Beginning of program introductions and tutor training
 - » Mentors should be trained on best mentoring practices, expectations as an MMSD employee (especially if there is financial compensation), expectations at the elementary level, and what specific grade level/teachers need, check-ins, and communication
- There should be a formal introduction to mentors at the beginning of the semester
 - » At a staff meeting or grade level meeting
 - » With the mentees in a mini session, lunch bunch, etc.
 - » Sharing expectations, names, and backgrounds, etc.

End of program celebrations

- Take time out to honor the hard work that students did over the course of the semester/year and celebrate the transition of mentors
- Elementary students can earn certificates and high school students can get certificates and letters of recommendation

Elementary student mentees are:

- 2nd-5th grade students of color
- Chosen by Thoreau leadership team and teachers
 - » Must be attending over 70% or family has attendance support plan with social worker
 - » Non-traditional leaders (same language as above about leadership)
- Elementary students may not participate if they:
 - » State they are not interested or fall below 50% participation
 - » If below 70% attendance they must be on attendance support plan
- Regular attendance to mentorship sites
 - » This requires a commitment from the teacher as well
 - » Refusal to attend - spot to another student after 3 occurrences

High school student mentors are:

- 10th-12th grade students of color who have obtained 10+ credits
- Maintains at least a 2.0 GPA
- Students must be in good standing for attendance which means no habitual truancy tag for the semester
 - » Unless on improvement plan with social worker
- Mentors are chosen by the Student Engagement Coordinator and West Social Workers
 - » Students may apply or be nominated
 - » School team determines its best placement based on qualitative requirements: leadership, communication skills, connection to community
 - » Or students who are exhibiting the AL leadership criteria (in an effort to work toward the AL leadership identification)



Project Details

Participants must commit to

- Regular attendance to mentorship sites
 - » No show after 2 times will mean dismissal
 - » Must follow MMSD employment handbook
 - » Reports of disruption at Thoreau may result in warning, improvement planning, and eventual dismissal
- Bi-weekly mentorship check-ins with the Student Engagement Coordinator and/or West Social Workers
- Completing required assignments for credit attainment such as reporting and reflection work

Benefits

- Elementary students can connect with mentors from their feeder pattern schools, build relationships, and have role models to help with through the academic year
- High school students may lean into their leadership/role model skills
- They can also earn credits (and potentially income) from this work
- Both groups can benefit from increased confidence, regular wellness and academic check-ins, etc.

Data collection points

- How many students are interested?
- How many spots can be maintained (what's a good, feasible number of tutors and students)?
- How many sessions do students attend and time spent?
- How many students (mentors and mentees) finish out the program?
- What things impacted this both positively and negatively?
- Credit attainment
- Staff engagement
- How did it impact the work?
- Notes from student reflections and quarterly check-ins or interviews about program experience
- Interviews with students about program experience
- Interviews with families, teachers/staff about program experience
- Samples of lesson plans, assignments, student work

Additional Resources

[Thoreau Co-Conspirator Training \(post-survey\)](#)

[Thoreau Co-Conspirator Training \(pre-survey\)](#)

[Thoreau Wraparound Support \(staff\)](#)

[Thoreau Wraparound Support \(families\)](#)

[Thoreau Transformative Justice Relaunch](#)

[Work Credit Assignments](#)