

We are in the process of implementing google classrooms based on locally developed curriculum that has relevance to our students. Each teacher has been working on a Google Classroom for Credit Recovery and Independent study. This computer based software will allow students to recover credit, complete make up work or enhance their learning with a certified teacher. Students can work on these modules anywhere they have a Wi-Fi signal with the teacher able to monitor the work as it is in progress and provide feedback to the students.

We are also committed to developing a Project Based Learning Model for both project choices and the Blackfeet Academy. We are working with Blackfeet Community College to develop this teaching style and design some projects that are academically rigorous, common core aligned while being engaging and relevant to our students. One of our ongoing projects is an evaluation of community resources available, with students creating surveys, maps, informational brochures and a community needs assessment. This project will allow students to identify community resources, priorities, needs and associated careers.

On January 25<sup>th</sup> Shareen Springer from the Restorative Youth Justice Center and Iris Ziegler from Montana OPI's school climate grant will visit our school and in-service our staff on implementing Restorative Justice practices. Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. Restorative practices allow individuals who may have committed harm to take full responsibility for their behaviors by addressing the individuals affected by the behavior. The goal is to place value on relationships and focus on repairing relationships that have been injured. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm and making changes necessary to avoid such behavior in the future.

“Instead of learning from our behavior, schools just force us without real conversations and interventions. Suspensions don't work, summonses don't work, arrests don't work. Keep us in the classroom, keep us accountable, and build relationships. That works.” – Savannah, age 15

**Elements of Restorative Practice Include:**

**Community Conferencing:** Is a practice that provides students and educators with effective ways to prevent and respond to school conflict. Community conferencing involves the participation of each person affected by the behavior allows all stakeholders to contribute to the conflict resolution process.

**Community Service:** Allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.

**Peer Juries:** Allow students who have broken a school rule, and trained student jurors to collectively discuss why the rule was broken, who was affected, and how the referred student can repair the harm caused.

**Circle Process:** A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts and problems. Circles can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provided people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspective.

The Buffalo Hide Academy has served approximately 115 students to date.

We are hosting several community resources including representatives from the Blackfeet Manpower program, Montana Youth Challenge, Montana Job Corp, Montana Career Information System and representatives from the Blackfeet Tribal courts to work with our students to provide skills and resources.

Teresa Pepion from Glacier County has been working with our young parents and promoting proper diet, nutrition, exercise and life skills. Students have the opportunity to plan meals, learn budgeting skills, develop healthy habits and gain access to resources available to young parents at the tribal, state and county level.

We want to congratulate Charlie Spiecher from Project Choices who became a father on December 20th our students are eagerly awaiting a visit from baby Spiecher.

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