



**2022 BEST/MTSS
Summer Institute**

*Reclaiming our Passion for
Education: Ensuring safe and
nurturing environments for our
students and ourselves*

Deepening and Expanding Restorative
Approaches within a Multi-Tiered
System of Supports
June 27 – 30, 2022
Killington Grand Resort

Deepening and Expanding Restorative Approaches within MTSS

The Situation Calling for this Course

This strand workshop is part of the 2022 BEST/MTSS Summer Institute. The theme of this year's institute is: *Reclaiming our Passion for Education: Ensuring safe and nurturing environments for our students and ourselves*. Deepening and Expanding Restorative Approaches within a Multi-Tiered System of Supports is especially relevant to this year's theme.

For over a decade, Vermont schools have been building a multi-tiered system of support framework for social and academic achievement. While over half of VT schools currently implement PBIS, others use different strategies for creating a multi-tiered framework to support student social/emotional/behavioral success. Recently, there has been a surge of interest around the use of restorative approaches nationally and in Vermont schools.

A restorative approach involves principle-based processes and practices that can be applied to help things go right as well as respond when things go wrong. This whole-school approach links well within the Multi-Tiered System of Support (MTSS) framework.

This advanced strand is intended for school teams looking to dig deeper into restorative practices and to explore the integration and alignment of a restorative approach within the MTSS framework at the systems level, and build the capacity of their team. All participants should have a strong foundational knowledge of restorative approaches.

The Vision for Change... What will be different as a result?

Through active participation and using the opportunities to apply course content to their schools, upon completion, participants will be prepared to:

- Deepen their knowledge and use of restorative approaches at all tiers.
- View policies and practices through a new lens and apply a more restorative approach.
- Connect to a community of colleagues who are exploring and applying restorative principles and practices in schools within a MTSS framework.
- Integrate restorative principles and practices in the schools where they work within a MTSS framework and begin to realize positive outcomes within their schools.

Where can materials be found?

All materials have links embedded in this document and in a designated Google Drive folder:

[Deepening and Expanding Restorative Approaches](#)

The Participants

Participants have a range of experience with restorative practices and all are looking to dig deeper and explore the integration and alignment of a restorative approach within the MTSS framework at the systems level. There are 35 participants from 8 schools. Two Rivers Supervisory Union has teams representing 5 schools. Jon Kidde, Principal Consultant of Green Omega is the strand facilitator.

Cally Ruess, Allen Brook School	Pamela Spurlock, Green Mountain Union High School
Angela Filion, Allen Brook School	Patrick Wheeler, Green Mountain Union High School
Nicole Pfende, Allen Brook School	Emily Burlett, Ludlow Elementary School
Melissa Akey, Allen Brook School	Jennifer Gregory, Ludlow Elementary School
Victoria Francis, Allen Brook School	Suzy Buckley, Ludlow Elementary School
Nicole Ahern, BFA Fairfax Elementary	Cathy Farman, Ludlow Elementary School
Caitlyn Trainer, BFA Fairfax Elementary	Sandy Farbman, Ludlow Elementary School/ Mount Holly School
Denette Locke, Fairfax Elementary School	Noelle Craver, Mount Holly School
Amy Bohren, Cavendish Town Elementary School	Beth Chase, Mount Holly School
Amanda Gross, Cavendish Town Elementary School	Margaret Dunne, Mount Holly School
Bethann Drinker, Chester Andover Elementary School	Melissa Pyenta, Mount Holly School
Amy Hamblett, Chester Andover Elementary School	Emma Vastola, Mount Holly School
Christine Keklak, Chester Andover Elementary School	Mary Barton, Two Rivers Supervisory Union
Nicole Luz, Chester Andover Elementary School	Rachel Root, Two Rivers Supervisory Union
Miriam MacDonald, Chester Andover Elementary	Anne Gardner, Two Rivers Supervisory Union
Norm Merrill, Green Mountain Union High School	Liz Harty, Westminster Center School
Linda Ewens, Green Mountain Union High School	Judy Verespy, Westminster Center School (WCS)

Achievement-Based Objectives

By the end of the strand, participants will have:

Day One: Monday, 11:00am – 12:30pm

- **Introduced** themselves to each other, **identified** personal values, and proposed guidelines/expectations
- **Described** what restorative principles and MTSS look and feel like
- **Defined** restorative approaches and MTSS in their own words

Day Two: Tuesday, 9:15am – 12:30pm

- **Designed** and **Facilitated** a circle process (on days 2, 3, and 4)
- **Applied** implementation strategies: Considered forming a RP Team; Considered how to prepare people for installation or implementation
- **Practiced** using a card sort activity to better understand what's happening in your school
- **Identified** Strengths, Opportunities, Aspirations, and desired Results related to implementation of restorative approaches

Day Three: Wednesday, 9:45am – 12:30pm

- Considered how to apply restorative principles to healing and wellness
- **Applied** a restorative lens to a selected policy or practice;
- **Explored** tools to align restorative approaches with other active initiatives

Day Four: Thursday, 9:00am – 12:30pm

- **Considered** fidelity and outcome measures to assess progress toward goals

- **Identified** and **recorded** next steps in an action plan

Day One: Monday, 11:00am – 12:30pm

Welcome

Listen to a few brief words about how this workshop came to be.

We will review objectives for the four days we will spend together as well as the materials and technology we will use and how to find them (all are in a [google drive folder](#)).

If you want to use this as a workbook, make a copy of this document by clicking this [link](#).

Introductions and values

- A. In randomized groups of about four, **introduce yourself** however you'd like and check-in. You have 10 minutes in this breakout. Do your best to distribute time evenly.
 - a. Introduce yourself and briefly tell us about your experience this year using the weather as a metaphor: What weather did you experience this year and what weather are you experiencing now?
 - b. Consider the values you uphold when you are at your best. Share one or two values you uphold when you are at your best.
 - c. What is one thing that you want from this week?
- B. After returning to the full group, use [PollEv.com/jonkidde587](https://poll-ev.com/jonkidde587) to share values check-in in the fullgroup.

Agreements for Our Strand

- A. In the same small group, build off the values we just named. We will propose agreements for the strand. Consider on-line meetings and professional learning you have been a part of that worked really well. What allowed them to be successful? What requests do you want to make of others in the room to meaningfully engage in this strand?
 - a. Have one person in your group go to [PollEv.com/jonkidde587](https://poll-ev.com/jonkidde587) and enter 1 - 3 agreements your group wants to propose.
 - b. While still in your group, review the other proposed agreements. Then, give an upvote to items that your group agrees with and down vote any that a member can NOT agree to.
- B. In the full group, we will take a look at what emerges as priority agreements. Can we strive as a group to uphold the agreements we just prioritized?

Deepening Our Knowledge and Use of Restorative Approaches

- A. We'll begin by reviewing and discussing core principles of restorative approaches and components of MTSS. As we review, please
- B. Form new groups of about 5 - 6 people to engage in an interactive gallery walk focused on [core principles of a restorative approach](#).

- C. In your groups take about 8 minutes at each station to share stories from your experience that demonstrate the application of these principles and components, as well as stories where one of more of the principles could have been enhanced. On the chart paper:
- Write examples of the principle being up held–What do you see, hear, feel when this principle is expressed?
 - Identify and describe ‘near enemies’ of the principle.
A ‘near enemy’ is a subtle quality that we may miss or confuse as useful or helpful when, in fact, it can become an obstacle to practice that is hidden from us or in disguise.
 - Identify and describe ‘far enemies’ of the principle. A ‘far enemy’ is the total opposite of the beneficial qualities we are intending to cultivate. These are often very obvious.
- D. When your group has completed the “gallery walk,” develop a “hallway definition” of restorative approaches that would be relevant to the people you work with. Use the space below to jot notes. Then, as a group identify key points you would want to make when explaining a whole-school restorative approach. Turn these in. We will review them tomorrow.

Action Between Now and Tomorrow

A. **Optional:** On your own review the options below to build upon the first session and to make the most of tomorrow Decide what small actions you will take between now and tomorrow morning to advance your learning.

- Share your definition of Whole School Restorative Approaches within MTSS with one or more people and note key points/critical questions of the discussion that follows.
- Review the course program and the Learning Objectives. Consider your own situation (including strengths and challenges in your setting), what you hope to learn, and the difference it will make. Jot notes for yourself in the table below.

Situation
What do you hope to learn? What difference will it make

- Read a few pages in one of the publications listed below:
 - [Whole-School Restorative Approach Resource Guide](#)
 - [Restorative Justice: What it is and is Not](#)
 - [Do You Have a Restorative Mindset?](#)

- [Why Bring Circles to Schools?](#)
 - [The Challenge of Culture Change: Embedding Restorative Practices in Schools](#)
 - [Positive Behavioral Interventions and Supports \(PBIS\) and Restorative Measures \(RM\): Compatibility and Collaboration](#)
 - [Oakland Unified School District Restorative Justice Implementation Guide](#)
 - Pick one or more of the publications from the [Restorative Practices in School Outcomes and Indicators](#) and read some of it.
- Watch a video:
<http://www.greenomegal3c.org/videos-restorative-justice-in-schools/>
 - Research and find a resource on your own.

Closing

- A. To close out the session today, please share a word or phrase that describes how you feel at this moment. Go to [PollEv.com/jonkidde587](https://www.pollEv.com/jonkidde587) and enter 1 -3 words that describe how you are feeling.

Day Two – Tuesday, 9:15am – 12:30pm

Circle Process / Team Check-in

A. We will review circle process in the full group

Key Elements of Circles

- Ceremony Opening/Closing: Used to indicate that this is different space.
- Centerpiece: A focal point to promote speaking and listening.
- Identify Values / Guidelines: Defined by the group. Serve as a reminder of expectations.
- Talking piece: Regulates dialogue, allows for focus, and limits interruption.
- Facilitation or Keeping: Assists the group in creating and maintaining the space.

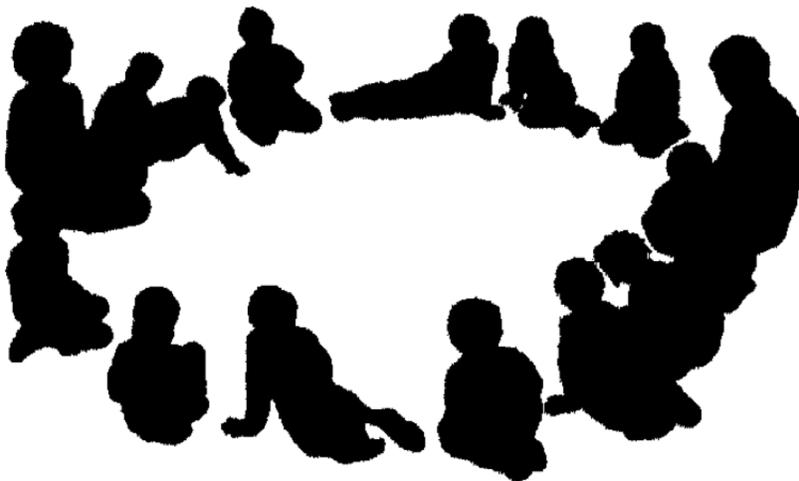
B. Use this [circle outline](#) to guide your team check-in. You have 30 minutes.

Note: One person will need to volunteer to facilitate the circle. Another should keep track of time you have to experience an online Circle Process designed by your peers.

C. After the circle, we'll hear reflections and reactions from anyone who would like to share in the whole group. We will use PollEverywhere to allow everyone to give voice to a couple questions. Respond at <https://pollev.com/ionkidde587>

A) Share one word that describes how you feel after the circle.

B) What do you need to move forward?



Threading in the Work from yesterday

- A. Finish the Gallery Walk from yesterday by examining the key points posted. Find one thing you'd like to incorporate into your own definition. Take 1 minute to revise your definition. Who needs to hear this hallway definition. How might it change depending on your audience?
- B. Review the agreements we generated yesterday. What additional clarity is needed? Is there an agreement you'd like to suggest that appears to be missing? Can we strive to uphold these agreements in this space over the next three days?

Break ~ 10:45 - 11

Forming a Team

One common feature identified in all efforts to implement any Multi-Tiered System of Support is an effective collaborative team to lead and manage the change.

- A. In the full group, share successes in regards to forming a team and anything a school-based team has accomplished. What is your school's team structure like?
- B. On your own, with your school context in mind, review the [Restorative Practices School/Site Team handout](#). Begin to complete the worksheet as you're able and write down next steps to form or enhance your team on your action plan (last page of workbook).
- C. In the full group, share a next step you'd like to propose.

Implementation strategies to advance restorative justice within MTSS

- A. Listen as Jon shares information about implementation science. Share relevant brief examples of your journey that aligns (or not) with the literature.
- B. As a team, take 10 minutes to consider the following questions:
 - a. What new thoughts has the review of the importance of a team and implementation science raised for you?
 - b. What are some steps you can take to move forward? Make sure someone on the team is recording the ideas.
 - c. Then assess where you think your school is within the stages of implementation. Go to [PollEv.com/jonkidde587](https://poll-ev.com/jonkidde587) and click on the image to indicate roughly where your school is.
- C. Review and use this [Draft Implementation grid](#) and the [implementation stages](#) to guide your discussion
- D. We will discuss successes and challenges, along with possible [reasons for reluctance](#).

How will you orient your school to RP?

- A. How have you prepared staff to install restorative approaches or if you've not yet done that, how has your school, district, or Supervisory Union prepared people for a different change, a new initiative or curriculum change? What has worked well and felt good to those responsible for making changes? Jot notes on your own.
- B. Consider the orientation to RP you participated in. Recall the implementation stages and where you think your school is within those stages. What seems most pressing? Consider assessing enthusiasm and staff desire to engage in this work after the orientation.
- C. In your teams, begin to design how you will roll out an orientation or review of Restorative Approaches. Use this [template](#) if you find it helpful.

What's Happening at Our School? Card Sort

- A. In teams, quickly (2 mins) sort the stack of cards into three columns: (1) We Do This Well, (2) Somewhat in-place, and (3) Not in place, yet.
- B. Discuss them and make adjustments (10 Mins)
- C. Use the following questions to guide your discussion. (20 mins)
 - a. How do cards in the "We Do This Well" column create a positive school climate and culture?
 - b. Do you remember a time when some of these bright spots were not in place?
 - c. What did it take to make these bright spots happen consistently?
 - d. How do your teachers, students, and parents experience these bright spots?
 - e. Who/what would you like to appreciate for these bright spots?
- D. When we come together as a full group we will hear any new learning or ideas to use this practice back at home.

Strengths, Opportunities, Aspirations, and Results (part i)

- A. On your own, use the grid below or open and copy this [template](#) to capture your current thinking around Strengths, Opportunities, Aspirations, and Results. Pick one thing named and draft an action step that is SMART to advance it.

<p>Strengths What’s already happening in your school or classroom that is aligned with this approach?</p>	<p>Opportunities What practice opportunities exist now to advance restorative approaches at your school?</p>
<p>Aspirations What is your preferred future or vision for your school?</p>	<p>Results What outcomes do you want to see?</p>

B. If action ideas come up track them in the [action plan template](#) on the last page of this document or one that your school team has created.

Action Between Now and Tomorrow

A. We will begin tomorrow in small groups. Consider volunteering to facilitate some version of a 10-15 minute online circle tomorrow morning (example/sample [circle outline](#)). We need one volunteer for each team; **please indicate if you’re willing to plan an opening circle.** Teams of two or three should combine. The intent of this circle is to:

- a. get to know each other, build relationship and identify and create connection
- b. promote self-care
- c. develop experience in circle design and facilitation
- d. reflect on the action participants took between now and then
- e. other

- B. Optional: On your own review the options below to build upon the first session and to make the most of tomorrow. Decide what small actions you will take between now and tomorrow morning to advance your learning.
- Share your work from today the SOAR worksheet and action step with your team and get their feedback.
 - Review the [Oakland Unified School District Restorative Justice Implementation Guide](#)
 - Does RJ Always Work? There may be times when a restorative process won't work (p. 16)
 - When Good Circles Go Bad (p. 25)
 - Pick one of the other items [listed yesterday](#).

Closing

- A. We are halfway through.. Consider *What's been especially useful for you? AND What needs changing?*
- B. Before you leave for lunch, write down at least one thing that has been especially useful for you AND one thing that needs changing on a sticky note and post it in the appropriate place.

Day Three: Wednesday, 10:00am – 12:30pm

Actions taken between yesterday and today

- A. We will split into teams (some may be combined) to check-in and experience an online Circle Process designed by your peers. Sample Circle:
<https://docs.google.com/document/d/1OnVpjjG2Yaee9dfFxUfpgMRsPn9GMEJTEqanErUQE8k/edit?usp=sharing>

Healing and Wellness in Our Education Systems

- A. Recall the Restorative Principles and concepts, the examples of what they look like, sound like and feel like as well as their near and far enemies. Acknowledge the challenges of this year and what this year revealed about our systems. Recognize that social and emotional well-being is needed in any space where learning is expected.
- B. Review this resource: [Educator Wellness: A Whole School Approach to Improve Staff Stress and Retention and Student Achievement](#)
- C. Review and think about the four questions below. Feel free to jot some thoughts down. In groups of four,
- What might it look like if you were to use restorative principles and concepts to contribute to healing and wellness in your school?
 - What changes would need to be made if you were to meaningfully prioritize relationships among and between both youth and adults and create the conditions for authentic engagement. Would these changes build and rebuild community and increase a sense of belonging?
 - Where can you find time and space to acknowledge and share wins and successes in order to build upon what's working and create hope that we can not only get through but do with some joy and as a team
 - What would it look like if you established ways to ask youth and adults about their needs and to be responsive to those needs?

Viewing Policies and Practices through a Restorative Lens

- A. In your teams, pick a topic and illustrate what practice looks like along a continuum from not at all restorative to high application. Identify situations and circumstances when *not* to use RP at each tier. Use this [blank google doc template](#) to document your group's work. Here are some example topics at each tier:

ALL Universal: Relationship Building / Proactive / Prevention

- Identifying, defining, and roll-out of agreements (staff and/or students)
- Your own lesson planning and day-to-day teaching
- Healing and Wellness Social/emotional curriculum
- Data collection

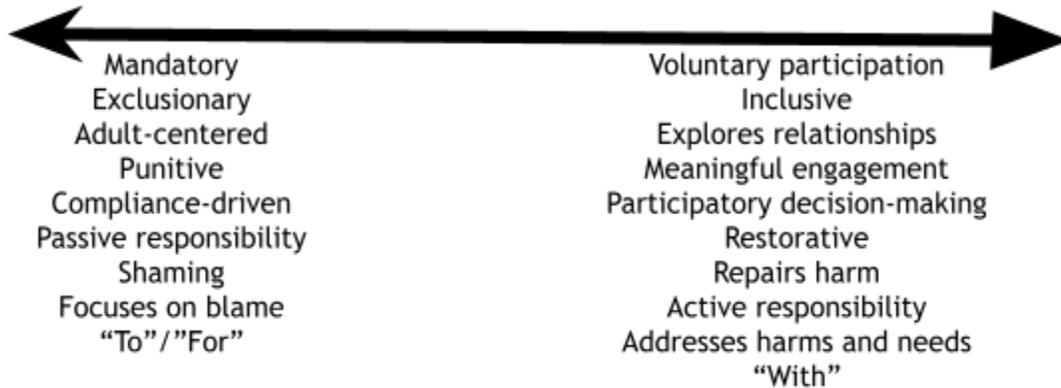
Targeted/Intensive: Responding to harm / Repairing

- Strategies for re-teaching/engaging students with problem behavior (i.e. CICO, social skills groups, etc.)
- Functional Behavioral Assessment (FBA)/Behavior Support Plan (BSP)
- Behavioral flow chart

- A policy/practice that is important to your school right now (i.e. A section of your handbook, like substance use violations).

Re-engagement:

- Return from suspension
- Medical leave
- Identification of a student rapidly disengaging with peers



- B. Upload your continuum to this Google Drive folder: [Restorative Continuums](#)
Review the posted work from all the groups. We'll have an open discussion about the work posted and questions that arise as a result. What was one ah-ha moment, new perspective, or wondering that emerged from this activity

SOAR towards Action (part ii)

- A. Take 5 minutes to revisit your SOAR worksheet. Is there anything to add?
- B. Take 10 minutes in your school teams to share what you wrote in the SOAR grid. Create a new [SOAR worksheet](#) that compiles team member input and any action items you're thinking about with your team.
- a. OPTIONAL: After 10 minutes, Use this [initiative assessment worksheet](#) to inventory programs / initiatives your school has introduced in the last five years related to climate culture and accountability.
- C. Identify one thing you'd like to share with the full group. It might be a Strength, Opportunity, Aspiration, Result; an a-ha moment from the initiative assessment, or action step. If action ideas come up, track them in the [action plan template](#) on the last page of this document or one that your school team has created.
- D. When we return to the full group, each team will share a Strength, Opportunity, Aspiration, Result, or action step with all.

Action Between Now and Tomorrow

- A. We will begin tomorrow in teams again. Consider volunteering to facilitate some version of a 15 minute online circle tomorrow morning for your team. **Please write indicate if you're willing to plan an opening circle for your team.** The purpose of this circle is to do one or more of the following (we need a volunteer from each school team):
- get to know each other build relationship and connection
 - promote self-care
 - develop experience in circle design and facilitation
 - reflect on the strand or brainstorming next steps
 - other

Resources:

- a. Example [circle outline](#) from yesterday:
 - b. Check-in Question generators: [Check-in Generator - Hej.Today](#) and [Icebreaker | Over 300 Free Icebreaker Questions](#),  [Check-In Resource.pdf](#)
 - c. Restorative Teaching Tools: [Building Relationships](#)
 - d. Restorative Teaching Tools: [Connection Circle](#)
 - e. Circle Games: <http://teacherguide2ra.weebly.com/circles-games.html>
- B. If you ran out of time, take some time this afternoon to share what you wrote in the SOAR grid and any action items you're thinking about with your team.
- C. Review resources intending to support initiative alignment or decide if adding a new initiative makes sense:
- [initiative assessment worksheet](#)
 - [Working Smarter, Not Harder Matrix](#)
 - [The Hexagon tool](#)
 - ["Technical Guide for Alignment of Initiatives, Programs, and Practices"](#)
 - [Organizational development evolution tool](#)
 - [Initiative Alignment Venn diagram](#)
- D. Review the the UVM RP team RP data tools manual. It contains RP Fidelity Instruments. Please visit [this link](#) so that the UVM RP Team has some basic info about who is using it and so that you can download the manual directly.

Closing

We have finished day 3. In a closing round, share:

1. What's changed, if anything, for you as a result of this strand?
2. What has energy for you, something that you find yourself thinking about and want some time to dive into?

We'll hear from anyone who would like to share with the whole group in a rapid round.

Day Four – Thursday, 9:00am – 12:30pm

Circle Process: IN TEAMS

- A. We will split into school teams to check-in and experience an online Circle Process designed by your peers.

Open Space

Open Space provides space to share and work on topics that those present are most interested in.

- A. Consider topics you want to talk about. Write 1 or more topics, in large legible print, on the large sticky notes. (5 mins)
- B. Silently consider the topic you are most interested in, jot notes—re: what drew you to this topic?
- C. Transition to small groups. and use this outline to roughly guide your discussion:
 - a. Introduce yourself and share what drew you to this topic. (5 min)
 - b. Open discussion (15 min)
 - c. Next Steps: write down any related next steps that you might want to take (10 min)
- D. Return to the full group to report out significant elements of the small group discussion.

Potential Open Space Topics

- Alignment of Restorative Approaches with other initiatives
- Restorative Practice Fidelity Instruments
- Healing and Educator Wellness
- Youth Adult Partnership
- Designing Circles
- Holding a circle on a topic
- Using Circles for difficult topics
- Orienting a school to restorative approaches

Break 10:30 - 11:00 Use this time to checkout and grab a snack

Plan, Do, Study, Act

- A. In terms of making and sustaining positive change and continued learning and growth, what has worked for you?
- B. Jon will share two models of a framework that may be useful to implement restorative approaches, continually enhance practice, and build collaborative learning.

- C. Consider the concepts of Praxis, Plan-Do-Study-Act, and your own experience. On your own, write down things that would help you and your team to actively study and reflect on action items. Draw on past experience regarding what has worked in terms of creating time and space to reflect.

Proposed and Prioritized Action Steps to Integrate RJ in Your School

- A. Begin planning: In your teams, share the work you've done in this workbook and in particular the action items you've identified. Then, begin to prioritize and catalogue action steps your team will take using the [Action Plan Template](#). Suggestions:
- a. Review and use this [Draft Implementation grid](#) and the [implementation stages](#) to guide your discussion
 - i. Consider: what additional resources/training does your team/your students need? How might you meet those needs?
 - ii. Integrate reflection into your plan.
 - b. Make sure each item is S.M.A.R.T.
 - c. Decide what your team wants to present to the full group and craft a question designed to solicit input from the group.
- B. In the full group we'll examine group work and provide some consultation to each group.

Closing

To close, name one thing you are leaving behind and one thing you are taking with you.

