



**The District's Obligation:
Multi-tiered Systems of Support**

Our Obligation: The History

Focus 2018

The Stipulation:
During 2018-19
school year,
implement MTS
plan at all schools

**Missed
Deadlines
&
New
Administration**

**2020 Stipulation
&
Master
Compliance
Plan**



Our Obligation: 2020 Stipulation

**Board oversight
committee**



**Address
non-discrimination in
student discipline**



**Develop
implementation
framework for
CRPBIS**



**Implement CRPBIS in
the first cohort**



**Board approval for
district
implementation plan**



Our Obligation: Master Compliance Plan

Measures of Success (MOS)

Short Term

**100% of MOS
met**

Intermediate

**66% of MOS
met**

Long Term

**0% of MOS
met**



Student Services

MTSS Installation Overview Interconnected Systems Framework



We are responsible for the learning and well-being of ALL students

District Priorities

- **Academic Excellence**—We will advance students' skills and competencies in literate practices across all subject areas.
- **Equity, Inclusion, & Justice**—We will adopt an anti-racist perspective to ensure access to opportunities for all students and staff.
- **Financial Sustainability**—We will responsibly and transparently manage our fiscal and capital resources to deliver a quality education.
- **Community Partnerships**—We will extend, deepen, and monitor community partnerships to strengthen student learning.



Building Classroom and Schoolwide Community












Supportive Components for Equity, Inclusion, Justice

Classroom Tools, Practices, and Instruction

Foundations, Frameworks, and Systems



Interconnected Systems Framework Installation Process

District Team	School-Based Teams
 <p>Establish integrated teaming structure – state, regional, district, school.</p>	 <p>Establish a single set of teams.</p>
 <p>Assess current status of mental health and PBIS Systems.</p>	 <p>Assess current systems, data, and practices.</p>
 <p>Reach consensus on a mission Statement.</p>	 <p>Establish school level procedures and routines of a MTSS.</p>
 <p>Establish school level procedures and routines of a MTSS.</p>	 <p>Develop an integrated action plan.</p>
 <p>Develop an integrated action plan.</p>	<p>XX XX</p>

 Accomplished

 Partial Completion

 Next Step

School Cohorts

Responsive Classroom

Code of Conduct

COHORT 1

- Began in August 2020.
- Started with five buildings, ending with three.
- Established building teams.
- Assessed interventions and systems.
- Developing building matrix.
- Implementation Fall 2021.

COHORT 1

- Began in January 2021.
- Started with four buildings.
- Completed Interconnected Systems Framework training.
- Beginning Installation Guide.
- Full implementation Fall 2021.

SEL Curriculum

Restorative Justice

Challenges & Opportunities

Challenges

- **Clear Understanding of PBIS**
- **Pathway for Using and Understanding Data**
- **Corporation Wide Initiative**

Opportunities

- **Front Loading Intentional Professional Development**
- **Data Review Team Collaboration with Academic Innovation**
- **Working in Cohorts and Building Capacity**





**MTSS Supportive Offerings:
Restorative Justice & Paired
Professional Learning**

Restorative Justice Education

Sustaining Relationships



Social-Emotional Learning

Responsive Classrooms

Learning and Instruction

Restorative Justice Education

RESTORATIVE MINDSET

**POSITIVE BEHAVIOR
INTERVENTION SUPPORTS**

CODE OF CONDUCT

What is SBCSC's whole school RJ approach?



Whole School Restorative Justice Approach

Seven Focus Areas



1. LEADERSHIP

Essential to have individuals who are personally invested in the work, Restorative justice school implementation team helps create a shared vision and shared values.

- Coordinate, delegate and support the shift to a restorative school.
- Staff co-create guidelines of how they want to operate as a school community.

2. STAFF ENGAGEMENT

Engaging school staff is a priority as they strongly influence school culture and determine what practices will take root.

- **Engagement and connection.** Relationship and community building and hold regular staff circles where staff learn and create a community of practice and culture of self-reflection.
- **Capacity building.** Cultivate restorative mindset and develop the whole school implementation plan,
- **Core-Self.** Staff adopt restorative mindset practices; they must be willing to *shift* from an individual punitive mindset to community accountability.

3. COMMUNITY ENGAGEMENT

- Entire community (all stakeholders) needs to have ownership to have a truly sustainable restorative school.
- Accountability is to the community.
- All Stakeholders can participate in repair of harm processes.

4. COMMUNITY BUILDING AND REPAIR OF HARM

- Respond to harm by
- Restore the people and relationships
- Revise your school's policies and practices to shift away from punishment towards restoration.

5. SCHOOL CULTURE AND CLIMATE

- Focus on positive school culture and climate
- Align with the culture of a school by sharing values and building trust.
- Proactive and repair of harm restorative practices contribute to this change.
- Recommend a balance of 80% of your efforts and resources focused on building community and 20% of on conflict responses.

6. YOUTH ENGAGEMENT

- Giving youth opportunity to voice concerns and create a community of safety and belonging.

7. ASSESSMENT

- Adding RJE outcomes to district school climate surveys.
- Establishing a tracking tool for restorative data.
- Using readiness surveys to support the shift



Where are we now with RJ implementation?



Restorative Justice Implementation

SBCSC Implementation Stages	Schools
Inquiry—Should we do this?	Harrison, Monroe, Wilson, Navarre
Exploratory—Let's explore and get ready!	Riley, Rise-Up, Darden, Marquette, Lincoln, Jackson, Dickinson, Edison
Partial Implementation—Let's do this!	Jefferson
Full Implementation—Let's make it better!	Coming soon



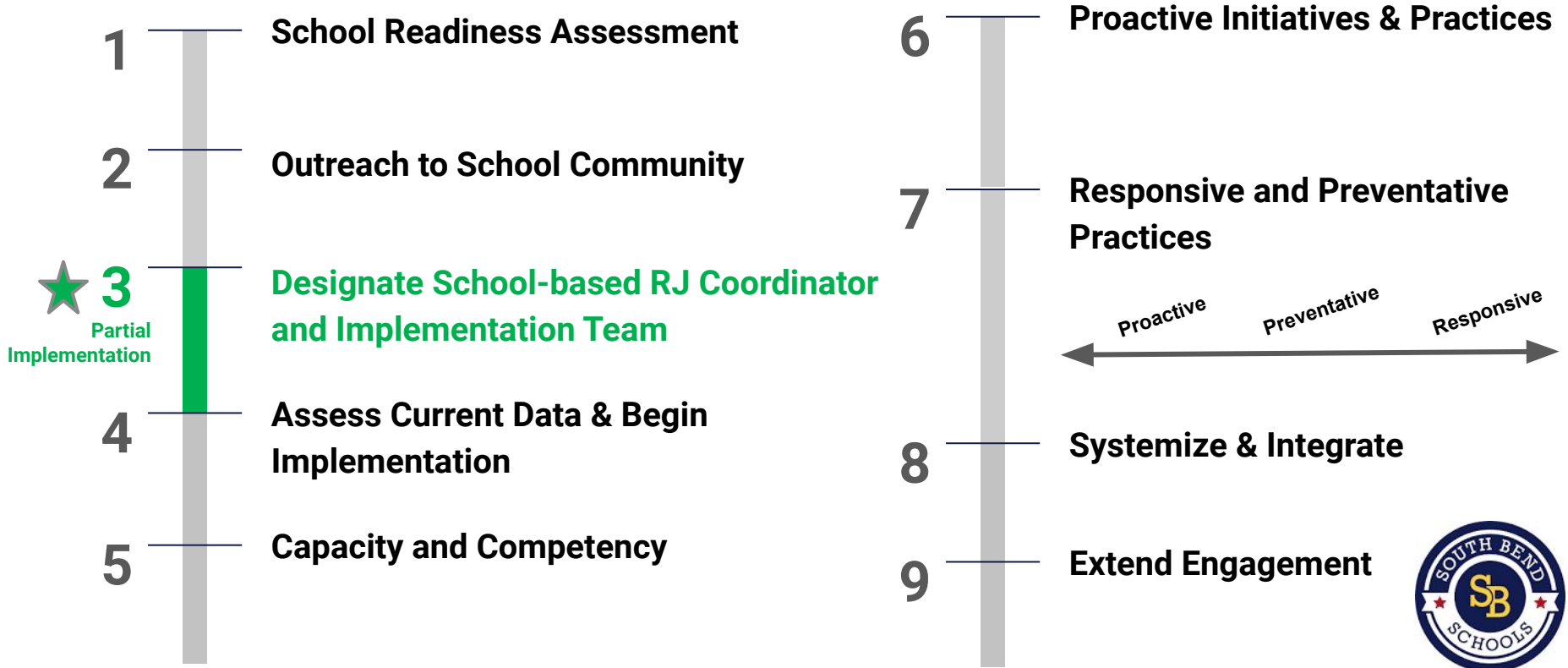
Restorative Justice Implementation

SBCSC Implementation Stages	Schools
<p>Inquiry: Should we do this? Intentionally creating space and time for people in a community to get to know one another is a first step of understanding one another and building trust.</p>	Harrison, Monroe, Wilson, Navarre
<p>Exploratory: Let's explore and get ready! Early adopters lead some RJ professional learning session, create interest in practices, and invite staff to attend four-day circle training.</p>	Riley, Rise-Up, Darden, Marquette, Lincoln, Jackson, Dickinson, Edison
<p>Partial Implementation: Let's do this! The school has principal commitment, a dedicated teacher-leader and RJ implementation team. Together, they develop the school-based implementation program. All staff learn and practice the dispositions required to become a restorative school</p>	Jefferson
<p>Full Implementation: Let's make it better! Whole school RJ implementation practices at tiers 1, 2, and 3, including: Learning circles, Community building and advisory, Conflict circles, Staff circles, Parent-child support circles, and IEP/504 circles as well as: Restorative Conversations, conferences and welcome is visible to all who enter the school.</p>	

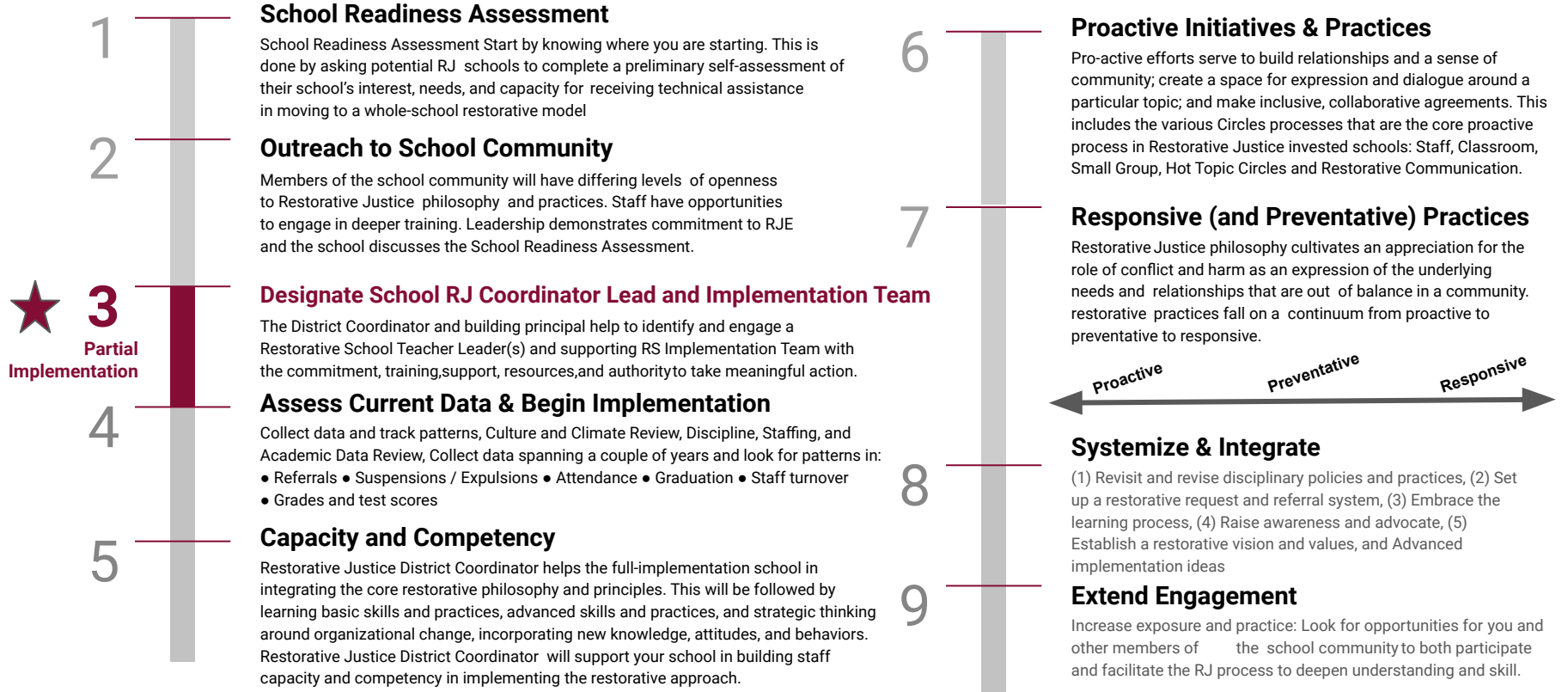
How do schools advance through the RJ stages?



Key Steps in Whole School Multi-Year Process



Key Steps in the School-wide Multi-year Process



Any school interested in receiving technical assistance must designate a minimum of one Restorative Justice Coordinator, supported by a Restorative Justice Implementation Team: Principal and Assistant Principals (even if only as advisors), Deans and administrators, Anyone in charge of student behavior, student affairs, discipline, or school culture and climate, especially who have access to or track data, Special education staff, Counselors and social workers, Teachers (various grades), Youth (various grades), and Guardians/parents

Restorative Practices and MTSS Connection

Whole School Triangle



Rebuild Relationships

FEW

RE-ENTRY, DIVERSION, ADMINISTRATIVE TRANSFERS

Harm/Diversion:

- Repair of harm meetings and restorative groups.
- Family community group conferences.

Repair Relationships

SOME

EARLY INTERVENTION

- Mediation.
- Restorative chats.
- Classroom circles.

Reaffirm Relationships

ALL

CLASSROOM CIRCLES

- Reaffirm relationships/Develop SEL skills.
- Increase student voice/empowerment.
- Use of literature and current events.



Paired Professional Learning

Equity. Inclusion. Justice.



Social-Emotional Learning

Responsive Classrooms

Learning and Instruction

Restorative Justice Education

RESTORATIVE MINDSET

**POSITIVE BEHAVIOR
INTERVENTION SUPPORTS**

CODE OF CONDUCT

Restorative Justice Education

Professional Learning and Anti-Racism Practices

RJE INTRODUCTION

Open to All District Staff and Community Members

RESTORATIVE IMPULSE (BTSU)

Open to All District Staff and Community Members

PROGRAMMING COMING THIS SUMMER

Open to All District Staff and Community Members

FOUR-DAY CIRCLE PROCESS

Open to RJE Invested District Staff and Community Members

THREE-DAY REPAIR OF HARM

Open to Four-Day Circle Keepers

RJE FOUNDATIONS DAY

Open to All District Staff and Community Members

ANTI-RACISM CIRCLES

Open to All Staff Members

What does it mean to be anti-racist? Identity, personal bias, white privilege, colorism, and prejudice. Learn about historical events, ideologies, and social structures, and how they inform modern-day beliefs, bias, and perception.

- Analyze concepts of racial identity, bias, privilege, and prejudice
- Reflect on their own identity, bias, privilege, and prejudice
- Identify strategies to engage in difficult conversations
- Reflect on ways to integrate anti-racism work into their daily lives



RJE Professional Learning

<p>RJE Introduction Open to All District Staff and Community Members</p> <p>Basic introduction to restorative justice concepts including needs and harms accountability, addresses myths & facts. Ongoing/CANVAS/self-guided</p>	<p>Restorative Impulse (BTSU) Open to All District Staff and Community Members</p> <p>Prerequisite for any school site interested in cultivating a shift from punitive thinking to a restorative mindset. BTSU Ongoing/CANVAS/self-guided</p>	<p>Programming Coming this Summer: Open to All District Staff and Community Members</p> <ul style="list-style-type: none">● Using Circles to Teach● Restorative Conversations and reframing/repair of harm practices
<p>4-Day Circle Process Beloved Community Workshop Open to RJE Invested District Staff and Community Members</p> <p>Participants will learn the history and applications of circle, elements of the Circle process, and its underlying assumptions. This training will equip participants to lead community-building staff and student Circles that are grounded in an understanding of restorative justice principles.</p>	<p>3-Day Repair of Harm Open to Four-Day Circle Keepers</p> <p>Community building circles help build strong communities. Repair of harm circles help communities repair themselves when people or relationships have been harmed. This second layer of Circle training includes three days focused skills and discernment needed to lead repair of harm circles and practice leading.</p>	<p>RJE Foundations Day Open to All District Staff and Community Members</p> <ul style="list-style-type: none">● Key elements of RJE● Targeted to staff/leaders interested in RJE● Led by the District RJE Leadership team

Making Connections Attendance Summary

2020-2021 Professional Learning Opportunities

Volunteer E-Learning Wednesdays	ACEs	Culturally Responsive Pedagogy (IDOE)	Implicit Bias 101 Self-Guided	RJ Introduction Self-Guided
August	~80 (BTSU)	~40 (BTSU)	~686 (BTSU)	~613 (BTSU)
September/October	1	4	54	0
November	4	5	31	0
December	NA	NA	12	0
January	2	0	10	0
February	0	1	12	0
March	4	1	3	0
April/May	Required - May 12	Required - May 5	Required - April 21	Required - April 28



Questions?



**The District's Obligation:
The District Wide Implementation
Plan**



Questions?

Summary

Compliance

2018 & 2020
Stipulation

Master
Compliance
Plan

Commitment
&
Collaboration

Board &
District Level
Governance

Interconnected
Systems
Framework &
CRPBIS

Classroom
Tools,
Practices, and
Instruction

Culture

Restorative

Equitable

Enriching

Supportive



Thank You!