SEL and Restorative Practices: School-Wide Integration and Practice

National Title 1 Association
February 11, 2018

Session Agenda

Introductions and Check In

Integrating SEL and Restorative Practices

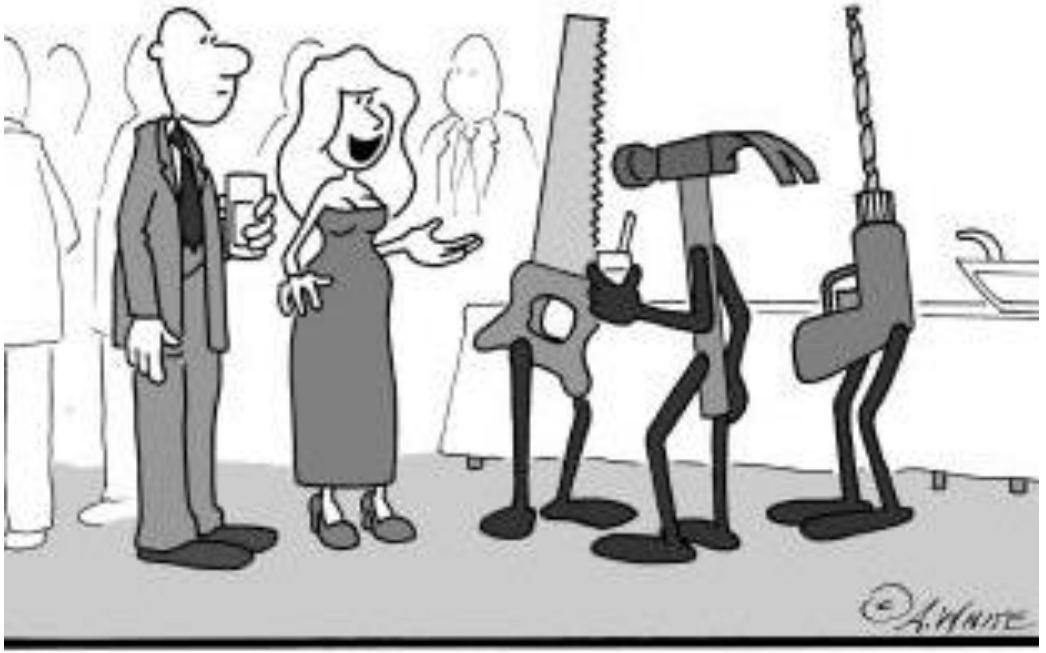
Why the School District of Philadelphia and CW Henry School?

Integration Activities

What Have We Learned?

Q & A / Practical Tools

Introductions



"I'd like you to meet the saw, the hammer and, well, you know the drill."

Project Partners

committee for children

secondSTEP
Early Learning Through Grade 8

Juliet Kandel
Implementation & Partnerships Manager
Committee for Children

IIRP International Institute for Restorative Practices

Keith Hickman
Director of Continuing Education
IIRP

Shermont Fox
Trainer / Consultant
IIRP

Charles W Henry School

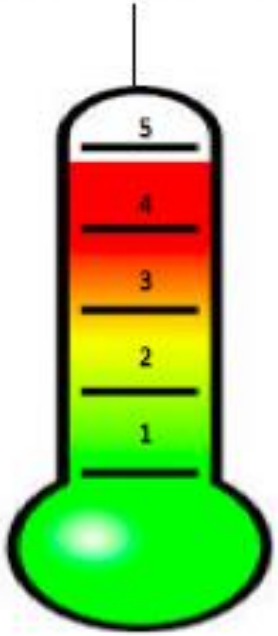
Ms. Fatima Rogers
Principal

School District of Philadelphia

Jody Greenblatt
Deputy, School Climate and Safety

Soaring with the Hawks

Keeping our temperatures low and our spirits high!!



What's Your Temperature?

Integrating SEL and Restorative Practices

- Restorative Practices and the *Second Step* program are widely used, complementary strategies that work well together to help build a safe and supportive climate, school-wide.

- Many schools across the country implement both Restorative Practices (RP) and the *Second Step* program.

- Schools want help integrating these approaches.

- We will learn together, consult, observe, listen to inform and develop integration tools for use across the country.

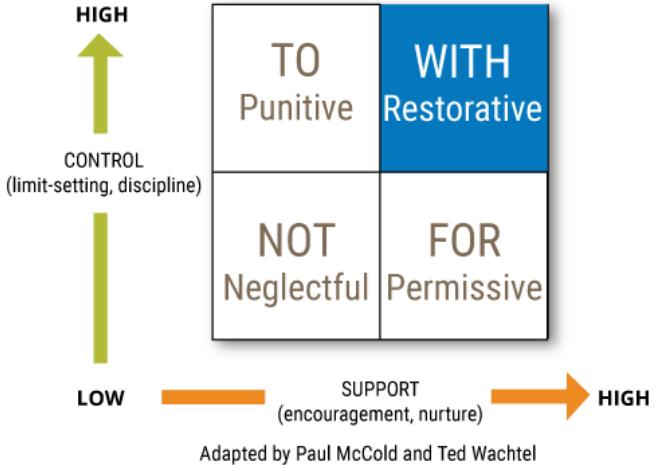
Partnering to Share

1. Partnership of three organizations
2. Support positive school climate at CW Henry School
3. Create tools for national use

Why Alignment?

Students who are highly connected to school are:

- Much more likely to succeed academically
- Much less likely to engage in risky sexual behavior
- Much less likely to experience stress and attempt or complete suicide
- Much less likely to abuse substances
- Much less likely to engage in violent or deviant behavior
- Much more likely to experience healthy relationships



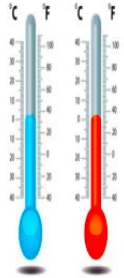
Improving the Odds: Healthy Child Development, 2010
Ontario College of Family Physicians in partnership with McMaster University Department of Family Medicine, Registered Nurses Association of Ontario, Public Health Units of Toronto and Niagara and the Government of Ontario.

School Climate and Culture

“School Climate - is - ‘much like the air we breathe’ - it tends to go unnoticed until something is seriously wrong.”

Jerome Freiberg, 1988
Cooperative Management and Cooperative Discipline

Working Definition:



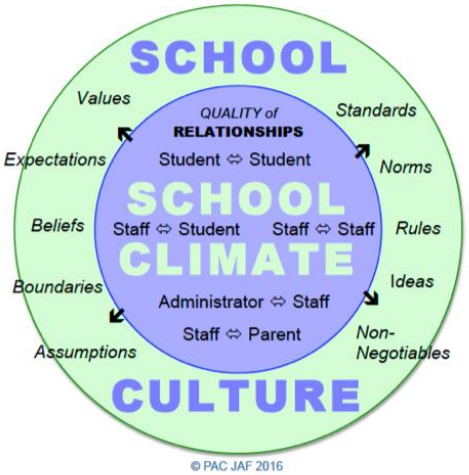
School climate refers to the quality and character of school life.

National School Climate Center

Characteristics

Working Definition:

School culture refers to the norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school."



Implementation Fidelity Framework

"Letting it happen"

"Helping it happen"

"Making it happen"

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late.
Let's see the difference that restorative policies and practices can make.

Zero-tolerance education system

He is greeted by metal detectors and a police search.

Carlos arrives at school.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.

Carlos is late to first period class.

A school police officer detains and arrests both students.

Carlos gets into a minor altercation in the cafeteria.

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.

Later that afternoon...

Restorative practices-based education system

Teachers and administrators welcome him and his fellow students as they enter.

His teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Advancement Project · aft A Union of Professionals · nea National Education Association Great Public Schools for Every Student · National Opportunity to Learn Campaign

Learn more about restorative practices:
www.otlcampaign.org/restorative-practices

THE SCHOOL DISTRICT OF PHILADELPHIA

The School District of Philadelphia (SDP) has an enrollment of 128,102 children in grades K through 12. There is a total of 215 SDP schools.

The student population demographics are: Black/African American 49%; Hispanic/Latino 20%; White 15%; Asian8%; Multi-racial/other7%;

In addition, 14% of the student population are students with disabilities, and 11% are English language learners.

THE SCHOOL DISTRICT OF PHILADELPHIA

Action Plan 3.0

All actions directly support the attainment of one or more of the District's four Anchor Goals:

1. 100% of students will graduate, ready for college and career.
2. 100% of 8 year olds will read on grade level
3. 100% of schools will have great principals and teachers
4. SDP will have 100% of the funding we need for great schools, and zero deficit.

Charles W. Henry: Implementation of Second Step and Restorative Practices

Improving Upon What We Already Had...

Henry School Had the Following in Place…

School-Wide Rules

Positive Behavior Supports

Caught Being Good

Classroom Rules

Why We Wanted to Implement Second Step/ Restorative Practices…

Improve Student Achievement

Reduce Suspensions

Create an environment where kindness and prosocial behavior became our norm

Formalize the way that we support a positive school culture

Charles W. Henry School is a “Diverse Community of Learners”

STUDENT DEMOGRAPHICS

Econ. Disadvantage
District (CEP Rate): 100%

72% -6% YOY Change

2017-18 school year

ELL
District: 11%

0.0% 0.0% YOY Change

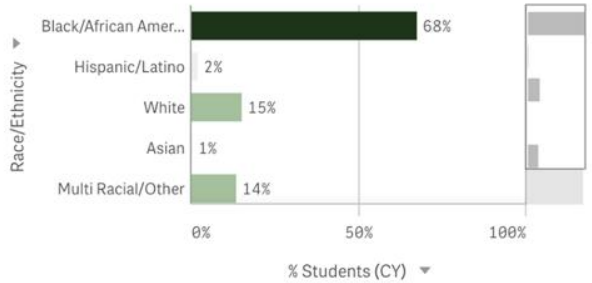
2017-18 school year

Special Ed.
District: 14%

11.9% -1.7% YOY Change

2017-18 school year

Students by Race/Ethnicity, Gender, and Age



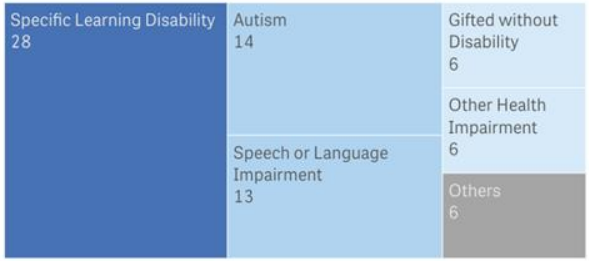
2017-18 school year

Primary Home Language
For ELL students only

The chart is not displayed because it contains only negative or zero values.

2017-18 school year

Primary Disability
For students with disabilities only



2017-18 school year

Integration of Second Step and Restorative Practices:

Activities

The Process: Engaging the School Community

Building Relationships at 3 Levels

Administration and Staff Relationships

- Meeting staff: informal observation
- Planning/Meeting with Leadership Team
- Spring Staff Intro
- 2 Day Blended Staff Training In August: RP and *Second Step*

Second Step Program Skills and Topics

EL-Grade 8

Early Learning – Grade 5

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

Add-on Units:

- Bullying Prevention (K-5)
- Child Protection (EL-5)

Middle School (6-8):

- Mindsets & Behaviors
- Thoughts, Emotions & Decisions
- Values & Friendships
- Serious Peer Conflicts

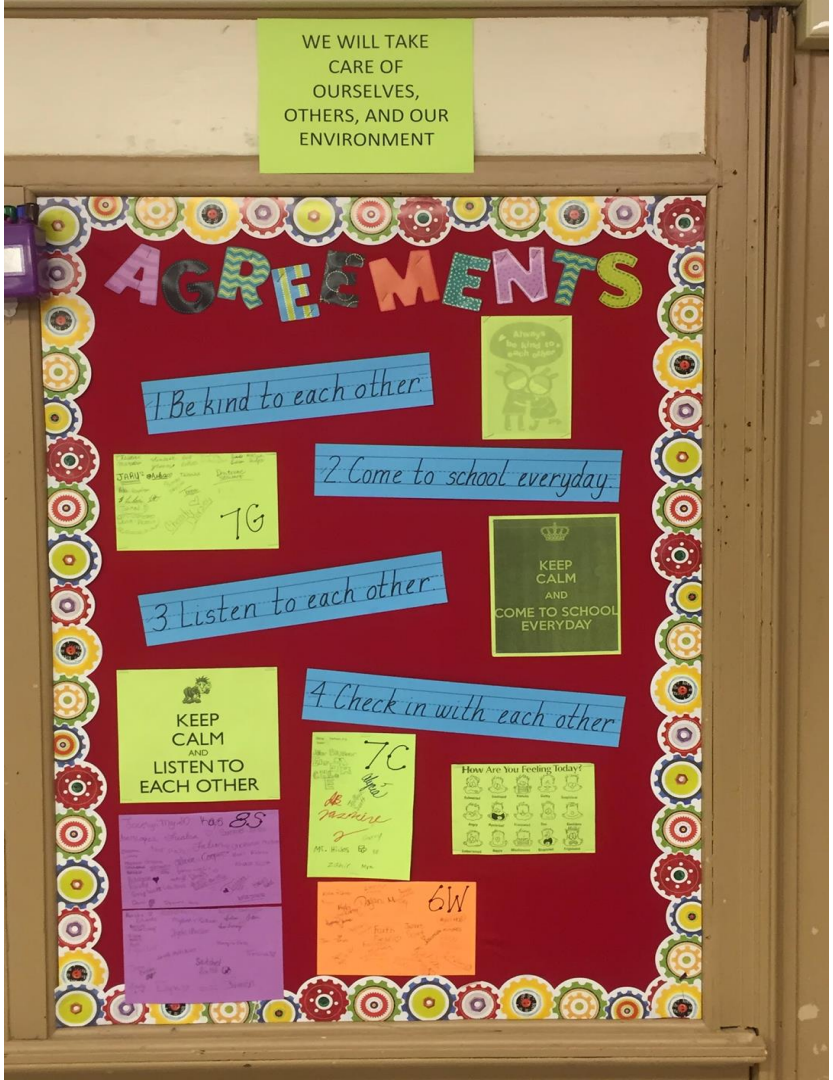
Staff to Staff Relationships

- Grade group meetings
- Coaching/ Modeling
- Implementation Survey
- Implementation Pacing Guide
- Formal/Informal Community Building and Team Building Circles with Staff

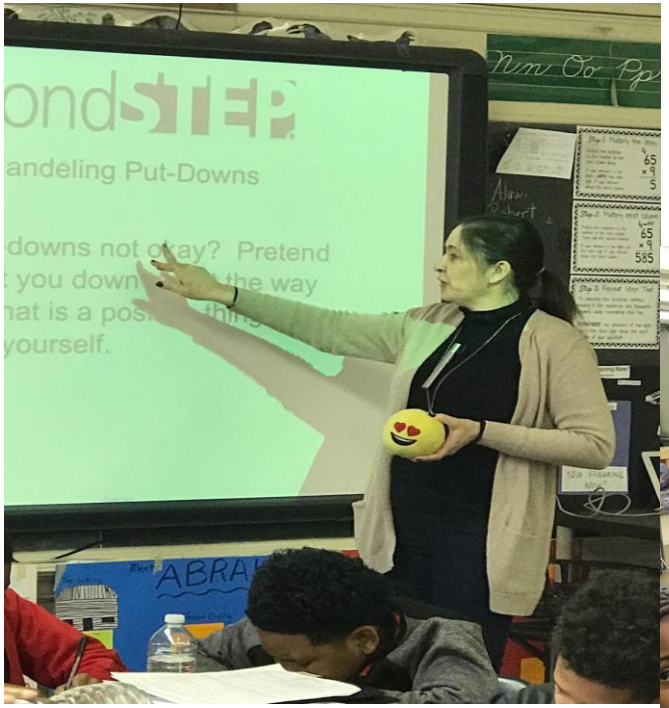
Staff and Student Relationships

- Classroom Agreements
- Check-ins
- Second Step Lessons and Reinforcement
- Use of Circles
- Use of Restorative Dialogue - Empowering Student Voice

Classroom Agreements



Second Step Lessons



VIDEO

Middle School
Whole Class Temperature Check

VIDEO

Grade 1 Temperature Check

Reading Partners Work Together!
We work as a team
We read together
We give reminders
Do something after they read
What Makes a Good Reading
We have the Power of 3!
We take care of ourselves!
We take care of each other!
We take care of our environment!
Independent Work Time:
We got started right away!
We worked the whole time! STAMINA!
We solved any problems
Snowball
Non-Fic
-can teach
-true story
-really happened
-pictures look real
-photographs
-could teach you about a person
-have a beginning middle and an end

School Leader: Supporting Fidelity and Sustainability

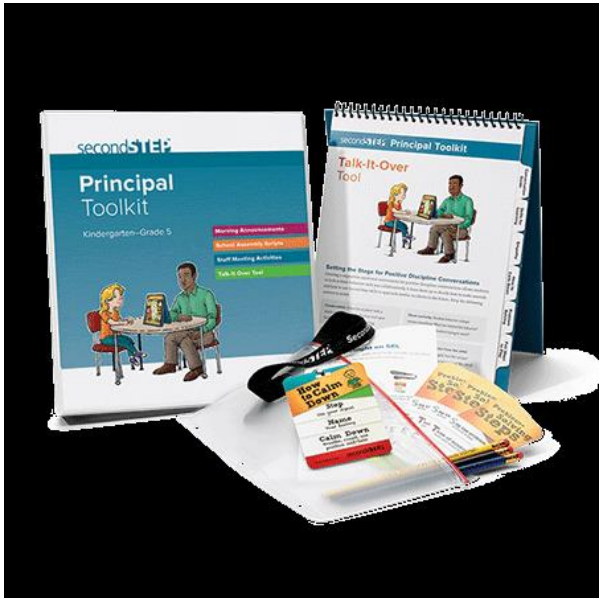
- Provide Time
    - Teaching Time: Second Step on Master Schedule
    - Prep Time
- Implementation Support: 1 x month Grade Groups; Class Consultation
- Model / Embody Restorative Practices
- Consistent language throughout school (posters, announcements, etc)
- Talk It Over Tool for everyone (Second Step tool uses RP language)

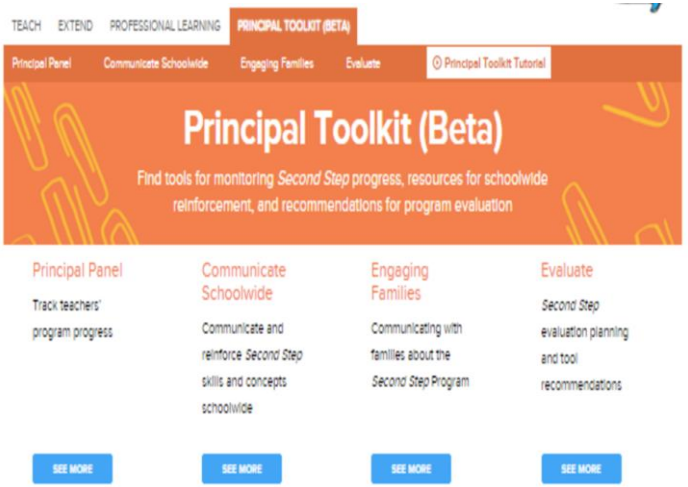
Second Step Principal Toolkits

Simple Tools for School-wide *Second Step* Integration!

Easily Set School-Wide Norms with:

- Staff
- Students
- Families

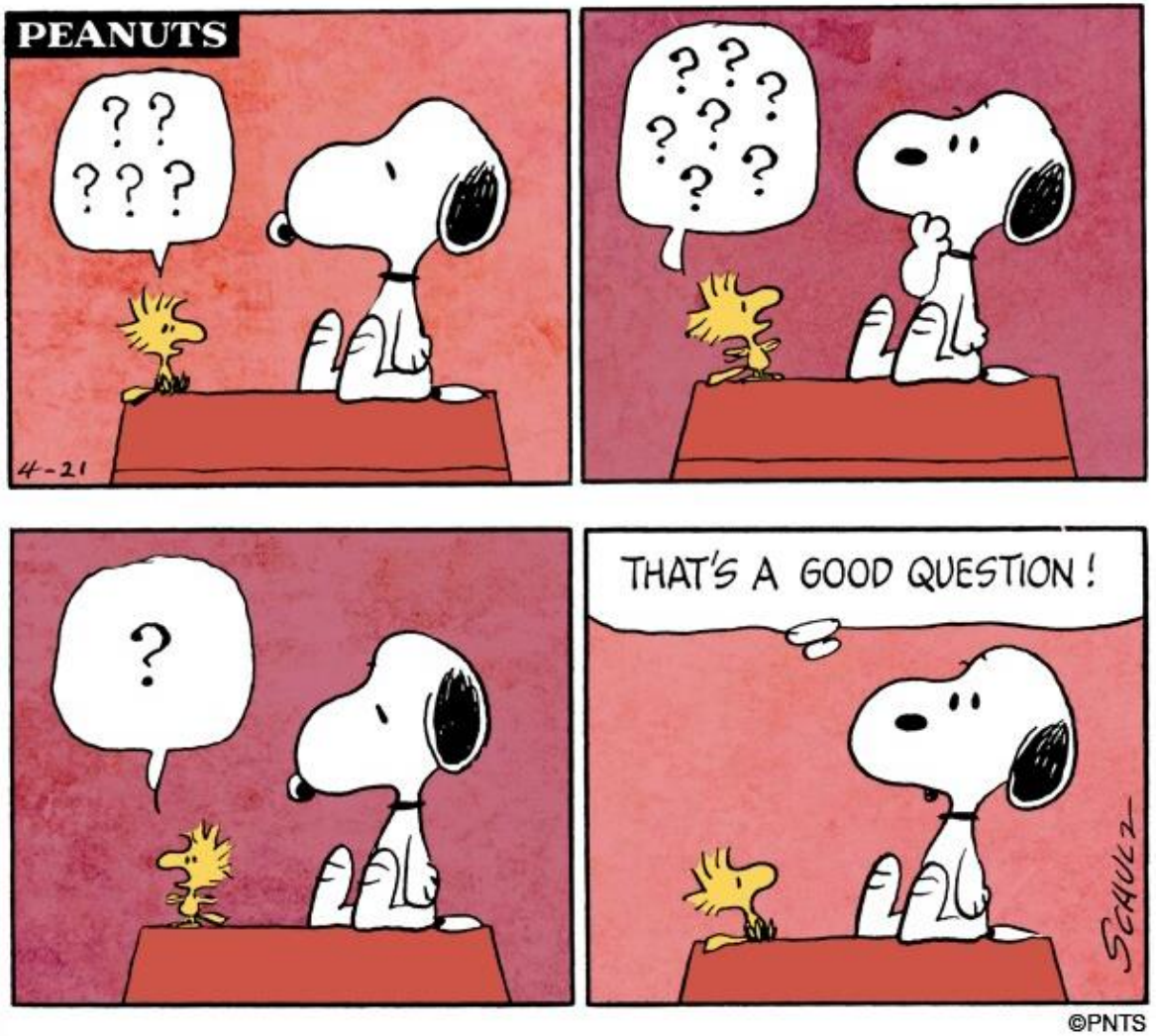




What Have We Learned?

- Evolution of staff learning
- Communicate with families about efforts
- Ongoing staff engagement
- Whole school strategies
- Personal leadership insights
- What staff need to implement well

Q&A



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