Building Community and School Climate by Infusing Community and Restorative Practice Through an MTSS Approach

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Your Personal Education Journey

- Review the illustration to the right

- Pick one person from the illustration that represents an educator that has made an impact on your career-choice in education

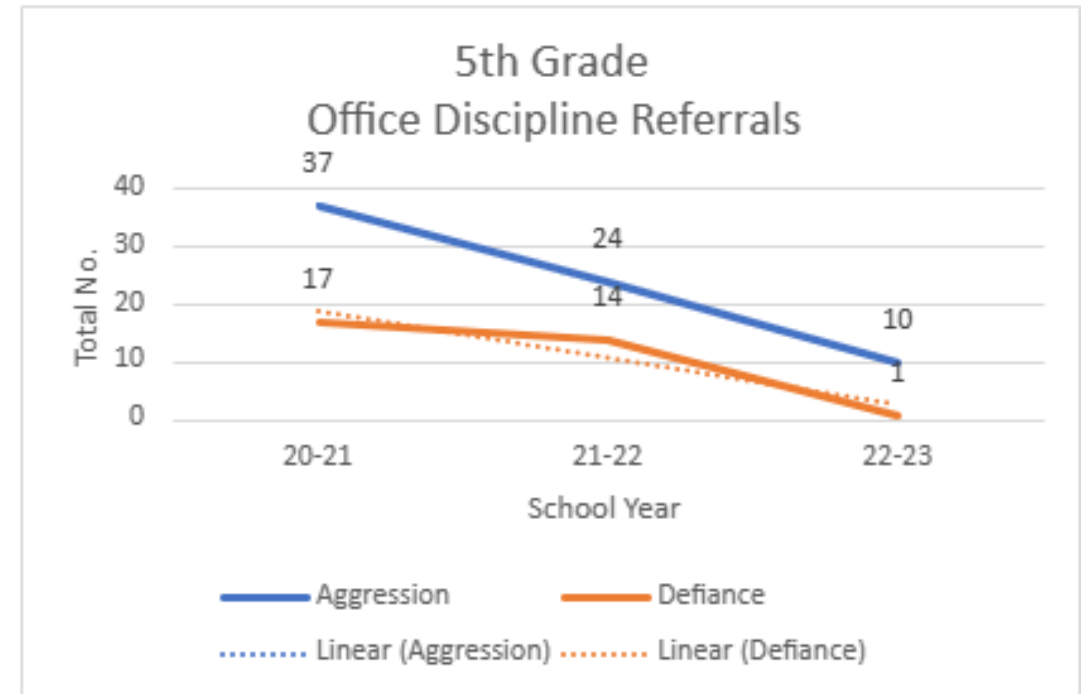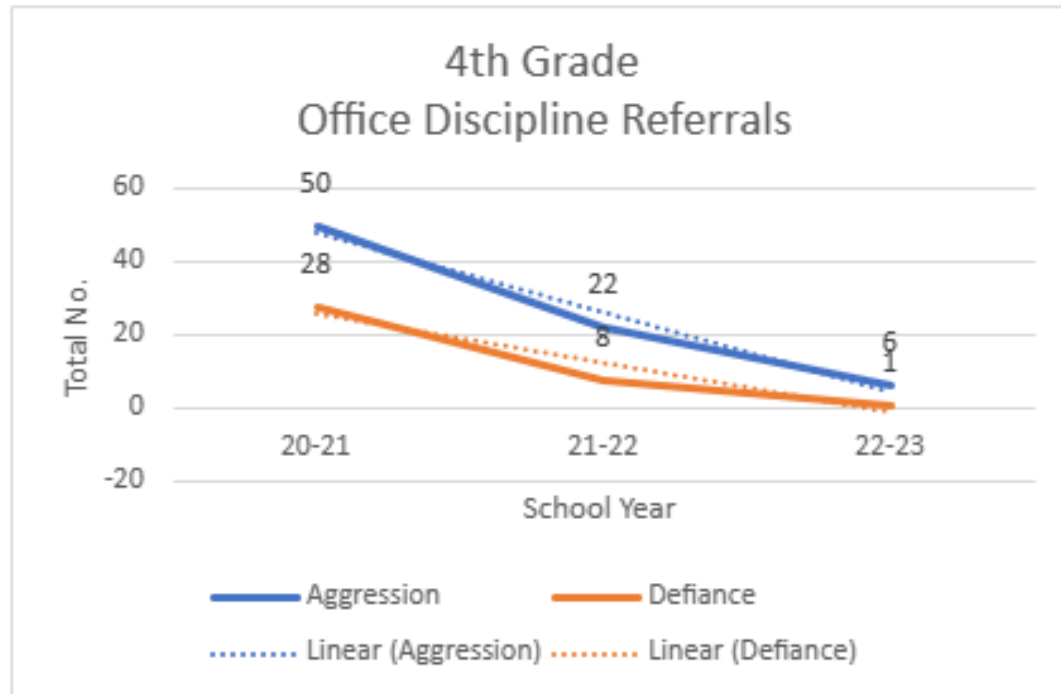- Use one color crayon to shade in that person

School Demographics

- **Percentage of male students:** 52%

- **Percentage of female students:** 48%

- **Percentage of students identified as special education students:** 16%

- **Percentage of students who are S504 eligible:** <1%

- **Percentage of students who are identified as gifted:** <1%

- **Percentage of students who are identified as ESOL students:** 53%

- **Percentage of students who qualify for speech and/or language services:** 13%

- **Percentage of students who receive free or reduced lunch:** 100%

- **Percent Black:** 13%

- **Percent Hispanic:** 80%

- **Percent White:** 7%

- **Percent Native American:** 0%

- **Percent Asian:** <1%

- **Percent Other:** 0%

Behavior Data (Whole-School)

Whole School
Office Dicipline Referrals
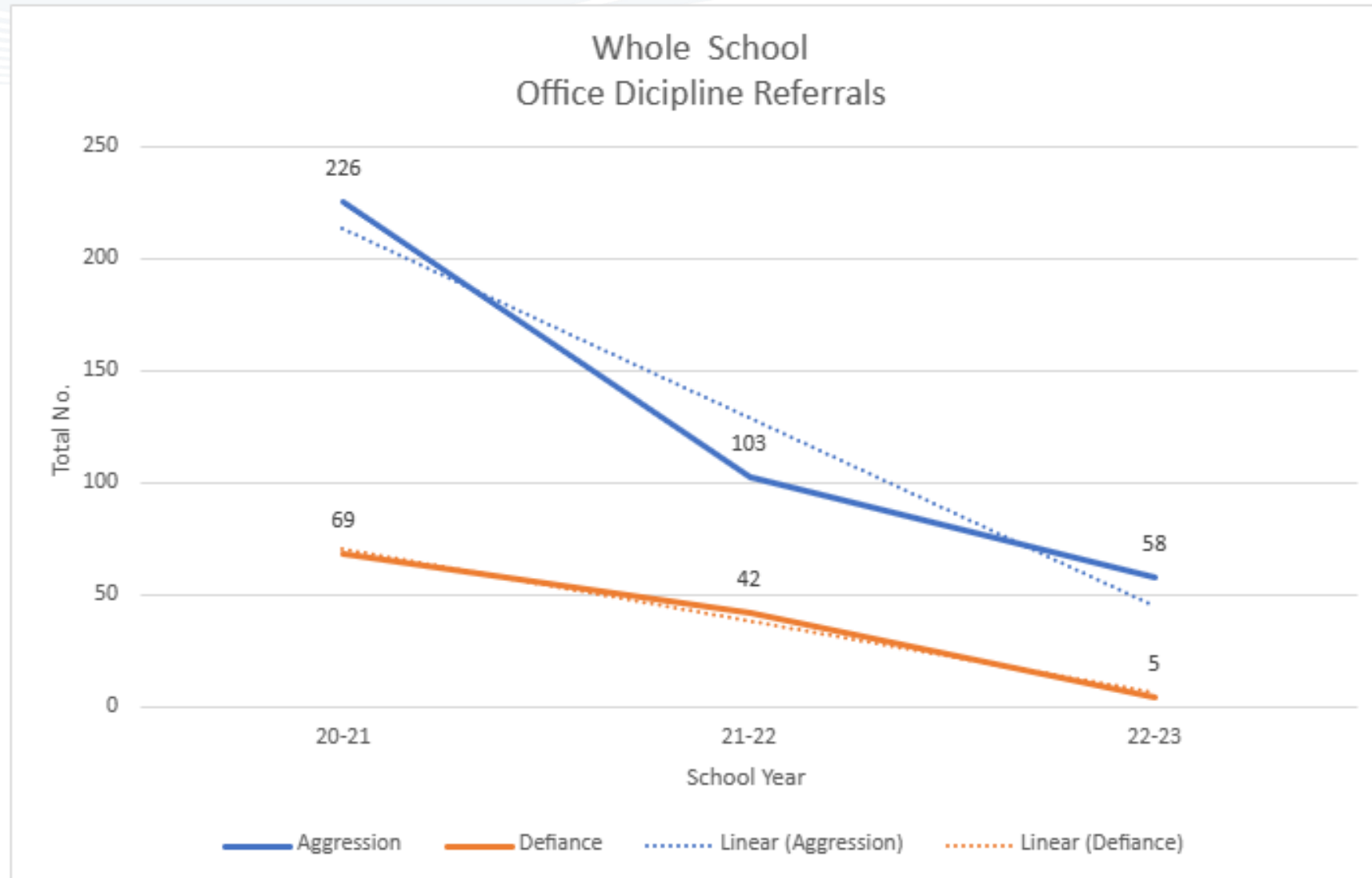
Behavior Data (Target Group)

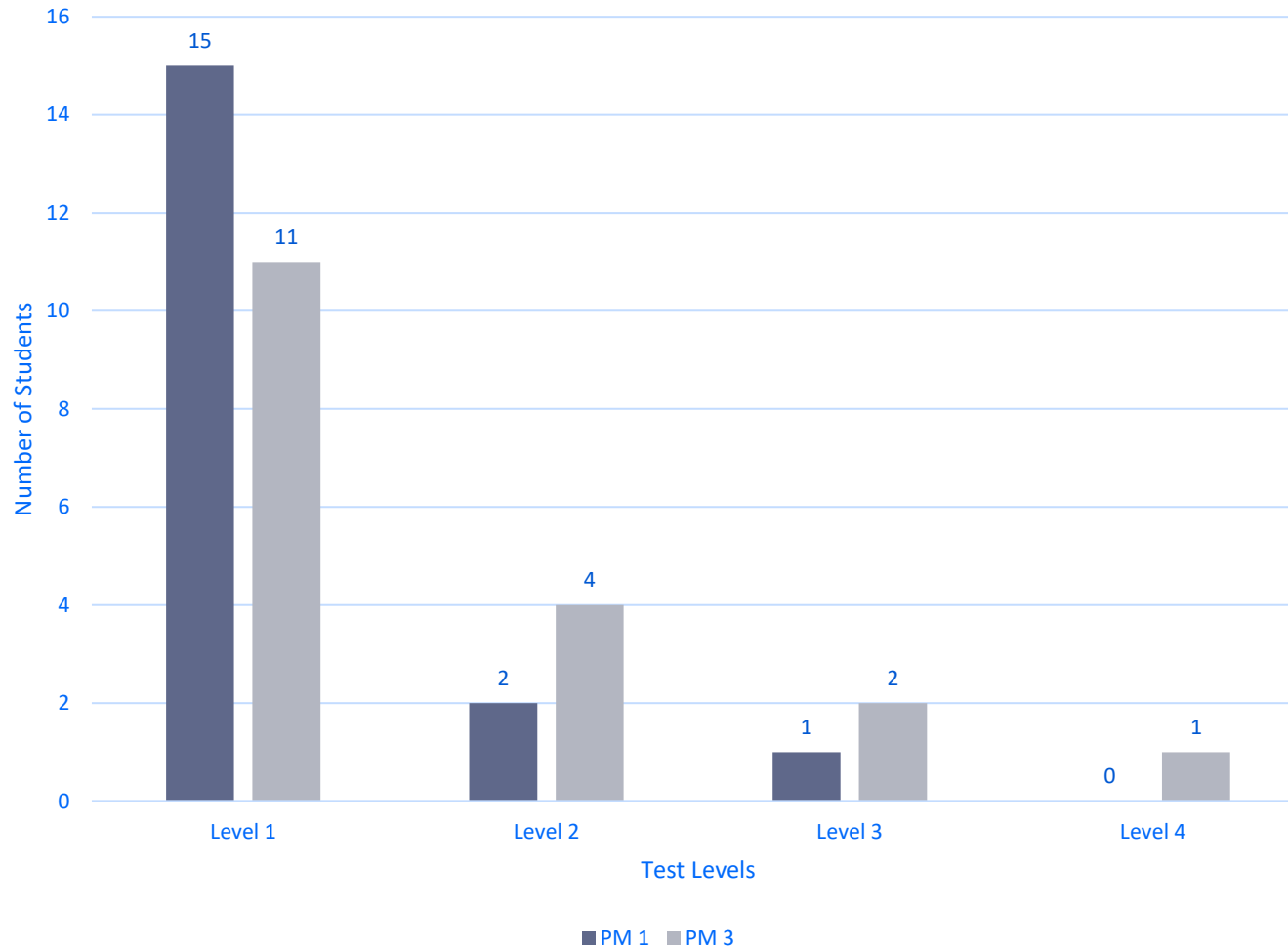4th Grade
Office Discipline Referrals

5th Grade
Office Discipline Referrals

Academic Data

Academic Data from PM1 to PM3

Classroom demographics (19 total students)

- 13 EL students
- 6 students with an IEP
- 1 student with a 504 Plan
- 17 Hispanic
- 1 White
- 1 Black
- 100% free and reduced lunch

Deep Dive of Academic Data

Academic Growth of Students Who Scored Level 1 on PM1

Bar chart titled "Academic Growth of Students Who Scored Level 1 on PM1". Y-axis labeled "Scaled Scores" ranging from 250 to 275. X-axis labeled "FAST Tests" with two bars: PM1 = 260.08, PM3 = 273.31. Legend: Averages.
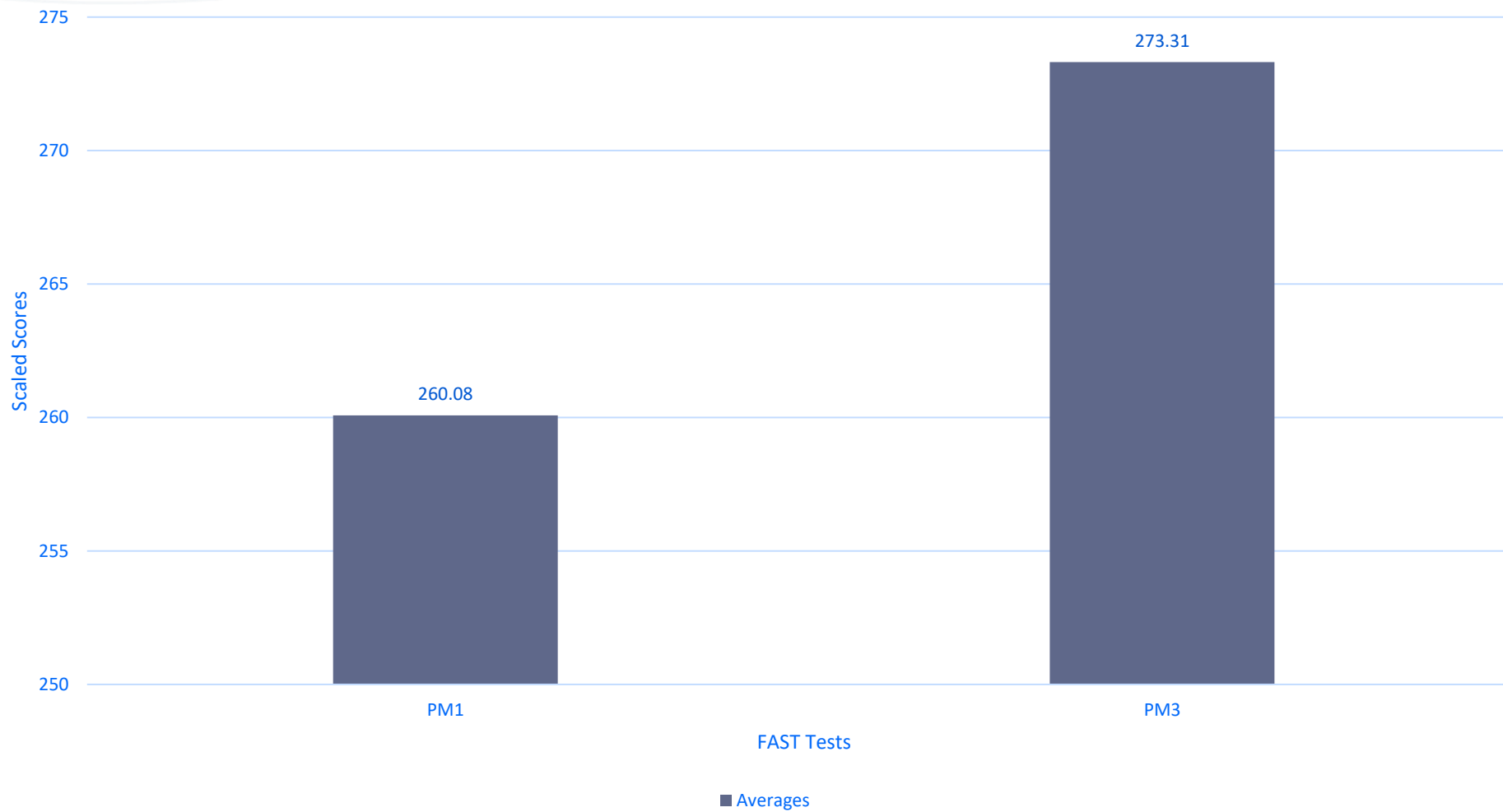
Building Positive School Culture and Climate

How would you define culture & community?

"School culture is the foundation of relationship building strategies that establish, maintain, and restore empathy, trust, and compassion amongst a community of staff and scholars."

(Bocock et al., 2023)

School Climate & Community Team

- **Establishing the team**
- **Defining the role of the team**

Establishing a School Climate Vision/Mission

Vision

To be a school where students and staff are:

- Self aware and able to manage emotions and behaviors in a safe and respectful way

- Developing positive relationships and having an understanding and empathy for others

- Able to preserve through academic challenges that arise

- Inspired to be life-long, responsible learners in future career and college opportunities

Mission

"Daughtrey Elementary School's school climate mission is to deliver equitable, evidence-based, data-informed programming to all students. The program utilizes a multi-tiered system to deliver appropriate and targeted interventions for the foundation of lifelong life skills learning, in a safe and caring academic environment in which all students and staff are included, accepted, and validated."

Establishing School Climate and Community Goals

Goal Setting

S — Specific
M — Measurable
A — Attainable
R — Realistic
T — Time-bound

By May 2022, Daughtrey Elementary students grades 4-5 will decrease behavior office referrals by 10% from the previous school year, (previous total referrals: 295) by participating in daily evidence-based life-skills instruction (Community Circle for 15 minutes daily), as evidenced by the end of the year behavioral data (total referrals).
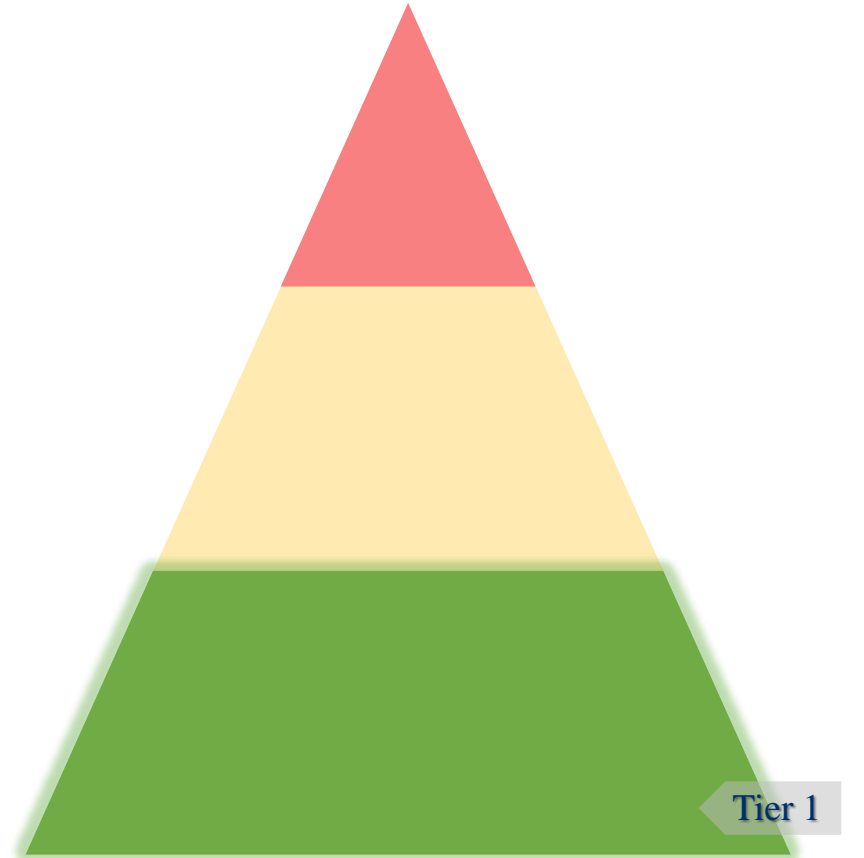
What is the role of the school climate/community team in planning and implementation of professional development for teachers and staff?
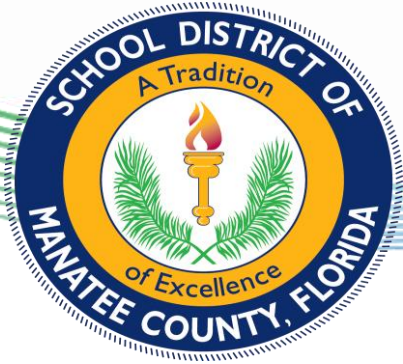
TIER I

- **CHAMPS**
- **Safe Learning Environment**
- **Community Circles**
- **Implementing Community Circles**
- **Foundational Skills**

Tier 1

Tier I: CHAMPS

CHAMPS is a district initiated behavioral intervention plan. This is part of Tier I when building your classroom community.

C- Communication: What is the expected voice level?

H- Help: How do the students ask for help?

A- Activity: What is the activity the student is completing?

M- Movement: Where is the student expected to be?

P- Participation: How are the students participating?

S- Success When we follow CHAMPS, we are all successful learners!

Calming Corner	
C	Level 0 No talking
H	Raise your hand
A	Set timer (3 minutes) Choose ONE coping strategy
M	Stay in the calming corner When timer is done, clean your mess and join the class
P	Working on a coping strategy
S	Success is a calm body that is ready to learn

Tier I: Safe Learning Environment

Creating an environment free of threats and encouraging mutual respect begins with building classroom community and establishing trust.

Small changes to encourage a safe environment:

- Warm lighting
- Sound and voice levels
- Calming corner
- Routines/consistency

Tier I: Calming Corner

- Designated space to regulate
- Students will need to be taught how, when, and why they use the calming corner
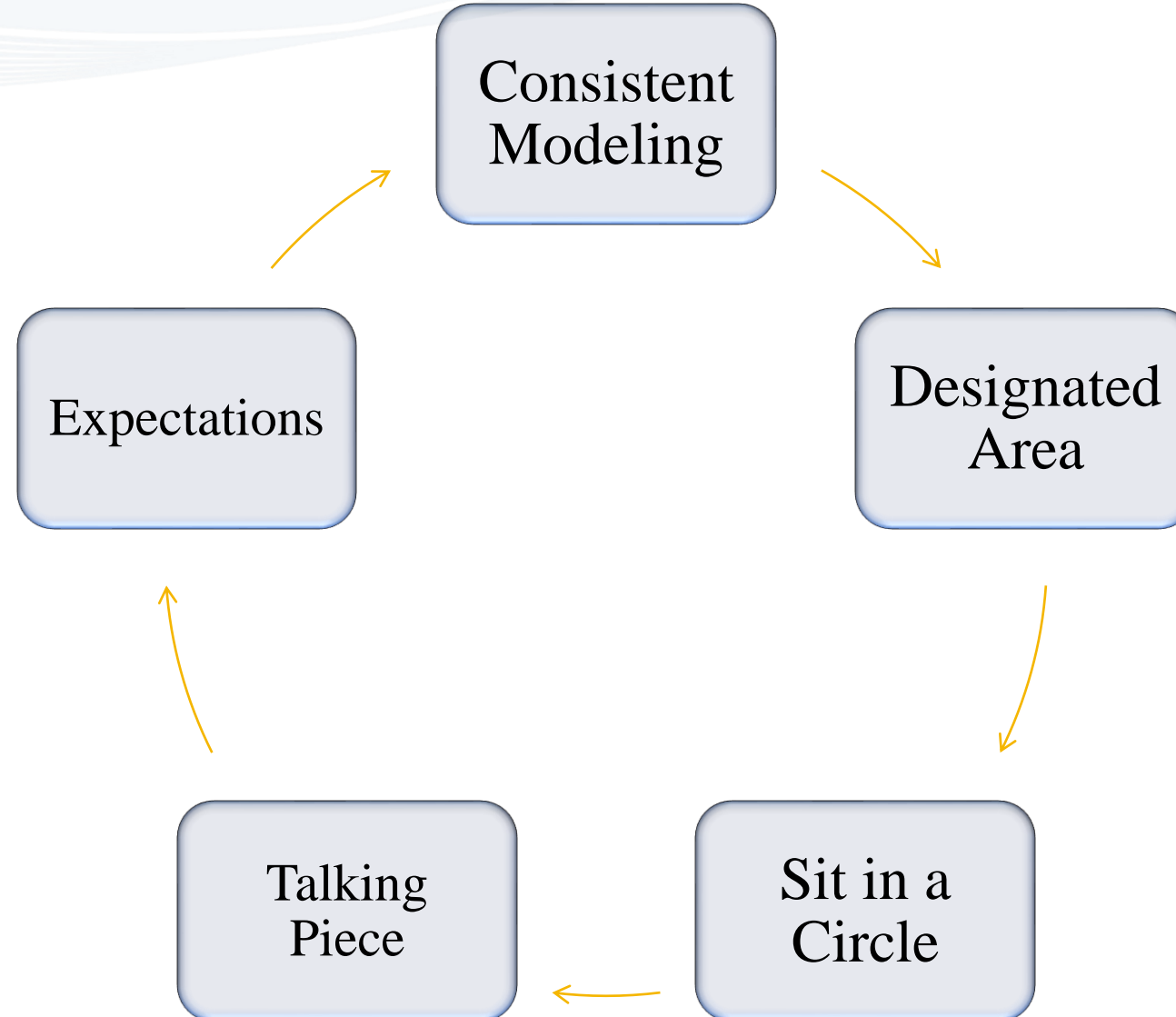- Utilize a timer

Tier I: Community Circles

- Intentional and safe way to model and initiate a way of communicating feelings and emotions.

- Teacher is an equal participant in the circle, not just a facilitator.

- Community circles are used to help students feel safe and heard.

Tier I: Implementing Community Circles

Sample:

Thursday:

With your community circle, discuss the difference between <u>want</u> and a <u>need</u> in your life.

Now that you have a good working definition of a want versus a need, answer the following question:

You really want a new game, but you need a new pair of shoes. ***How do you decide between wants and needs so that you can spend your money responsibly?***

Tier I: Foundational Skills to Build Community
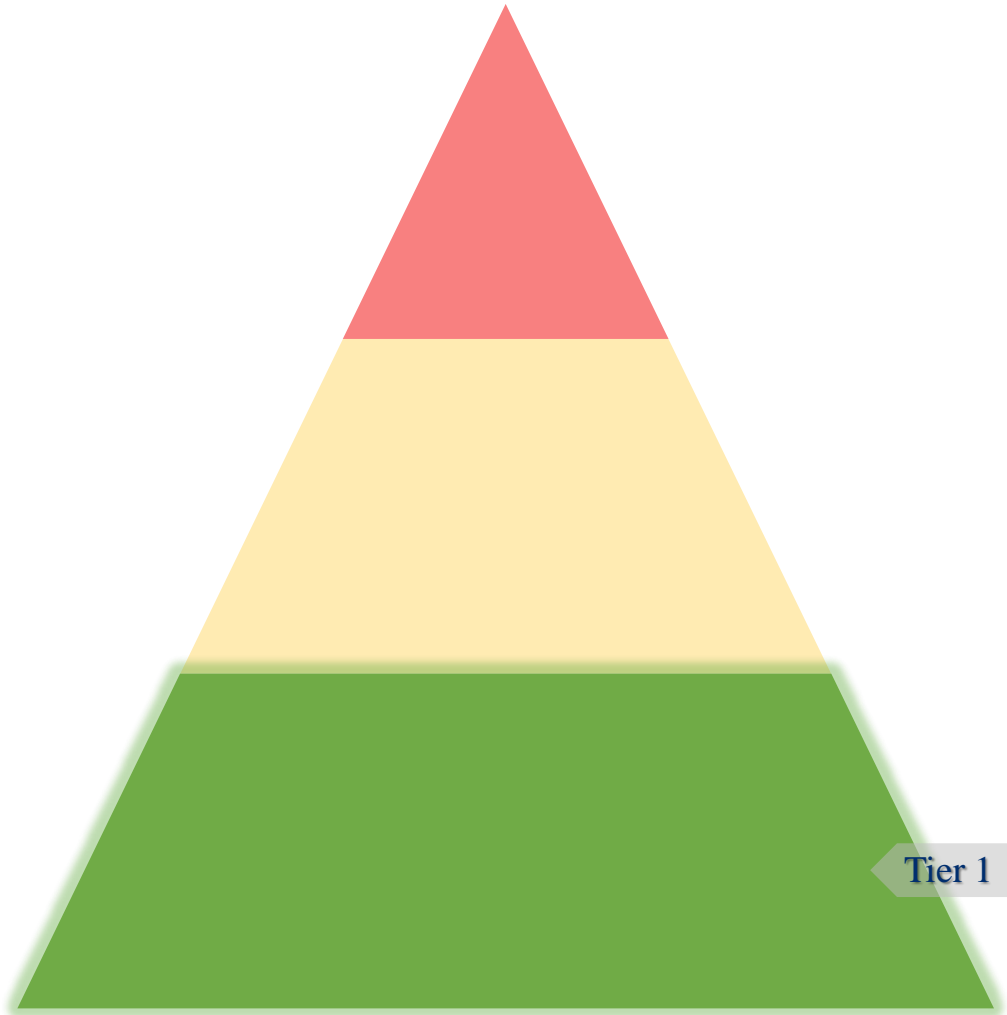
- Building Rapport
- Empathy
- Growth Mindset
- Mindfulness
- Token Economy System
- Positive Referrals
- Character Trait Celebration

Tier 1

Tier I: Foundational Skill: Building Rapport

- Authentic relationships
- Give students a voice and choice
- Establish trust (follow through)
- Empathetic listening
- Non-academic conversations
- Show & model that you are human

Tier I: Foundational Skill: Empathy

- **Increases quality of student relationships**
- **Decreases frequency of unwanted behaviors**

What were you feeling before you pushed your classmate?

How do you think your classmate felt when you pushed them? What could you do next time you're feeling frustrated?

To successfully teach empathy…

1. Model: Body language, communicating emotions, accepting all perspectives, withholding judgement
2. Read Alouds: study perspective, alternative outcomes
3. Social Stories

Tier I: Foundational Skill: Growth Mindset

- Viewing challenges as an opportunity to learn
- A shift in mindset for students and staff – starts with YOU.
  - Introduce the language and the science
- Builds resiliency and perseverance
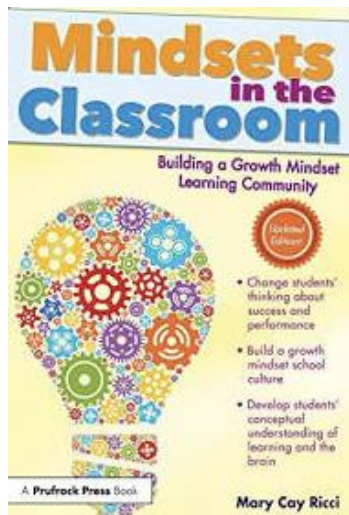
FIXED MINDSET SOUNDS LIKE...	GROWTH MINDSET SOUNDS LIKE...
I can't do this	I cannot do this yet, but I am learning
This is too hard	This is hard now, but I'm always improving
I'm not good at it	
I don't want to be challenged	
What I tried isn't working	

Tier I: Foundational Skill: Mindfulness

- **Moment-to-moment awareness of one's thoughts**
  - Practiced through breathing and visualization exercises
- **Creates a state for the mind and body to be relaxed and alert as one; greater learning and thinking can then occur**

Breathing Board

BREATHE IN   BREATHE OUT

BREATHE IN   BREATHE OUT

Directions:
1. Slowly follow the arrows with your finger.
2. Start in the center and take a deep breath in.
3. When you pass the middle, slowly let your breath out.
4. Repeat a few times, until you feel your body is calm.
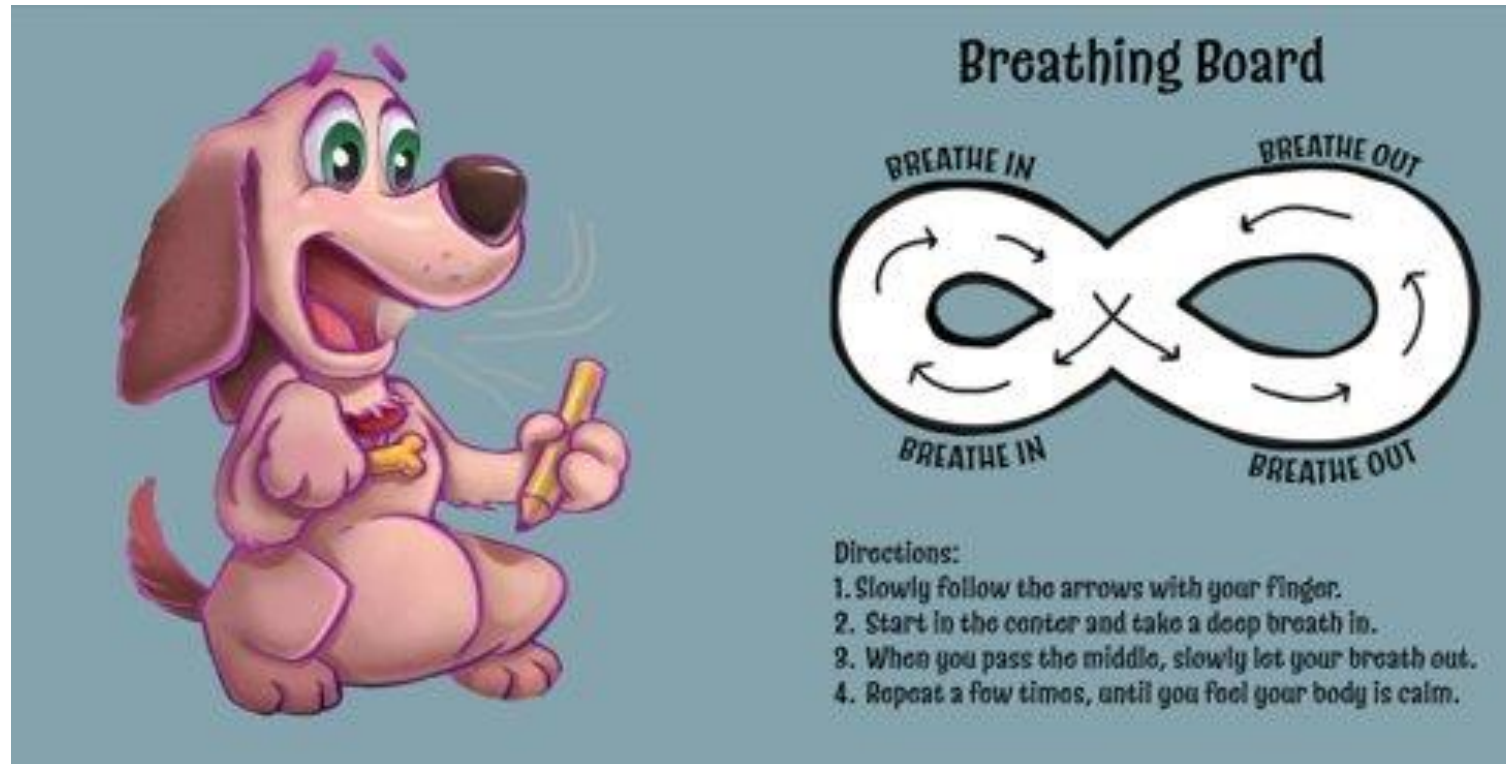
Tier I: Foundational Skill: Token Economy System

- Individual, group, whole-class, and school wide
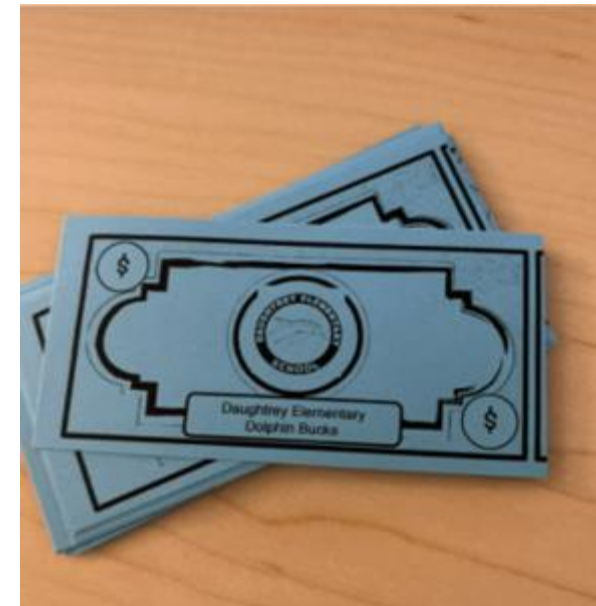- Cannot be taken away
- Think: Daily, weekly, monthly, quarterly...

Tier I: Foundational Skill: Positive Office Referrals

- A tool for recognizing students for demonstrating behaviors and meeting school-wide expectations
- A great source for data collection
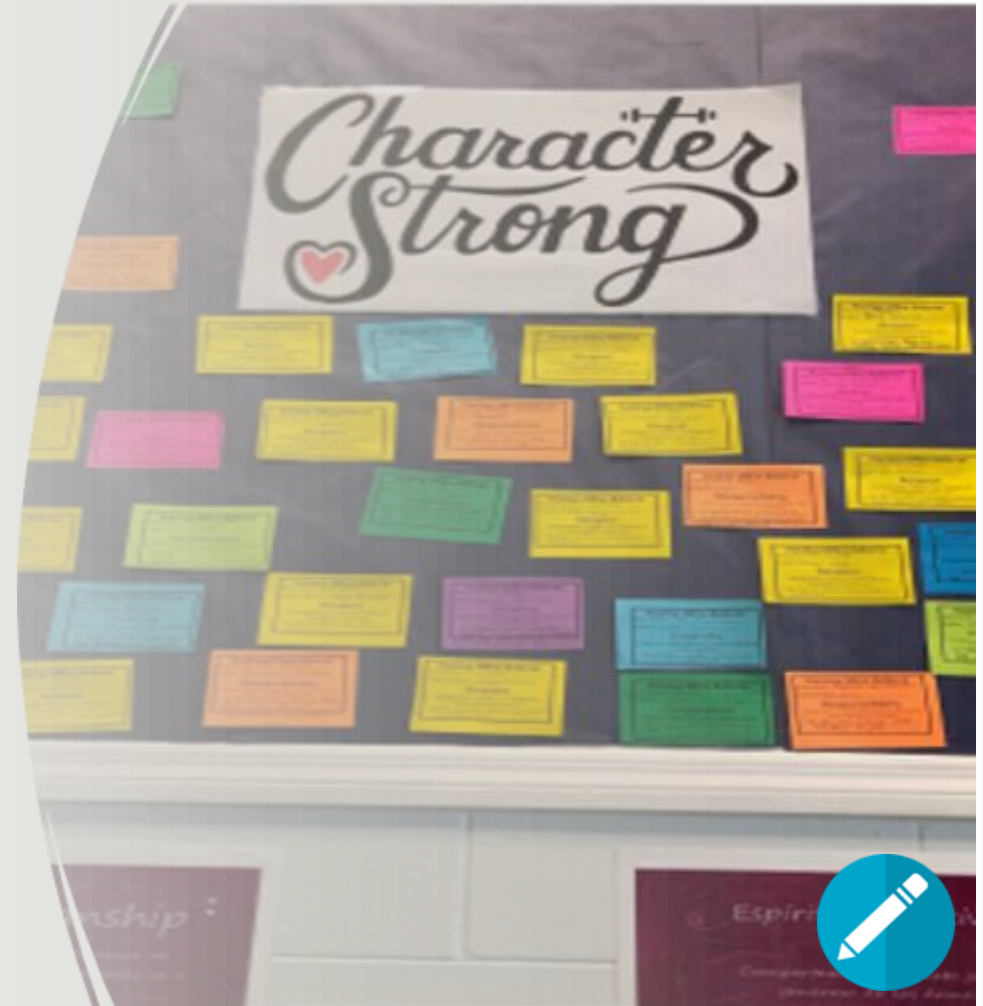
Tier I: Foundational Skill: Character Trait Celebrations

- A way to celebrate individual students for their attributes
- Can highlights the student's contribution to better his/her class a school community
- Nomination system to allow each student to have a voice

2 MINUTE BRAIN BREAK
Questions? Comments?

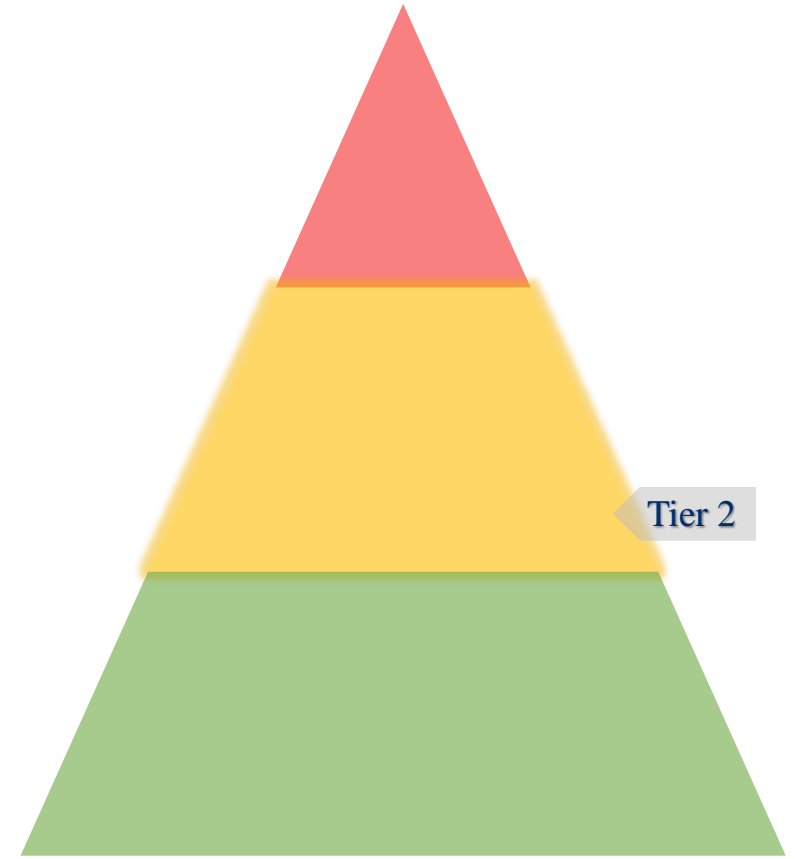**While you're up...**
Find the Anchor Chart paper
and leave your favorite way to
practice self-care outside of work.
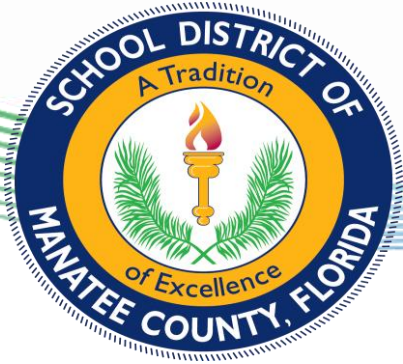
TIER II

- **Restorative Practices**

Tier 2

Tier II: Responding to Behavior

1) Remain <u>regulated</u>.

2) <u>Reflect</u> on the situation.

3) <u>Repair</u> the harm.

4) <u>Restore</u> relationship and environment.

Tier II: Restorative Conversations

Tier II: Student Voice and Accountability

"What happened from your point of view?"
"Who was affected by what happened?

- Allow student to explain what happened from their perspective – encourage "I" statements
  - Promotes respect between the adult and student
  - Help by saying… "I saw…" or "I heard…"
- Challenge students to reflect on who their actions have affected
  - Helps promote empathy and accountability

Tier II: Repairing the Harm

"How will you make it right?"

- All students involved should participate in coming up with a solution to repair the harm

- Consequences should be natural and "match" the harm

- Circle leader may offer ideas to help repair the harm and to "give back" to the family

Tier II: Repairing the Harm – Natural Consequences

"If you take from the family system, then you need to give back to the family system."

Stealing

Two 5th grade students steal bathroom soap from all bathrooms in the East side of the building.

Repair the harm?

Running in the Halls

Two students run through the double doors during dismissal, causing minor injury to a younger class waiting to leave.

Repair the harm?

Tier II: Resolution

"What do we need to move forward?

Include those who were harmed.
Provide menu list of options for students to reference:
- Time apart
- Written apology
- Plan for next time
- Written contract
- "I" statements
- Compromise

Tier II: Reintegrating

- First connection is vital
- Leave the incident of harm in the past
- Check with student positively

Tier II: Put it into Practice

- SCENARIO: After iReady math, a student's computer device was found with pencil drawings all over the screen.

- How would you respond, tending to...

Respect?

Relationships?

Responsibility?

Repairing the harm?

Reintegrating?

TIER III

- **Most intensive supports for individual students**
- **Think Sheets**
- **Data Collection**
- **When to involve Intensive Support Team**

Tier 3

Tier III: Self-Reflection and Think Sheets

Tier III: Self-Reflection and Think Sheets

Self-Monitoring Checklist
0= needs to improve   1= OK 2= great job!

	Being Respectful	Completing work	Teacher Agrees?	Points
Math	0 1 2	0 1 2	Yes No	
ELA	0 1 2	0 1 2	Yes No	
Specials	0 1 2	0 1 2	Yes No	
Writing/Science	0 1 2	0 1 2	Yes No	
Acaletics	0 1 2	0 1 2	Yes No	
Extended Reading	0 1 2	0 1 2	Yes No	

What I am working for today: _____

Goal for the day: _____ points

Goal met? Y/N

Day Tracker 😊   Date:

How will I be great today?	Today I will									Teacher Agrees?	Teacher Comments
SCHEDULE	I focused on myself and completed the activities.			I was responsible and followed all directions the first time.			I was respectful with my actions and my words.				
Arrival	1	2	3	1	2	3	1	2	3		
Community Circle	1	2	3	1	2	3	1	2	3		
ELA	1	2	3	1	2	3	1	2	3		
Ext. Reading	1	2	3	1	2	3	1	2	3		
Recess	1	2	3	1	2	3	1	2	3		
Lunch	1	2	3	1	2	3	1	2	3		
Read Aloud	1	2	3	1	2	3	1	2	3		
Specials	1	2	3	1	2	3	1	2	3		
Math	1	2	3	1	2	3	1	2	3		
Acaletics	1	2	3	1	2	3	1	2	3		
How do I feel about my day?	Today I feel										
What will I do to be great tomorrow?	Tomorrow I will										

Tier III: Data Collection

Behavior Tracker

Date	Student Name (last, first)	Homeroom Teacher	Reporter	Location	Behavior displayed	Action taken	Notes
9/25/22	Smith, John	Snyder	Snyder	classroom	disrespect	mediation	Student met with school counselors, wrote an apology note.
10/2/22	French, Matthew	Snyder	Snyder	hallway	peer conflict	circle	Restorative circle with teacher, resolution found.
10/16/22	Gianitsis, Braden	Snyder	PE Coach	specials	defiance	mediation	Stayed after to help clean up PE area, natural consequence.
10/30/22	French, Matthew	Snyder	Snyder	restroom	horseplay	mediation	3 days community service with custodians.
11/5/22	Hedgeman, Tasha	Snyder	Asst. Principal	playground	disrespect	break in the room	Student met with school counselors, took a break in calming corner, wrote an apology.

Tier III: The Intensive Support Team Team

- When Tier I and Tier II practices are not effective
- IST will use the problem-solving manual to support a student's individual needs

Daughtrey Elementary Behavior Levels/Responses

Level 1 – Incidental Violations (Teacher Response/No support call)	Level 2 – Minor Violations (Teacher Response) Support call after 2nd offense	Level 3 – Major Violations (Referred/Recorded)	Level 4 – Illegal Violations (Referred/Recorded)
• Running • Loud voices/yelling • Off-task behavior • Name calling • Noise making • Insubordination • Out of seat • Missing homework • Disruptive • Breaking cafeteria rules • Breaking playground rules • Inappropriate Dress • Inappropriate behavior in restroom • Chewing gum or eating candy except by teacher permission • Cell phone on campus/ cell phone use during school day	• Lying/cheating • Indirect, inappropriate language/gestures to other students or teachers • Low level hands on/ kicking • Inappropriate dress • Theft • Internet Misuse • Overt defiance-refusal to comply when asked by an adult and given reasonable accommodations for response (think time/choices)	• Direct, inappropriate language/gestures to adults • Fighting/physical aggression to cause harm • Destruction of Property • Severe internet misuse • Skipping Class	• Drug use/possession • Weapon use/possession • Truancy • Arson • Bomb threat • Extreme property damage/vandalism • Combustibles • Assault/threats
• 1ˢᵗ and 2ⁿᵈ Level 1 Offense-CHAMPS, Restorative Practice, Discussion with Student, Calming Corner • 3ʳᵈ Level 1 Offense Parent Contact, Student completes Think Sheet	• 1ˢᵗ Minor Offense-Think Sheet • 2ⁿᵈ Minor Offense- Behavior/ Behavior Tracking Spreadsheet • 3ʳᵈ Minor Offense- Support Call	• 1ˢᵗ Major Offense- Support Team/Restorative Practice • 2ⁿᵈ Major Offense-Support team/Restorative Practice • 3rd Major Offense- refer to MTSS-B	• 1ˢᵗ Illegal Offense- Office Referral/ Principal referral to outside law enforcement or District Personnel

Projection of Emotion & Teacher Self-Care

"A dysregulated adult cannot regulate a child"
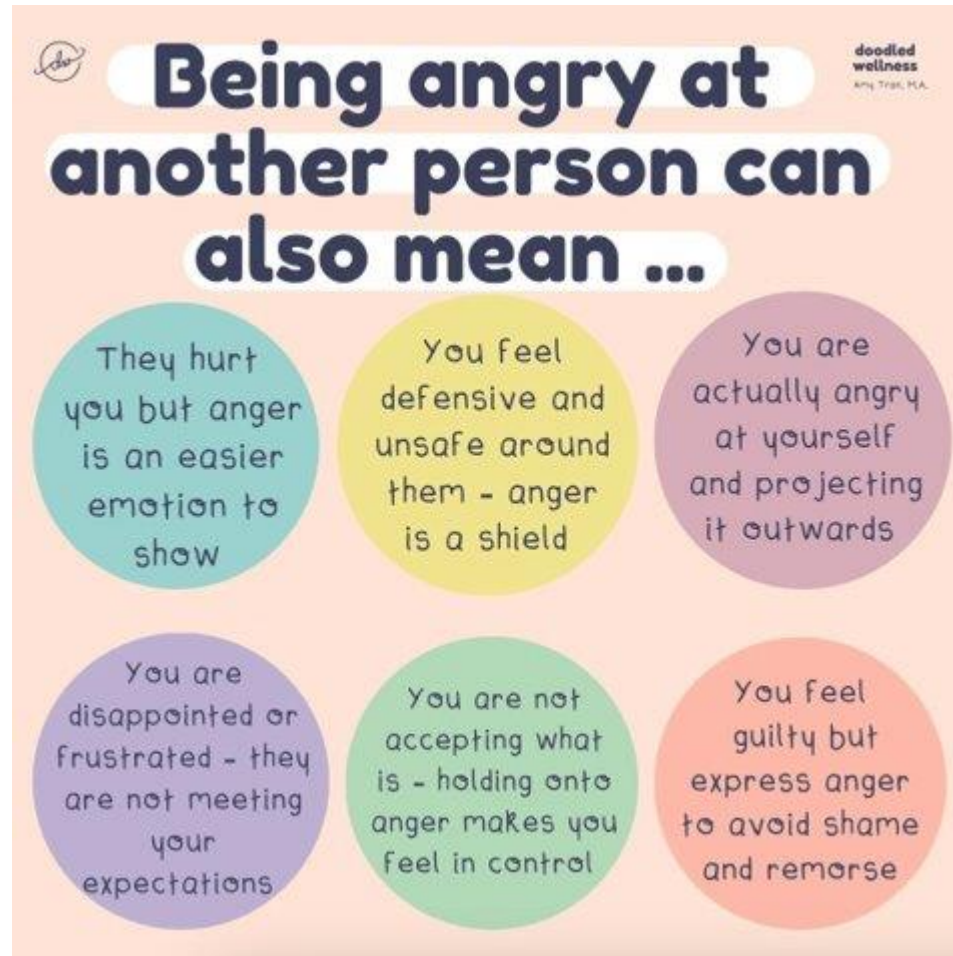
Being angry at another person can also mean ...

- They hurt you but anger is an easier emotion to show
- You feel defensive and unsafe around them – anger is a shield
- You are actually angry at yourself and projecting it outwards
- You are disappointed or frustrated – they are not meeting your expectations
- You are not accepting what is – holding onto anger makes you feel in control
- You feel guilty but express anger to avoid shame and remorse

doodled wellness
Amy Trok, M.A.

Your Personal Education Journey

- Review the illustration to the right

- Pick one person from the illustration that represents the educator **you** want to be this upcoming school year.

- Use one colored crayon to shade in that person.

What will be your first step towards becoming that person?

Thank you!

Don't forget-
Assignment due in
Schoology by
Friday, August 11th

Questions, comments, concerns:

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