

2021-2022

END OF YEAR REPORT

Inclusionary Practices Project

INTRODUCTION

During the past two years, Collaborative Learning Solutions (CLS) has had the honor of participating in the Inclusionary Practices Professional Development Project (IPP). Our impact within the adopted IPP Theory of Action is noted in the following section.

IPP Theory of Action

If the Inclusionary Practices Project Professional Development Cadre...

Supports the capacity of practitioners and partners (district and school leaders, educators, parents, and families) to implement and sustain inclusive systems that recognize all students have a right to meaningfully participate in the general education setting, both academically and socially,

By Providing...

- In-person and virtual professional learning on inclusionary practices that is job-embedded, continuous, reflective, relevant, and highlights the following:
 - Collaboration
 - Community of Equity
 - Restorative Practices
 - Culturally responsive family and community engagement
- On-demand coaching and mentoring



District and School Leaders will be able to...

Support teams to reimagine and support the shift in culture and beliefs on what inclusion and inclusionary practices are and why it's essential to have structures and systems to support inclusion,

By Providing...

- Transformational professional development.
- Alternatives to suspension as the preferred method of discipline.
- Have various access points based on individual and personalized learning experiences.
- Knowledge of best practices, research related to collaboration, and support staff in building relationships between people and departments.

Educators will be able to...

Support all students in accessing high-quality core curriculum with success,

By Providing...

- Increased access to grade-level core instruction.
- Teaching and learning in proactive and preventative classroom climates.
- Various access and entry points based on individual and personalized learning experiences.

Families will be able to...

Support...

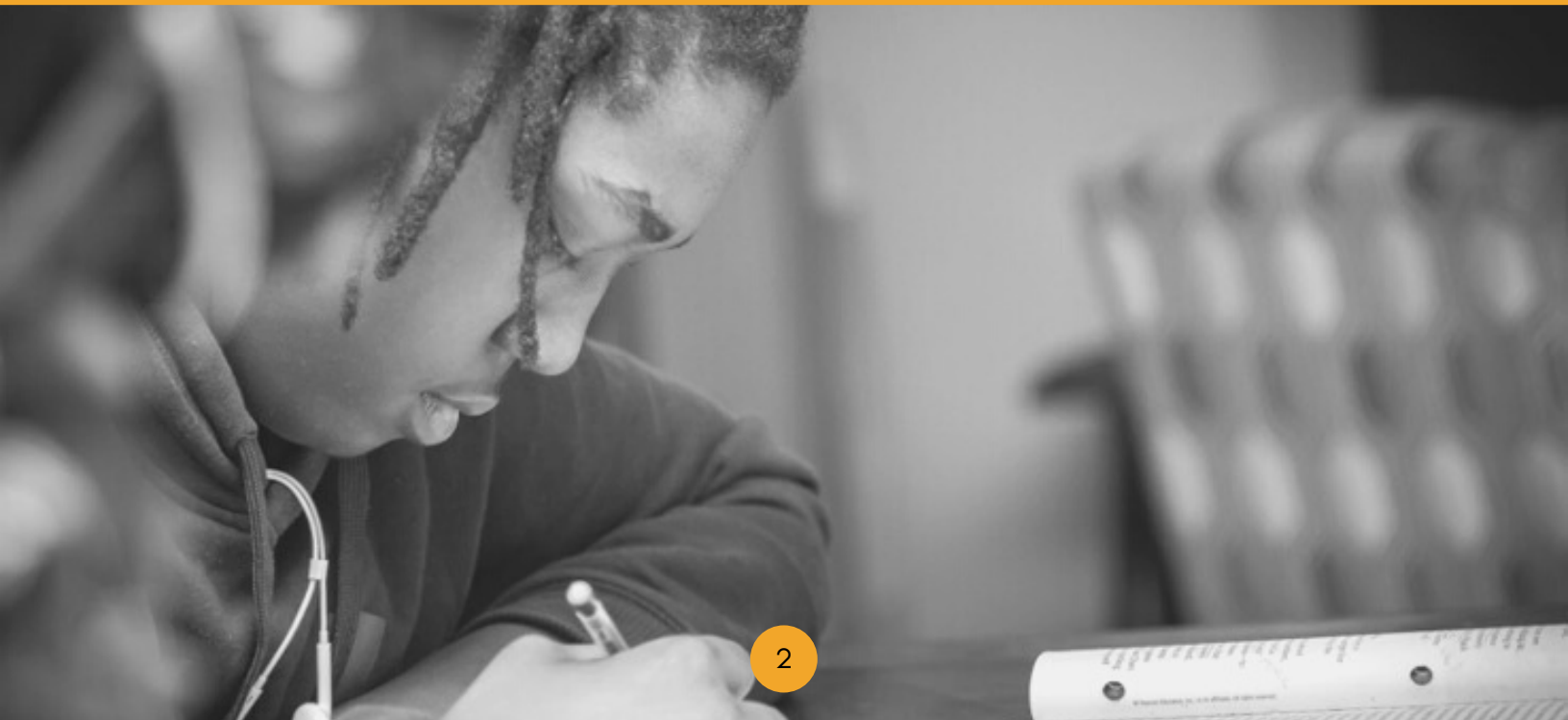
- School as a place that values ALL students;
- Work with educators and community as a coalition to advocate for systems change,

By Providing...

- Engagement and collaboration in the education of their child.
- Express overall increased satisfaction with the educational environment of their student(s).

Students will...

- Access learning in the least restrictive environment and have voice and choice in their learning.
- Have positive post-school outcomes, higher graduation rates, and increased access to CTE coursework.
- Build relationships of trust, mutual respect, and commitment.
- Find inequities are eliminated in the educational system to ensure equally high outcomes for all participants, removing the predictability of success or failure that currently correlates with other factors.
- Attend neighborhood schools, be seen as general education students who engage with the core curriculum that is aligned with Washington standards.
- Feel safe, valued, and heard and experience a sense of belonging in their school community, grow in their knowledge, skills, and relationships, and be positioned for successful life outcomes.
- Increase advocacy and ownership over their learning.



Setting The Stage

Our project was approved into the Inclusionary Practices Project in the summer of 2020, while schools were shut down due to Covid. As a new IPP partner, CLS navigated its path amid the uncertainty. While schools figured out staffing and service delivery modules due to health restrictions, the response to our outreach for training was slow. Some of the applications initially submitted were withdrawn as the year progressed, with ongoing changes to hybrid learning schedules. The 2021-2022 school year included consistent requests for changes in training dates throughout the year due to staff and substitute shortages. Our goal was to demonstrate empathy and flexibility with administration as they worked within the many restrictions they faced.

At CLS, we continue to be relentless in our mission to reach students in the margins by equipping educators with the tools and resources necessary to accommodate student needs and provide increased access to grade-level core instruction through the inclusion of students in the general education classrooms.



Coaching/mentoring, capacity building of educators, alignment of professional development, engaging families, and building student independence remain priorities for CLS. **Our focus with schools is to ensure that school communities are welcoming and equitable, focusing on intervention and repairing harm, as opposed to punitive measures that exclude students from the first best instruction in the general education setting, thereby fostering true inclusion.** Our focus in 2021-2022 was to ensure sustainability for all schools and districts that began training late in the previous year due to Covid/hybrid learning and were unable to complete all implementation components. We began the year by reaching out to all sites trained for a Restorative Justice Center (RJC), providing in-person booster training, and followed up with regular coaching sessions for students and implementation staff. We also followed up with all staff members that participated in the Restorative Practices Training of Trainers (TOT) and offered to support them through coaching and training co-facilitation.



Annual Reflection

We have been fortunate to have had the opportunity to impact educators on the topics of equity and inclusivity at all levels of the system, such as classified staff at the site level, office staff, instructional aides, teachers, site-level administrators, and district-level administrators.

Similar to last year, it was through the intersectionality of the activities within a district and the impact on stakeholders in various roles that we saw significant impact during this past year of implementation. However, what became the most apparent was that district and site-level administrative support is imperative for the success of all of these initiatives! When administrative buy-in was absent, programs were not as successful as staff members did not feel supported. This led to a higher turnover rate that threatened the sustainability of the programmatic aspects of Restorative Practices.

Through the integration of equity within all tiers of the educational system and the provision of ongoing coaching, it was exciting to witness the impact of equity and inclusion in the school and district cultures of the districts we worked with.

Partners

During the 2021-2022 school year, CLS has had the privilege to work with:

- Capital High School, Olympia School District
- Family Liaisons, Olympia School District
- Ford Middle School, Franklin Pierce School District
- Garfield High School, Seattle Public Schools
- Keithley Middle School, Franklin Pierce School District
- Komachin Middle School, North Thurston Public Schools
- Mountain View Elementary School, Shelton Schools
- North Thurston High School, North Thurston Public Schools
- Pleasant Glade Elementary School, North Thurston Public Schools
- Roosevelt Elementary School, Olympia School District
- Salish Middle School, North Thurston Public Schools
- Washington High School, Franklin Pierce School District

COMMUNITY OF EQUITABLE AND INCLUSIVE PRACTICES (CEIP)

The CEIP organizes members around purposeful action towards equity and inclusion and brings voice to staff, students, families, and communities, empowering communication with administration through a data-driven approach. During the 2020-2021 school year, CLS provided training, coaching, and consultation in the areas of equity and inclusivity with teams from the ESD through the site and family levels in order to build local capacity and expertise for increased positive relationships throughout the school and district.

During the 2021-2022 school year, Garfield High School requested training and coaching for an ethnically and racially diverse group of students who used an appreciative inquiry process, as well as data review, to examine the use of exclusionary discipline practices within Garfield. After a rigorous process, students presented their findings as well as their recommendations for change in policy and practice to the Garfield Building Leadership Team. Olympia School District requested training and coaching with their district-wide Family Liaison group. CLS was eager to work with this unique group as the function of the Community Liaison is to provide a link between the school and the families and community at large. The Community Liaison group within Olympia School District ultimately provided a presentation to their Governing Board and were able to show through the data they gathered the importance of the Family Liaison role throughout the Olympia School District thus procuring sustainable funding to ensure the longevity of the program.

Testimonials

- "Wonderful class—really thought provoking!"

Fabiana Eussen, Family Liaisons, Olympia School District

- "As a Family Liaison, I am thrilled to have had the opportunity to go through training that focuses specifically on communicating with, engaging, and supporting families and students in an equitable manner. This will be incredibly useful to me on a daily basis."

Anne, Family Liaisons, Olympia School District

- "This training has really impacted and changed the way I work with families in my school. Most of our families have so much shame when asking for help. This has made me realize that I need to go to them and find new ways to reach our families. Being able to work through MTSS in relation to family outreach was incredibly impactful!"

Anonymous, Family Liaisons, Olympia School District

- "The guidance and leadership that CEIP provided to me in the newly created position of Family Liaison was imperative. I was inspired by the trainings that CEIP provided and always looked forward to my time with Elizabeth and Victoria! I will be a better educator because of CEIP and the families that I work with will benefit from the knowledge CEIP shared with me around equity."

Anne Zimmerman, Family Liaisons, Olympia School District

- "This was a great training, I loved every minute of it."

Student, Garfield High School, Seattle Public Schools



- "I was able to talk with my peers about things I didn't know they also agreed on with me."
Student, Garfield High School, Seattle Public Schools
- "This [process] really opened my eyes. I'm someone who has been suspended, and now I see that I'm not alone and that there are people who care enough to change [the system] to better support students."
Mac, 10th grade, Garfield High School, Seattle Public Schools
- "I was not surprised by the data showing unfairness. I thought that it's just how the system is, and there is nothing that can change it. Now I know that I have a voice and it doesn't have to be this way."
Connie, 11th grade, Garfield High School, Seattle Public Schools

CEIP by the Numbers



Trainings



Coaching Sessions



Students Trained



Staff Trained/Coached

One High School, Garfield High School, and one districtwide group, Olympia School District, have engaged in our Community of Equitable and Inclusive Practices training. Olympia School District conducted a Family Liaisons group, while Garfield High School conducted a student group.



92.3% of the respondents rated the training as valuable or highly valuable.



92.6% reported that their understanding of the topics covered in the training increased.



92.6% reported having the skill to proficiently implement the practice presented following the training.

RESTORATIVE PRACTICES (RP)

All of the training components involved in Restorative Practices, such as training, Training of Trainers (TOT), coaching, and consultation, are designed to build local capacity and empower all teachers on the campus to build a community of belonging in their classrooms and strengthen peer relationships. We found that of all of our trainings, the Restorative Practices training was somewhat of a challenge for sites to complete as designed (2 full days, or 12 hours, of training for all staff) due to Covid-related complications in scheduling and substitute shortages. We have been asked mid-year to modify the training in several less effective formats (four (3 hours) segments, or even eight (90 minutes) segments). It is our opinion that the integrity of the training may have been affected by these modifications.

All materials created by CLS for the RP Experience have been provided to participants in the training for future use in an effort to create sustainability and build capacity, and are available to OSPI upon request. Districts and schools now have an additional Tier I solution with language and strategies to become proactive, preventative, and prosocial. Teachers are less apt to ask that students be removed from the general education classroom for disruptive behavior or if they do not "fit the mold," enabling students to be educated within the least restrictive environment and fostering student independence.

During the 2021-2022 school year, one (3-day) TOT was provided to develop local capacity to utilize the expertise of Washington public education staff and leaders to be able to replicate the 2-day RP Experience training with educators. Our team then provided coaching and co-facilitated training with these trainers within their districts to build capacity.

We also provided support for those who participated in the RP TOT training during the 2020-2021 school year by offering coaching and co-facilitated training support due to the fact that the previous year was so disrupted because of Covid.

Testimonials

- "This training was valuable as it provided tools to connect with students through questioning and listening strategies."
Anonymous, North Thurston High School, North Thurston Public Schools
- "This training will change the social climate in your classroom."
Anonymous, Roosevelt Elementary School, Olympia Schools District
- "I feel confident that I can champion Restorative Practices and deliver relevant training to stakeholders after engaging in TOT."
Kirsten Rue, Director of Student Achievement, North Thurston Public Schools
- "If there was ever a time when Restorative Practices was needed most, the time is now. Thank you CLS for answering the call!"
Dr. Brody LaRock, Principal, Envision Career Academy



- "This training was very impactful to me, but will be imperative to our students who don't feel they have a voice."

Fabiana Eussen, Family Liaisons, Olympia School District

- "I was so impressed with the RP training offered through Collaborative Learning Solutions. The team is knowledgeable and knows how to tailor a training to the group of people they are working with. Implementing RP in the school setting is changing the culture of our school. Students are learning how to solve problems together and communicate their needs more effectively. School climate surveys are reporting students are feeling better supported and understood. I can't wait to see the effect 5 years down the road."

Sean Shaughnessy, Principal, Roosevelt Elementary School

- "Victoria and Elizabeth are engaging trainers who allow time for all participants to ask questions and carry on discussion about aspects of RP that are relevant to their individual needs. I had the great opportunity to train with them, then receive additional coaching from Elizabeth while I presented sections of the training. This experience further clarified my own understanding of RP and training approaches. The experience also built my confidence as a trainer."

Katy Lehman, Student Support Specialist, North Thurston Public Schools

RP by the Numbers



Trainings



Training of Trainers (TOT)



Staff Trained

Four schools, Garfield High School, Roosevelt Elementary School, Keithley Middle School, and North Thurston High School have engaged in our Restorative Practices (RP) training. In addition, three schools, Komachin Middle School, Salish Middle School, and Pleasant Glade Elementary School were trained by '20-'21 TOT coached staff members.



92.3% of the respondents rated the training as valuable or highly valuable.



92.6% reported that their understanding of the topics covered in the training increased.

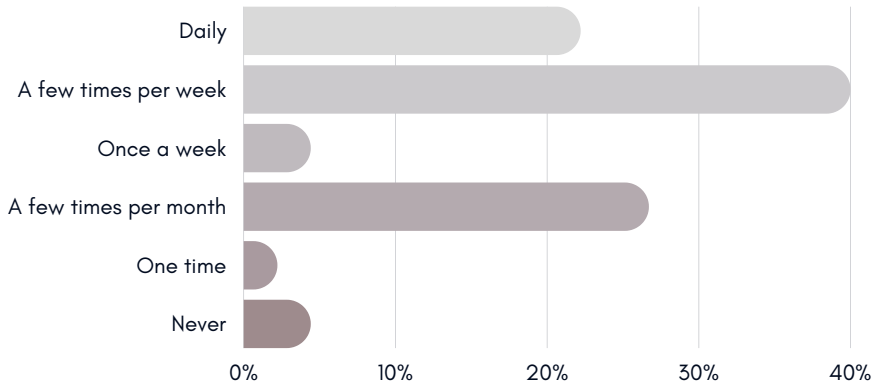


92.6% reported having the skill to proficiently implement the practice presented following the training.

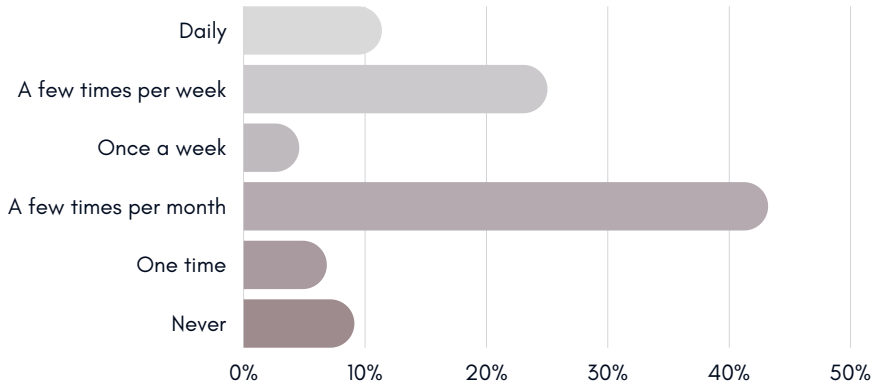
RP Impact

A Restorative Practices Impact Survey was sent to all RP participants to measure the response and effectiveness of the RP program. Below is the feedback we've received on three key questions.

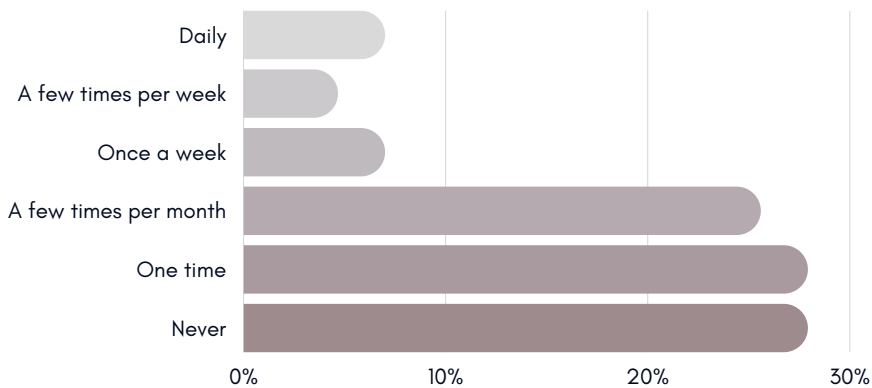
How often have you used affective language?



How often have you used restorative questions?



How often have you used community building circles?



RESTORATIVE JUSTICE CENTER (RJC)

The Restorative Justice Center brings an expansion of Restorative Practices into the school site. It provides a system that encourages student voice, builds community and belonging, as well as offers a viable alternative to exclusionary discipline in many cases. Beginning with training, coaching, and mentoring with site and district leadership, the RJC keeps students at the forefront of their decisions while building systems and structures that address the needs of a school to create safe and rigorous learning environments. It is critical to foster accountability and empathy while focusing on restoring relationships and repairing harm to the community as opposed to suspension, expulsion, or placement in separate programs, which limits access to the general education curriculum.

Student leaders with differing ability levels and with diverse racial, ethnic, social-economic and gender identities, are selected to receive training and are empowered to lead in the RJC process themselves. Thus local capacity is built in a way that is sustainable over time. Coaching sessions for the Implementation Team provide school leadership with the skills critical for a successful RJC implementation. Through training and ongoing education, students learn to facilitate community-building circles, serve as peer mentors, provide academic peer coaching, and provide support for teaching and learning, which creates student independence. This is true equity in action.

In 2021-2022, CLS was asked to establish an RJC at both Capital High School in the Olympia School District and Garfield High School in Seattle Public Schools.

Additionally, we were able to provide booster trainings and ongoing coaching sessions to the 2020-2021 implementation sites (Ford Middle School and Washington High School).

Testimonials

- "It's important and will help the community."

Student, 11th Grade, Garfield High School, Seattle Public Schools

- "It is a welcoming place for students, and I like helping people with their problems in a healthy way. It's like we learned, doing things with people instead of to them or for them is just a better way. And I feel like a leader."

Student, Washington High School, Franklin Pierce SD



- "My experience was good. I felt like they helped me understand empathy on a differed level and I would like to know more to help make a good change in our school community. I believe this is important to help make peace at the school with students and teacher's to overcome misunderstandings."

Student, Washington High School, Franklin Pierce SD

- "This is a great program that I am excited to participate in this coming school year. Being able to help my peers resolve conflict in a controlled and safe environment will make our campus more welcoming and less hostile place for staff and students alike."

Student, Washington High School, Franklin Pierce SD

- "It is a place where I can support others in their story. [The RJC] helps others to reconnect with themselves and build a connection with other students and teachers. It is a compassionate space."

Student, 9th grade, Capital High School, Olympia SD

- "I like that they can come here before getting suspended or in bigger trouble. I like how we can create this safe space. I want [the RJC] to be at Franklin Pierce [High School] so I can keep being a student advocate."

Student, 8th grade, Ford Middle School, Franklin Pierce SD

RJC by the Numbers



Students Trained



Staff Trained

Two schools, Garfield High School and Capital High School, have engaged in our Restorative Justice Center (RJC) training*. In addition, we provided a booster training and several coaching sessions to two '20-'21 RJC implementation sites, Washington High School and Ford Middle School, both in Franklin Pierce School District.



88.9% of the respondents rated the training as valuable or highly valuable.



80% reported that their understanding of the topics covered in the training increased.



90% reported having the skill to proficiently implement the practice presented following the training.

*It is important to note that Garfield High School experienced internal struggles with implementation as administration and staff have not yet built a strong connection and commitment to this work. In addition, due to a mid-year change in administration at Capital High School, it was somewhat of a struggle to build capacity.



Implementation - The Washington High School Story

Our work with Washington High School started during the 2020-2021 school year. Though the pandemic proved to be a challenge for schools during that year, Washington High School's leadership made it clear that creating an RJC was one of their priorities. Having leadership support was a key component to the success of this program. Thanks to this support, we provided the High School with the following:

- Consultation session with administration and 2 facilitators
- RP training & RJC introduction for all staff
- Training for Student Advocates
- Coaching sessions

During the 2021-2022 school year, we were able to provide the school with:

- Booster training
- 6 coaching sessions

Student Advocates Selection

- 24 students were selected through an application process:
 - 8 Seniors
 - 6 Juniors
 - 10 Sophomores
- Student leaders with differing ability levels and with diverse racial, ethnic, social-economic and gender identities, were selected to receive training and were empowered to facilitate the RJC process themselves, and local capacity was built!
- Assigned to a leadership course prerequisite, which included curriculum covering Restorative Practices and Equity
- All students advocates were trained by CLS

Student Self Referrals

- Washington High School has implemented a structured system for students to be able to self-identify the following:
 - Student Intake paperwork.
 - Self-regulated quiet time for 8 minutes to ensure that students return to class as soon as possible.
 - Student involvement in Proactive and Restorative Circles to build community, as well as a strategy to prevent or repair harm.

The Story by the Numbers

-70%

Truancy has decreased by 70% in 5 months.

-61%

The number of students who access the Restorative Justice Center due to **disciplinary referrals has decreased by 61%** from September 2021 to May 2022. (In September, 137 students were sent to the RJC because of discipline referrals. In May, that number decreased to 52.)

3X

The number of students who self-refer to the RJC has tripled over the course of the year. **Over three times as many students are using the RC to resolve conflicts.** In September 2021, 150 students self-referred. In May 2022, 446 students used the Restorative Justice Center in this way.

In addition, **classroom circles are routinely run by students** through the “Request for Assistance” process, in which teachers can ask for help in an effort **to address behavior at the lowest level and involve students in the restorative process.**

Importance of Systems and Structures

Coaching and mentoring with site and district leadership was critical to keep student needs at the forefront of their decisions. School-level capacity was built to implement a Restorative Justice Center to foster accountability and empathy while focusing on restoring relationships and repairing harm to the community as opposed to suspension, expulsion, or placement in separate programs, which limits access to the general education curriculum. The coaching sessions for the Implementation Team provided them with the leadership skills critical for a successful RJC implementation. Students learned to facilitate community-building circles, serve as peer mentors, and provide academic peer coaching, which creates student independence. **The RJC work brings Restorative Practices to a new level, with real student voice and opportunities for self-advocacy.**

Factors Contributing to Success

- Strong administrative commitment
- Curriculum centered around equity and Restorative Practices (building relationships and repairing harm)
- Whole staff trained in Restorative Practices
- 2 classroom-based facilitators on the Implementation Team
- Data tracking (attendance, tardies, discipline...)



CONCLUSION

It has truly been our pleasure to collaborate with OSPI and CSTP on the Inclusionary Practices Project! We have learned many lessons during the past two years regarding the delivery of training and coaching during a pandemic. We have built relationships with administrators, staff, family members, and students. Last, but not least, collaborative partnerships have been established with IPP Cadre members as well as many district-level partners.

It was critical to be able to provide support to both staff and students who returned to school this year after having experienced trauma. It was equally important to support educators who received training late last school year due to Covid/hybrid learning and were unable to complete all implementation components.

We eagerly considered these training requests through the lens of coaching/mentoring, capacity building of educators, alignment of professional development, engaging parents/families, and building student independence.

We are more convinced than ever that when school communities are welcoming and equitable, focused on building community, intervention, and repairing harm, as opposed to enforcing punitive measures that result in students being excluded from first best instruction in the general education setting, true inclusion is fostered and is evident in both quantitative and qualitative measures.



CLSTeam.net | Stewards of Student Success

In partnership with:

