

Board Committee Meeting
August 31, 2021
Focus on Discipline Reduction

The common goal of reduced disciplinary infractions can be addressed by our existing frameworks in place and the incorporation of Restorative Practices. A culture of caring and high quality relationships is key within a building's community and classrooms.

Restorative Practices- focuses less on the rules that were broken and the punitive consequences, but more on the harm done and the need for repairing the relationships in the school community. Working restoratively is social and relational. It is a philosophy of thinking, being and operating. Restorative Practices has two aims: 1) to repair high-quality relationships and community and, 2) to repair those relationships and community when harm was done.

Focused plan at the Secondary School Level and RSA: we would seek the help of the staff at each building. Those would be Interventionists, ISS teacher and the Assistant Principals. Our efforts would be on a re-focus of our current philosophical frameworks, plus the infusion of aspects of Restorative Practices.

We will need to work with elementary staff to see how Restorative Practices can work with our current programs including BIST, PBIS and Trauma Informed classrooms.

Existing philosophical frameworks to keep students in the classrooms with supports are:

PBIS- Positive Behavior Intervention and Support is a philosophy of thinking, framework, and structure used in each school to promote and reinforce positive behavior and sustain the PBIS framework to (a) scale up tier 2 and 3 systems to improve outcomes for students, (b) enhance school climate and school safety, and (c) improve conditions for learning to promote the well-being of all students. PBIS focuses on social competence, academic achievement, examining data, practices and systems to seek outcomes supporting and promoting positive student behavior.

BIST- Behavior Intervention Support Team is a philosophy, from an evidence based model to have balance between Grace and Accountability. This philosophy uses a

common language and skill based coaching. Relationship building is the foundation. BIST is restorative in functioning, for its seeking to have accountable conversations on repairing harm caused by actions. Everyone is worthy of success with the BIST philosophy. The goal is student success for school and skills for life.

Cultural Competency is the ability to understand and respect values, attitudes, beliefs, and customs that differ across cultures and respond with respect and understanding. This is a district led committee that provides an umbrella of support to each building's cultural competency committee.

Social Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Trauma- Informed Schools the process of creating school policies, practices and cultures that are sensitive to the needs of traumatized individuals and ensure that all individuals (students, families and staff) meet their maximum potential with the adults in the school community and are prepared to recognize and respond to those who have been impacted by traumatic stress.

Trauma Smart Training a professional learning and training provided to the elementary schools through Crittenton Children's Hospital from St. Luke's Health System. This framework was originally designed for hospitals, psychiatrists and therapists was expanded to school, teachers and parents. This is an evidence based training and treatment model for school staff to increase their understanding of trauma, experiences or events that impact the growing child and the brain's development. With awareness, treatment, self-care, and supportive environments, students can build resiliency.

Crosswalk of Philosophies: District to do a crosswalk of the above philosophies as well as Restorative Practices to illustrate the various similar components.

Pilot Program: Conflict Resolution and Restorative Practices has been used at RSA for the past three years. RSA has experienced and observed improvement in decline of incidences, improved community building and increased willingness to approach differences in a non-violent manner.

Seminar: In October of 2020, RQS sent (2) staff members from each secondary building to a two day session on Restorative Practices held by

UMKC RPD Committee. This session provided a basic overview and information on practices.

Planning and Preparation and steps to consider for: Restorative Practices

1. Present an overview of plans for implementation to the Board Committee
2. Discuss plan for School Board review and consideration
3. Andrea Mixon, Tony Moore, Amy Cusumano and Brian Huff gather input from Principals. Principals will work with their teachers to get input on what this will look like in their building.
4. Create an implementation team with a cross section of staff to help guide us through the implementation process and work with the Restorative Practices vendor we partner with.
5. Restorative Practices Vendor to present information at Board Meeting, Fall 2021.
6. Restorative Practices Vendor to present information to building leaders for overview, Fall 2021
7. SLT / ILT Leaders prepare a plan after consideration from the above points.
8. Curriculum and Instruction Coordinators and Brian Huff examine next year's PD Calendar for dates of training
9. Examine dates for all staff training during the summer, such as immediately after the school year in May or in August prior to return to school days.
10. SLT Leaders dialogue on the planning and preparation for an implementation during the 2022-23 year. The implementation may take several years, pending CCR Staff availability, logistics, and time of implementation by district leaders. Planning would include:

11. Financial consideration for any possible new staff associated with the plans. Each building may need to have a Restorative Practices Coordinator
12. HR will review job descriptions and duties for existing positions such as ISS Teacher and Interventionists. We may need to relabel these positions and create new job descriptions.
13. ILT Leaders collaborate with building leaders on any logistical changes
14. Andrea Mixon and Tony Moore to collaborate with Principals regarding each buildings' office referral statistics, categories and referring staff. They will draw conclusions and make suggestions on the next step. An example may be: "disrespect" "insubordination" "class disruption". They will also evaluate demographics to help identify practices that disproportionately impact certain demographics of students.
15. After the referral examination, building principals will dialogue with teachers on the average and range of numbers of office referrals. What modifications can be made at the classroom level?

Possible ideas for change to our philosophy on ISS and OSS

1. When students are assigned ISS, the Student Support Staff person will meet with them prior to the completion of their ISS. The focus is on recognition of any harm and re-establish connections to the class. The classroom teacher may need to also be a part of the dialogue.
2. When students are assigned OSS, they will be provided all necessary school work assignments to be completed to keep them up with the class. Keeping them engaged and up to date on the classwork is key. Each day, the Student Support Staff person will call the house to check in on the progress of their work. The last day of OSS will be served at the high school in ISS. For example, a student is assigned 5 days of OSS for an event at school. The 5th or last day of the OSS will be served at the school in the ISS Classroom. This will allow the Student Support Staff person to assist with completing class assignments, having accountable conversations to make things right,

reconnect, and restore any damage to the community. We will also review what infractions need to be served as OSS and what infractions can be better served through the Restorative Practices process.

3. Supports for a student that is suspended from school for more than 10 days: In previous years, we offered the R3 Suspension Classroom at RSA. This is a half day class, online classes and support for the time they are at school. Proposed change: In addition to the R3 Class the suspended students will also be referred to Striven Resource Hub of Raytown. This organization is led by Ms. Carolyn Whitney. The Resource Hub is a collection of local agencies, churches, mental health professionals, court administrators, elected officials, substance abuse counselors, educators and law enforcement to pool resources and provide services and solutions. Their goal is to provide proactive support to prevent future negative incidences. The focus is on wraparound services to a student, their parents and the family to help support their success.
4. The Raytown Resource Hub will meet with the family and provide any needed support and assistance. Suspended students will receive 2 phone calls a month from their counselor and assistant principal for check in and maintaining connections to school.
5. The building's GLST (grade level support team) will review student data and examine students with multiple office referrals to problem-solve and provide supports.

Summary:

Systems Approach to planning and preparation involving SLT, ILT and Building Leaders. This will include C and I Team for PD Calendar considerations.

Andrea Mixon to meet and review practices with secondary school principals and assistant principals to examine data and draw conclusions, review major and minor categories and dialogue on strategies. Particular focus will be given to disproportionate impact on certain demographics of students.

Students with minor infractions maintain connection to school with work and teacher relationships.

Students with out of school suspensions receive extra support to ensure they are receiving academic support, relationships to maintain connections with staff and needed outside resources for re-focusing and re-storing themselves for a successful return to school. We will also provide alternatives to help avoid OSS behaviors and will use Restorative Practices when possible as an alternative to OSS.

Center of Conflict Resolution and Restorative Practices Implementation Plan

Phase One- Training for all adults

Discipline that Restores: Training is 12 hours over 2 days

Participants will learn

- Know your own conflict style
- Recognize other styles and learn how styles relate to conflict
- Understand restorative justice and the relationship to punitive justice
- Compare restorative practices to current discipline processes
- Acquire and introductory understanding of trauma and resilience
- Participate in circle processes and gain skills to facilitate circles
- Gain skills for conflict resolution and restorative languages when relating to students, co-workers and parents.

Phase Two- CCR Staff and All adults in the school / district

Applied Restorative Practices: Training 7 hours during 1 day

Applied Restorative Practices (ARP) training overview: Participants will learn small group and whole group discussion engage in

- 7 Core Assumptions of Restorative Practices
- Hope, Healing and Wellbeing in the context of education
- Personal and political agency for students and adults
- Restorative practices in curriculum and how to integrate into what already exists

- Open space technology
- Whole school commitments to restorative practice

Phase Three- Select champions of RP at the school

Restorative Practices Process and Facilitated Dialogue: Training is 18 hours over 3 days

Parent and Guardian Mini-trainings, 1 hour sessions for training to parents.

Restorative Practices Process and Facilitated Dialogue: 2- 10 adults per each building, possibly administrators, counselors and other adults with a deep understanding, aptitude and passion for implementation. This training will provide:

- student/ student scenarios
- student/ teacher scenarios
- group scenarios
- family scenarios

Phase Four- All students and select student RP champions

Conflict Resolution Classes for whole classes and all students, once a week with 1-hour classes for 6 weeks.

Peer Mediation training and Student Circle Facilitator Training, 8 hours

Conflict Resolution Classes

Teachers participate in classes and reinforce concepts in-curriculum and by participating with class in lessons. Students will learn concepts and skills such as:

- 10 Essential Elements of Dignity
- Circles
- Trauma Awareness and Resilience
- Conflict choices
- Restorative Justice processes, practices and questions
- T.A.L.K process for having productive, non-violent conflict

Peer Mediation training and Student Circle Facilitator Training

2-4 students per grade level, 4th -12th grade

Students will learn:

- How to facilitate a process when peers are in conflict
- Mediation basics
- Circle Facilitation basics
- Practice asking restorative questions