Philosophy

Students should be in class to receive instruction to improve learning. The focus on student behavior should be teaching the appropriate behavior and rewarding/reinforcing the behavior we want to see by providing specific feedback to the student. When a student is behaving in a manner that is impacting the learning of others, it is important to intervene quickly and provide re-teaching.

Students will be re-directed and re-taught correct behaviors. If a student does not correct the behavior and it is impacting other student learning, they may be issued an SIR or Student Incident Report. This is written by the classroom teacher and the student must take a copy home for his/her parent to sign. If teachers do not receive this copy back, they will be calling parents to make them aware of the incident.

Teams are dedicated to providing a productive and active learning environment for all students. Our goal is not only for students to find success at Simle, and eventually Legacy High School, but also beyond school. We want to give them the tools to succeed in our always-changing world.
MTSS B Vision:

Positive behavior is the key to school success.

We believe a student must understand what it takes to be successful at school; it takes organization, curiosity, responsibility, and a willingness to be kind to all.

Spartan 5 ROCKS: I will be Responsible, Organized, ur10, and Kind, and Successful.

How did we get here?

Teachers were involved in the creation of our MTSS systems from the beginning. For the past four years, Simle has attended ND’s Fargo MTSS conference to build and sustain our system. Because teachers helped create this and wanted it, we have been able to be consistent in our delivery to students. Our MTSS Behavior work has become embedded into our culture.

Since implementing MTSS, Simle continues to see a decrease in behavior referrals. There was an increase in 2017-18 due to high-risk students which prompted the need for more support, leading to Simle’s mental health grant. Simle administration saw a need for outside resources to assist students and families with behavioral health. The percentage of students continues to increase as we are seeing more use of vapes at school, and students avoiding class due to anxiety or other mental health needs.
Why the drastic drop?

After one year of MTSS implementation, Simle declined their behavior referrals by over 600. They continued to see a decrease into year two and a rise in year three. This is the result of consistent Tier 1 and Tier 2 behavior responses. We believe students must be taught the behaviors we expect to see in our school. Teachers spend the first month of school continuously teaching our expectations for different areas of the building. They then recognize student positive behaviors by reinforcing the behavior with sparklers. The sparklers are part of our Positive Behavior Intervention Support (PBIS). All students are taught, expected to perform, and then positively reinforced when they show these behaviors.

If students struggle to perform behaviors, we identify the student quickly, target why they aren’t performing (they do not know how or they are choosing not to) and then assign an appropriate intervention to get a better result. Things a student may experience is a Check-In/Check-Out system in which an adult is providing extra positive reinforcement. Check and Connect, where a student meets with a counselor once a week to create goals and work to reach them, or a student may work more closely with a teacher mentor. Each intervention depends on the needs of the student. We consider all of these Tier 2 interventions. If a student is still struggling even with this amount of support, they would then be a candidate for our Spartan Center.

The Spartan Center is run by one teacher with the assistance of building aides. Students may be assigned to the Spartan Center for one class or multiple classes. It is a more intense support area considered a Tier 3 approach. With each tier having different options, we are able to serve students better than we have before implementing MTSS.
Spartan Center Tier 3

Our Spartan Center provides a wrap-around approach to a student. We are wanting students to develop a strong relationship with the Spartan Center teacher while gaining supports for academics and finding more social or emotional success by going into the community to volunteer.

One area that our Spartan Center lacks is in-depth mental health support. The students that reach the Spartan Center, generally have more needs than our school can provide. This is where some of the funds would be spent.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>- AP/Teacher swap</td>
<td>- Mental Health First Aid Training</td>
<td>- District resource</td>
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<td>- Coaching and office days for Admin</td>
<td>- SEL building team</td>
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<tr>
<td>- SMS Rocks sessions for all teachers - occurs every three weeks</td>
<td>- Special ed teachers working with Safe &amp; Civil Schools (Tough kid, Social thinking)</td>
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<td>- Commitment to keeping kids in school and limiting OSS/Citations</td>
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<td>- MANDT Training</td>
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<td>- Assessing and Reporting Behaviors</td>
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<td>- Aid Path training/Summer Institute</td>
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Our community resources

- Restorative Justice (Lutheran Social Services/United Way)
- Taekwondo
- Volunteer trips through our Spartan Center
- Behavioral Health work
  - Department of Human Services Behavioral Health Division
  - Sanford Health
- Fuel Up to Play 60 - Midwest Dairy
- Mental Health Technology Transfer Center
- Juvenile Court
- Police Youth Bureau
What is restorative justice?

Building Community

Restorative School

Repairing Relationships

What do we use
Restorative work for?

Fights
Language toward others
Citable offenses & non-citable
Bus drivers & students
Any situation where the environment was harmed or another person

Home base circles
New student circles
Restorative meetings

Simle’s restorative feedback

- 88.50% of the 261 surveyed reported that they felt the process created a safer school environment
- 82.38% of the 261 surveyed reported that they felt they had a greater commitment to the school as a result of participating in the conferencing process.
- 88.50% of the 261 surveyed felt the process helps to hold people accountable for their actions
- 76.81% of the 69 (new students) surveyed reported that they felt more comfortable in their school from participating in a restorative process (New Student Circles).
- 39 out of 47 students (82.98%) with citable offenses were alternately held accountable by participating in a restorative process and did not receive citations.
Questions and Comments

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