

Weaving A Tapestry of School Culture

North Middle School
Menomonee Falls, WI

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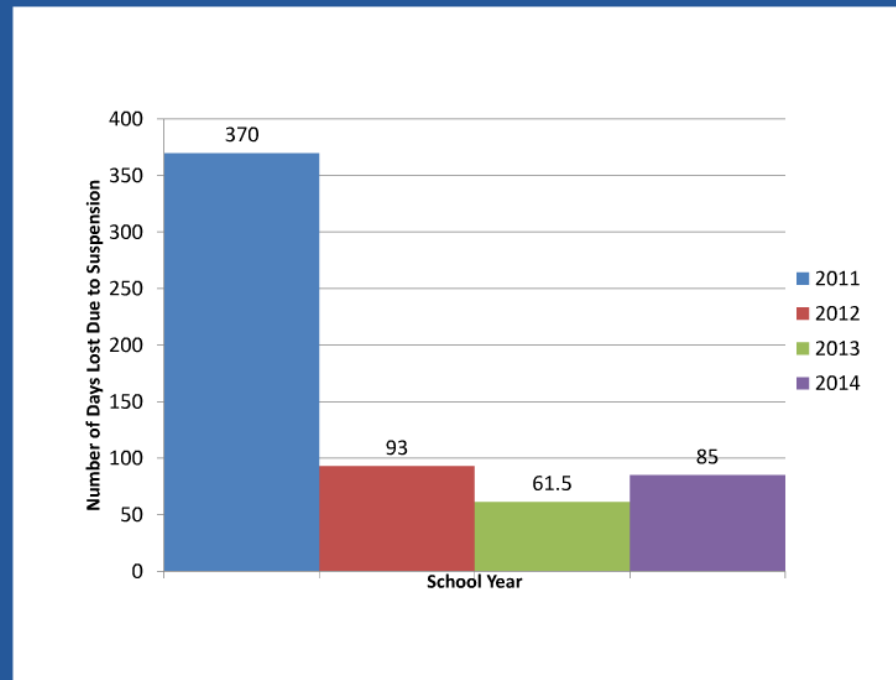
Restorative Practice: The Falls Way



Why?

- Student Growth and Assessment
- Emphasis on building relationships with students

North Middle School Data



North Middle School Data

-Major Referrals

*2011-12: 555

*2012-13: 346

*2013-14: 341

North Middle School- Data

-Student Feedback

- *I feel safe at my school. (3.70)
- *When I have a problem, I know how to get help. (3.86)
- *I have the opportunities to be successful at my school. (4.24)
- *My teachers ask me how I learn best. (4.34)
- *I regularly receive feedback from school staff about my academic progress. (3.41)
- *I set learning goals and track my progress. (3.43)

North Middle School Data

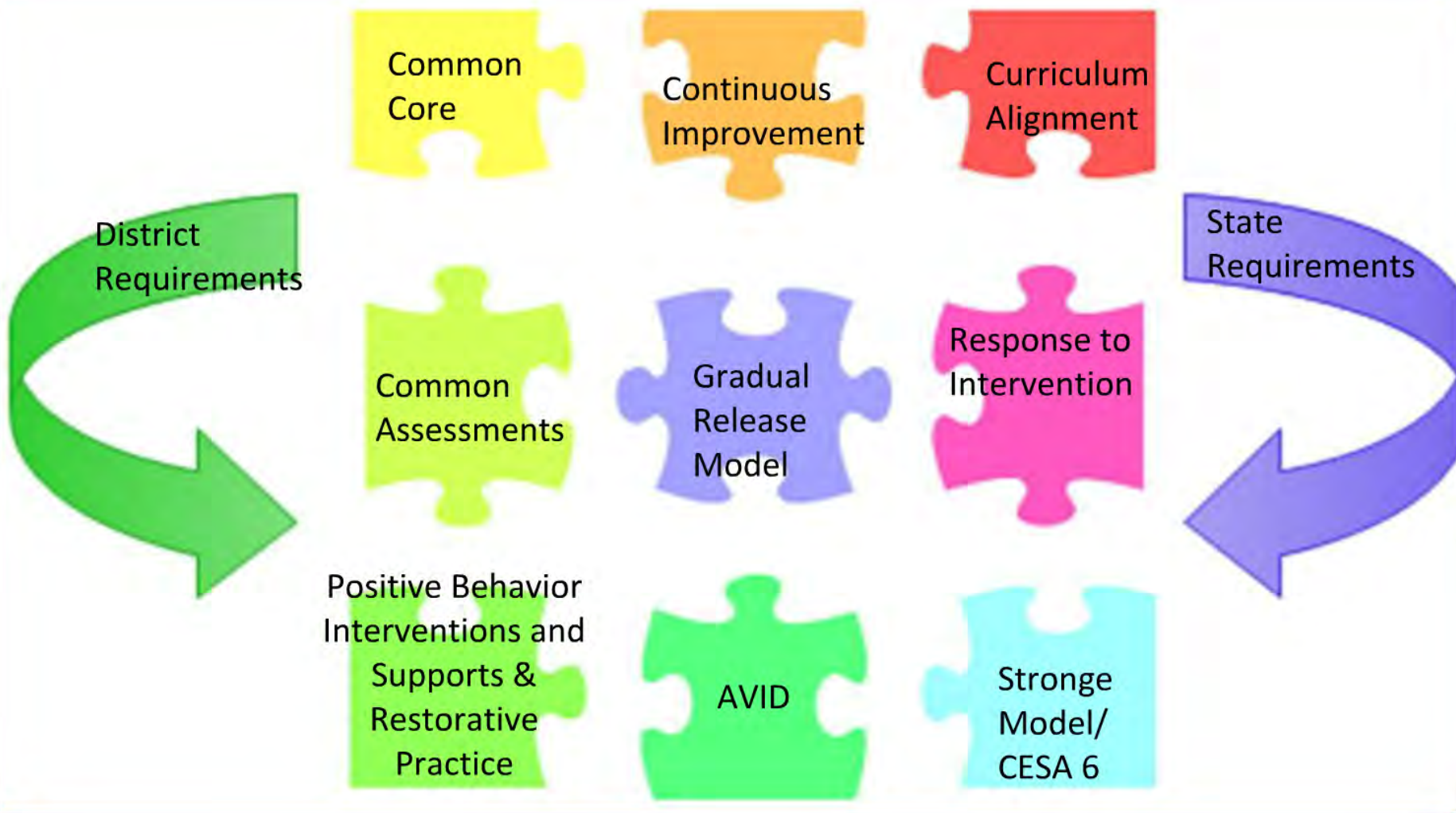
-Parent Feedback

*I receive positive phone calls, notes, and/or emails about my child from the school.

(3.23)

*I regularly receive feedback from school staff on how well my child is learning. (3.66)

*School rules/discipline plans are enforced consistently at this school. (3.89)



Continuous Classroom Improvement

-Responsibility for one's own improvement

*Not just academics: can be used for behavior

*Behavior goal setting & progress monitoring

Continuous Classroom Improvement

- Learning Requirements
- Classroom Goal
- Class Learning Results
- Mission Statement
- Plan
- Do
- Study
- Act

Continuous Classroom Improvement

- Learning Requirements

 - * 'I can...' Statements

- Classroom Goal

 - *SMART Goal

- Class Learning Results

 - *Data

- Mission Statement

 - *Class Developed Guidelines

Continuous Classroom Improvement

-Plan

*What do we plan to learn?

-Do

*What will we do to learn what we need to learn?

-Study

*What do our results tell us about our learning process?

-Act

*What will we do differently next learning cycle?



Stronge Model - Teaching Standards

-STANDARD 2: INSTRUCTIONAL PLANNING

- *Knows the students' abilities and sets realistic goals

-STANDARD 4: LEARNING ENVIRONMENT

- *Cares about students as individuals and makes them feel valued
- *Adapts teaching to address student learning styles
- *Acknowledges his or her perspective and is open to hearing their students' worldviews
- *Is culturally competent

- PBIS: A Natural Fit

Courtesy of www.pbis.org



PBIS

- Creating a Positive Environment for Students and Staff
- Clear Expectations
- Teaching, Modeling, and Reinforcing Appropriate Behaviors

PBIS: A Natural Fit

- Teaching & Encouraging

*Restorative Questions & metacognition, but paired with teaching & modeling in as close to a normal setting as possible

-Prevention

*"They don't care how much you know until they know how much you care."

PBIS at North Middle School

- Behavior Goal Team
- Flex Council
- Falls Pride Kick Off
- Falls Pride T-shirts
- Staff Shout Outs

School of Merit Award Recipient
Two Consecutive Years

PBIS at North Middle School

-3 RE's

- *Respect Everyone
- *Respect Education
- *Respect Environment

North Behavior Matrix

Settings

Expectations	<i>Classroom</i>	<i>Hallway/ Stairway</i>	<i>Cafeteria</i>	<i>Restroom/ Locker Room</i>	<i>Entering/ Exiting</i>	<i>Emergencies/ Drills</i>	<i>School Activities</i>	<i>Bus</i>
Respect Everyone	<ul style="list-style-type: none"> • Listen to speaker • Use appropriate language • Stay in your space • Follow dress-code • Accept responsibility • Practice good hygiene • Be helpful 	<ul style="list-style-type: none"> • Go directly to your destination(s) • Stay in your space • Walk on right side • Keep lockers clean • Accept responsibility • Lock your locker • Keep hallway clean 	<ul style="list-style-type: none"> • Wait your turn • Accept responsibility • Keep area clean • Say please and thank you • Stay in your space • Use a quiet voice 	<ul style="list-style-type: none"> • Respect other's privacy • Stay in your space • Flush • Wash your hands • Lock your locker 	<ul style="list-style-type: none"> • Stay in your space • Follow adult directions • Enter/leave calmly and orderly • Go directly to your destination(s) 	<ul style="list-style-type: none"> • Listen and follow adult directions • Remain silent • Stay in your space • Follow designated procedures 	<ul style="list-style-type: none"> • Stay in your space • Listen to the adult/speaker • Applaud/cheer appropriately • Participate appropriately • Follow established procedure 	<ul style="list-style-type: none"> • Remain in your seat • Stay in your space • Listen to adults • Use appropriate language
Respect Education	<ul style="list-style-type: none"> • Attend school regularly • Be on time • Be prepared • Accept responsibility • Listen to speaker • Do your best work • Participate • Use your assignment notebook 	<ul style="list-style-type: none"> • Use a quiet voice • Go directly to your destination(s) • Be on time to class • Have an appropriate pass visible 	<ul style="list-style-type: none"> • Make healthy food choices • Bring a pass if you are leaving the cafeteria • Eat a hot or cold lunch 	<ul style="list-style-type: none"> • Use a quiet voice • Have an appropriate pass • Go directly to your destination(s) • Be aware of other classes taking place 	<ul style="list-style-type: none"> • Remove all types of head gear • Turn off electronic devices • Put electronics in your backpack or locker and keep them there during the day 	<ul style="list-style-type: none"> • Walk at all times • Move safely • Remain with your class 	<ul style="list-style-type: none"> • Represent North with pride • Return permission slips by due date 	<ul style="list-style-type: none"> • Use a quiet voice when speaking • Stay in your space • Remain in your seat
Respect Environment	<ul style="list-style-type: none"> • Accept responsibility • Clean up after yourself • Use materials and equipment appropriately 	<ul style="list-style-type: none"> • Keep your lockers clean • Keep hallway clean 	<ul style="list-style-type: none"> • Keep food in the cafeteria • Clean up after yourself • Clean up your area • Use a quiet voice 	<ul style="list-style-type: none"> • Keep the restrooms clean • Use equipment appropriately 	<ul style="list-style-type: none"> • Walk • Use trash receptacles • Keep area clean 	<ul style="list-style-type: none"> • Keep the area clean 	<ul style="list-style-type: none"> • Keep the area clean • Bring only needed materials • Walk to and from seat 	<ul style="list-style-type: none"> • Keep the bus clean • use appropriate language • Remain in your seat • Follow all bus rules

CLASS _____

DATE _____

CLASS CREATED CLASSROOM MATRIX

Respect Everyone	Respect Education	Respect Environment

Blank Version to Use in
Class with the Kids

What would be the
benefit of having a
students write and lead
the discussion?



But I know what I want!
 How do I give the students ownership
 AND get what I want?

DATE _____

CLASS CREATED CLASSROOM MATRIX – MY VERSION

	Respect Education	Respect Environment
Have the right to learn. Respect others' right to learn. Respect various differences in ability. Be a positive role model for your classmates. Respect others and their things by keeping your hands to yourself. Always ask permission to leave the room.	Listen to all announcements. Arrive on time. Have all necessary materials including writing utensils and paper. Keep your assignment notebook updated. Bring completed homework. Come with a positive attitude and be ready to learn. Do your best.	Help to keep classroom neat and orderly. Use school appropriate language. Take all of your belongings from the classroom when you leave. Follow teacher directions. Walk at all times.



So, now all I have to do is pop in with some leading questions for a couple more things that I'd like to see them discuss. Listening to their discussions, it seems that this class doesn't need the "always ask permission to leave the room" and "appropriate language" expectations.

DATE _____

CREATED CLASSROOM MATRIX – MY VERSION

	Respect Education	Respect Environment
<p>Respect others and their things by keeping your hands to yourself.</p> <p>Always ask permission to leave the room.</p>	<p>Listen to all announcements.</p> <p>Arrive on time.</p> <p>Have all necessary materials including writing utensils and paper.</p> <p>Keep your assignment notebook updated.</p> <p>Bring completed homework.</p> <p>Come with a positive attitude and be ready to learn.</p> <p>Do your best.</p>	<p>Help to keep classroom neat and orderly.</p> <p>Use school appropriate language.</p> <p>Take all of your belongings from the classroom when you leave.</p> <p>Follow teacher directions.</p> <p>Walk at all times.</p>



We have ourselves a CLASS
CREATED CLASSROOM
MATRIX!

The students know what's in it, have taken ownership
in the list of expectations and are more likely to hold
each other responsible for sticking to it!

CLASS CREATED CLASSROOM MATRIX – Our Class Version

Respect Everyone	Respect Education	Respect Environment
Be nice	Be quiet during a test	Clean up after yourself
Keep hands and things to self	Listen to the teacher	Recycle things
Be quiet when someone's talking	Do homework, use assignment notebook and bring materials to class	Don't draw on the table
Work together	Smile and do your best!	
Tell other people they are doing a good job		



What would be the value of having every student sign it and putting it in the front of the room? Laminating?

CLASS _____

DATE _____

CLASS CREATED CLASSROOM MATRIX – Our Class Version

Respect Everyone	Respect Education	Respect Environment
Be nice	Be quiet during a test	Clean up after yourself
Be quiet when someone's talking	Listen to the teacher	Recycle things
Work together	Do homework	Don't draw on the table
Tell other people they are doing a good job		

Student led discussion worked - without a word from me, the kids came up with this!



Prezi

CLASSROOM DISCIPLINE CYCLE

Respect Everyone, Respect Education,
Respect Environment

Classroom Disruptions will Result in the Following:

Minor
Referral



- 1 = Non Verbal Warning
- 2 = Verbal Warning
- 3 = Student Completes Reflection Form
- 4 = Corrective Consequence
- 5 = Phone Call Home and Referral

This cycle repeats every class period

Reflect and Refocus

Student Name: _____
Staff Member: _____
Time Left, Class: _____

Date: _____
Hour: _____
Time Left, Refocus: _____

1. What happened?

2. What were you thinking at the time?

3. What have you thought about since?

4. Who has been affected by what you have done? In what way?

5. What do you think you need to do to make things right?

6. I am ready to speak to my teacher at this time.

Yes No



Cafeteria VIDEO



Prezi

PBIS at North Middle School

-PBIS Incentives

FALLS PRIDE CARD 2014-15

Name: _____

House: _____ Flex Teacher: _____

- Front of Lunch Line (week) Fast Pass
- Gift Certificate (\$1) to School Store
- Personal Listening Device usage in Flex for one day.
- Pop's Custard Coupon
- Positive Phone Call Home

Parent Name: _____

Teacher Calling: _____

PBIS at North Middle School

Bus Golden Ticket

_____ was caught "Doing the Right Thing"
on the bus today. He/She should turn this ticket in to their Flex teacher for a
signature on their PRC and a chance to win one of the five prizes on the PRC
card in our weekly drawing.

Bus Driver Signature

Route Number

Date

North Middle School PBIS Program



RESPECT Everyone
Education
Environment



Prezi

Restorative Practices

-Goal

*To actively engage students and create a climate where adults are doing things **WITH** students instead of **TO** or **FOR** them



Restorative Practice

- The restorative process reinforces appropriate behavior by relying on relationships or connections that have been previously built.

Restorative Circles

-Proactively building community through circles



Student Feedback

- I have gotten to learn more about the kids in my flex. Through circles, we became closer as a flex and created lots of memories and laughs.*
- It helps me be able to share feelings/thoughts and opinions that I have, and that I am able to share without feeling uncomfortable.*
- In one of my classes last year we used a circle and talked about what we could change for the next unit and what we could do better. I think that really helped me.*

Staff Feedback

- *"The philosophy of Restorative Practices is valuable and logical. I appreciate learning a 'best practices framework' for using Restorative Practices in a school setting and incorporating it with PBIS."*
- *"Kids are making me do a circle today!! They said, 'Even though it's Tuesday, I think we should probably do a circle.'"*
- *"I learned a lot, which is unusual for these things." (in reference to trainings and workshops)*

Staff Feedback

"So we have been having issues in our circles and a lot of moaning about having to circle...obviously I have been doing something wrong. So this is what we did today and I think we are back on the right track. After giving a brief explanation on why we circle and a review of what our issues have been, we created a list of expectations and group norms for circling. We then went around and shared one thing we learned about another person in class. It was amazing! The kids came up with an incredible list and the dynamics really changed. Held each other accountable and everything. Just wanted to share in case others are struggling with circles."

Feedback



Staff Feedback

*- "Just wanted you to know about two different use of circles I've seen/heard of. The first was during our training for workshop; we circled up before training and aired our successes and trials. Great to get things on the table. Then ***** shared that she used a circle in her volunteer life. She had a bunch of women organizing an auction who are very tense right now due to deadlines and the pressure of getting everything done circle to air their thoughts. Broke the tension and made the night more productive, she said."*

Revisions

Wachtel, T. (2019). *Defining Restorative*. Retrieved October 17, 2019.

Casella, B., Wachtel, J., & Wachtel, T. (2019). *Practice Circles: The restorative circle in practice: Building community and enhancing learning*. Tallahassee, FL: International Institute for Restorative Practices.

Shuler, J. (2022). *Continues Classroom Improvement: Find, Share, and Apply 8 Essential Strategies to Increase Learning Results* (3rd ed.). North Ridgeport Beach, FL: Jim Shuler & Associates.

Resources

Wachtel, T. (2013). Defining Restorative. Retrieved October 17, 2014

Costello, B., Wachtel, J., & Wachtel, T. (2010). Proactice Circles. *The restorative circles in schools: Building community and enhancing learning*. Bethlehem, PA: International Institute for Restorative Practices

ShIPLEY, J. (2012). *Continuous Classroom Improvement: First Steps in Using A Systems Approach to Improve Learning Results* (3rd ed.). North Redington Beach, FL: Jim Shipley & Associates.