SUPPORTIVE & RESTORATIVE PRACTICES

DR. PAUL BARBATO & DR. KAREN BENNETT
DUMONT PUBLIC SCHOOLS
SOCIAL-EMOTIONAL LEARNING

- District and Building Goals for Professional Development
  (Based on NJDOE SEL Competencies and Sub-Competencies)
- 3 year plan (1) Exploration and Infusing Mindfulness (2) Lessons in Competency Areas
  (3) Integration within all content areas
- Implement Tier 1 SEL Supports (Based on HIB data)
- Accountability: SEL Lessons tied into Observation Administrator Reporting Schedule
TIER 1 RESPONSIVE PRACTICES IN ELEMENTARY / MIDDLE SCHOOL / HIGH SCHOOL

- School Goal linked to SEL capacity Universal supports for all 6th, 7th, and 8th graders
- Implemented “Responsive Circles” with 3 questions
  a) Share an “Aha” moment
  b) Share if you have an apology
  c) Share if you have an applause
- How are you feeling “thermometers” in classroom
2018-19 DHS Wellness Fair

Listed below are 19 tables with lots of great inspiration/information.

<table>
<thead>
<tr>
<th>Table 1: A-F Community Resources * Guidance/CACC Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All around us in Denver County are places to go if you need help for any reason. Please stop by our table to learn what resources are around us.</td>
</tr>
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<table>
<thead>
<tr>
<th>Table 2: The Orange Project * Guidance Dept.</th>
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<tbody>
<tr>
<td>Join us in creating a collage of handwritten notes to raise awareness about suicide prevention. Take a moment to write words of inspiration and encouragement for others!</td>
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<thead>
<tr>
<th>Table 3: You Can Save A Life * School Nurse</th>
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<tbody>
<tr>
<td>Learn how simple it is to use an AED (Automated External Defibrillator) and to help someone who is choking.</td>
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<tr>
<th>Table 4: Natural Highs * PACC (Positive Action Creating Change)</th>
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<tbody>
<tr>
<td>Play games that promote living life with a natural high.</td>
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<tr>
<th>Table 5: Guided Meditation * Child Study Team</th>
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<tbody>
<tr>
<td>&quot;Meditate your way to success!&quot;</td>
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<tr>
<th>Table 6: Graffiti Wall * Art Honor Society</th>
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<tbody>
<tr>
<td>Use your art skills and put your &quot;tag&quot; on our Graffiti Wall.</td>
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<tr>
<th>Table 7: &quot;I Love...&quot; * Art Honor Society</th>
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<tbody>
<tr>
<td>Discover what the students at DHS love!</td>
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<tr>
<th>Table 8: Fortunes Anyone? * Art Honor Society</th>
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<tbody>
<tr>
<td>The Art Honor Society is here to predict your bright future!</td>
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<tr>
<th>Table 9: Gathering the Facts on Substances * Peer Meditation</th>
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<tbody>
<tr>
<td>Learn about the dangers and negative effects of alcohol, marijuana, tobacco, and prescription drugs.</td>
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<th>Table 10: Bee the Change #Positivity * Guidance Dept.</th>
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<tbody>
<tr>
<td>What's your mindset? Are you open to change? Learn about your take on life &amp; how to become a positive influence for your peers &amp; your community.</td>
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<tr>
<th>Table 11: ACS * Relay for Life</th>
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<tbody>
<tr>
<td>Sign-up for Relay to Remember those who have lost their battle, celebrate those who are winning the fight, and help ACS to fight back to find a cure for cancer.</td>
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<thead>
<tr>
<th>Table 12: Two Hemispheres or One! * Psychology Classes</th>
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<tbody>
<tr>
<td>Discover how our hemispheres work together and we perceive the world by participating in psychological activities.</td>
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<tr>
<th>Table 13: Show Your True Colors * National Honor Society</th>
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<tbody>
<tr>
<td>Don’t be afraid to show your true colors! Come etch a personal design on rainbow scratch paper.</td>
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<tr>
<th>Table 14: The Kindness Rocks Project * Teen Freedom &amp; Unity Club</th>
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</thead>
<tbody>
<tr>
<td>Decorate a rock with an inspirational or kind message to be displayed in DHS’s new inspirational rock garden! #KindnessRocksProject</td>
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<tr>
<th>Table 15: Ice-breaker Activity * Physical Education</th>
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<tbody>
<tr>
<td>&quot;Corn Hole&quot; is a backyard game for people of all ages! Enjoy the social and physical benefits of a positive environment of fun and laughter!</td>
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<thead>
<tr>
<th>Table 16: DermoScan* Health Dept.</th>
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<tbody>
<tr>
<td>Prevention is the key to preventing skin cancer. A brief look at your face in a DermoScan can be helpful in illuminating sun damage.</td>
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<tr>
<th>Table 17: The Vegetable Stand* Health Dept.</th>
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<tbody>
<tr>
<td>Fruits and vegetables are a great way to get important nutrients to fuel our bodies. Enjoy tasting these healthy snacks!</td>
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<tr>
<th>Table 18: Pride Alliance * Guidance Dept.</th>
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<tbody>
<tr>
<td>Come learn more about our new student club supporting the LGBTQ community!</td>
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<tr>
<th>Table 19: Ease Your Stress with a Stress Ball * Guidance Dept.</th>
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</thead>
<tbody>
<tr>
<td>Stress causes our bodies to tense up. Squeezing a stress ball can help you release that tension in a moment. Come and make your own stress ball!</td>
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<tr>
<th>Table 20: * FDU</th>
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EPIDEMIC AND TEENS
An opportunity to inspire conversations about anxiety and mental health and educate our school and community about local resources.

COMING MARCH 5, 2019, TO DUMONT SCHOOLS

SCREENING FOR PARENTS & STUDENTS
Tuesday, March 5, 2019
7:00 p.m. - 8:30 p.m.
Dumont High School Auditorium
101 New Milford Ave.
Dumont
Followed by an expert panel discussion. Recommended for students in 6th grade and above.
RSVP:
englewoodhealth.org/angst-dumont

About Anxiety & Teens
Anxiety disorders are the most common mental health challenge in the U.S., affecting one-quarter of teenagers. About 80% of children and teenagers with anxiety do not get treated, and 20% will experience depression before graduating from high school. It’s time to open up a dialogue among families, school administration, and clinical experts and to raise awareness and sensitivity to this pervasive issue.

About the Film
Less than an hour long, Angst explores anxiety, its causes, effects, and what we can do about it. The power of the film lies in its candid interviews with many young people who share their story about anxiety and its impact on their lives and relationships, as well as how they’ve found solutions and hope. In addition, the documentary provides discussions with mental health experts about anxiety and resources available to address it. Visit angstmovie.com to learn more.
EXTERNAL SUPPORTS

- Affiliation Agreements with Higher Education
  (School Psychologist / Clinical Psychology / School Social Worker Training Programs)
- High School Mental Health Model
- I&RS Support Linkage as part of Master’s Level courses and Practica requirements
- Elementary Guidance Expansion
  (2 elementary counselors / 2 middle schools counselors)
- Mental Health Agency Contract / Linkage
  (Angst Film & Debrief, Youth Mental Health 101, Trauma Affected Youth, Nurtured Heart)
District Goal #1:

The District will be piloting a school year contract with a mental health agency (CarePlus). By January 2019, the District will facilitate a minimum of 3 targeted support services within K-12. The services will include screening, targeted counseling groups, and/or access to parent outreach services.

a. Facilitate 3 targeted support services including screening, targeted counseling groups, parent outreach services:

1) **Mental Health Screening / Clearance:**
   Our contracted CarePlus mental health professional has conducted 14 school clearances to date. These mental health clearances are performed with the student’s parent present and a part of the process after providing written consent.

2) **Targeted counseling groups:**
   Our mental health professional has provided a total of 57 individual student sessions, 25 small group sessions, 15 large group sessions, 15 lunch groups and 3 drop-in groups after-school.

3) **Parent outreach services:**
   Our mental health professional has provided 42 family counseling sessions. She has also provided a parent workshop on parenting with resilience. She is working with the Director of Special Services and Englewood Health, on providing an upcoming parenting workshop on how to support a child with anxiety.
CarePlus School Based Services in Dumont Public Schools
REQUEST FORM
(Please review with and submit to building Principal who will then submit to Dr. Paul Barbato for approval)

Name of Student: ___________________________ Date of Birth: _____/_____/_____
School: ___________________________ Grade: ___________________________
Student’s Legal Guardian: ___________________________ Phone Number: ___________________________

Name & Title of Staff Member requesting school based counseling services for student:
Staff Member’s Work Number / Work E-mail:

Reason for Requesting Services / Concerns About This Student:

________________________________________________________________________________________________________________________________________

Have you requested consultation via your building’s Intervention & Referral Services (I&RS) committee?
Yes ___ No ___

Date(s) of I&RS meetings:

Background Information: Please provide the name(s) of school providers and/or outside providers along with dates of service of any interventions in and out of school that you are aware of for this student:

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

For Dumont Public Schools Special Services office only
Approved: Y ___ N ___

For CarePlus NJ use only
Date assigned: ___________________________ Assigned to: ___________________________
Date open: ___________________________ Date closed: ___________________________
Notes:
<table>
<thead>
<tr>
<th>Administrative Goal</th>
<th>Personnel Responsible</th>
<th>Resources</th>
<th>Timeline</th>
<th>Indicators of Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal # 1 Restorative Discipline Practices</td>
<td>Director of Curriculum, Instruction, and Supervision</td>
<td>Professional Development Counseling resources</td>
<td>September 2019 – January 2020</td>
<td>Summary report regarding number of suspensions and feedback regarding integration of Restorative Discipline Practices</td>
</tr>
<tr>
<td></td>
<td>Director of Special Services</td>
<td></td>
<td></td>
<td>Sample of lessons / activities provided</td>
</tr>
<tr>
<td></td>
<td>Middle School Principals</td>
<td></td>
<td></td>
<td>Administrative council minutes reflecting discussion of the progress and monitoring of goal</td>
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<td></td>
<td>Supervisor of Guidance</td>
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<td></td>
<td>Educational Specialists</td>
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The middle schools will supplement their code of conduct infraction consequence to include targeted lessons / activities about effective conflict resolution, fostering a growth mindset, and building social competency skills. As part of the suspension program, students will receive instruction and counseling to address the infraction that led to discipline.

Educational specialists and other support personnel will provide the targeted lessons to 50% of middle school students who receive suspension as an infraction consequence.

Lesson plans / activity summaries will serve as evidence with this initiative and pilot to restorative discipline practices.
TIER 2
RESTORATIVE PRACTICES

• Review Office Discipline Referral Data
• Isolate themes of infractions and consequences aligned with Student Code of Conduct
• Provide training / materials on alternatives to suspension
TIER 2
RESTORATIVE PRACTICE STRUCTURED DAY

• Isolate a set day after discipline infraction to provide advanced planning for building personnel
• Organize schedule of instructional staff to rotate access to student for the morning with the goal of providing continuity of instruction
• Organize schedule of educational specialists (CST, School Counselors, CST interns) and utilize Life Skills Curriculum as the Tier 2 intervention
• Debrief at the end of that “Structured Day” with the parent conference to debrief
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<tr>
<td>Goal # 2 Elementary Guidance</td>
<td>Director of Curriculum, Instruction, and Supervision</td>
<td>Social-Emotional Learning Resources</td>
<td>September 2019 – December 2019</td>
<td>Sample of lesson plans</td>
</tr>
<tr>
<td></td>
<td>Director of Special Services Principals</td>
<td>School Culture Survey</td>
<td></td>
<td>Copies of 1st Long Observations</td>
</tr>
<tr>
<td></td>
<td>Supervisor of Guidance</td>
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<td></td>
<td>Administrative council minutes reflecting discussion of the progress and monitoring of goal</td>
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Social Emotional Learning (SEL)
After review of the yearly data collected through our Anti Bullying process it was determined that there is a need to provide students with additional training on how to manage their emotions. Social and Emotional Learning involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. During the 2019-20 school year, the Administrator will author and supervise a plan to have teachers design academic lessons and integrate them into practice to assist students in developing SEL competencies. The Administrator will monitor the implementation of SEL standards during the observation process. By February of 2020, at least 60% of the teachers in K-5 will integrate principles of SEL into academic instruction as evidenced by direct observation and the pre-observation lesson plan form. (Standards 1, 2, 3, 5, 10)
Teaching Restorative Practices with Classroom Circles

© Amos Clifford, Center for Restorative Process
Developed for San Francisco Unified School District
LIFE SKILLS CURRICULUM

OVERCOMING OBSTACLES
LIFE SKILLS CURRICULUM

THIRD - FIFTH GRADE

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**Program Overview**

**PART I: CREATING A POSITIVE ENVIRONMENT**

**GETTING STARTED**

1. Who Are You?  
2. What Is Overcoming Obstacles?  
3. Working in Teams  
4. Setting Expectations

**CONFIDENCE BUILDING**

1. Giving and Earning Respect  
2. Identifying Strengths and Weaknesses  
3. Staying Healthy (two-session lesson)  
4. Clarifying Values  
5. Avoiding Stereotypes  
6. Developing Personal Power

**PART II: ACQUIRING CORE SKILLS**

**MODULE ONE: COMMUNICATION**

1. Understanding Nonverbal Messages  
2. Listening  
3. Speaking  
4. Being Assertive (two-session lesson)  
5. Expressing Opinions Constructively

**MODULE TWO: DECISION MAKING**

1. Making Decisions—Big and Small  
2. Gathering Information  
3. Identifying Options  
4. Weighing Options and Consequences  
5. Making a Choice

**MODULE THREE: GOAL SETTING**

1. Defining Goals (two-session lesson)  
2. Stepping-Step Goals  
3. Taking Action  
4. Persevering

**PART III: DEVELOPING RELATED SKILLS**

**MODULE FOUR: MANAGING PERSONAL RESOURCES**

1. Developing a Positive Attitude  
2. Being Accountable  
3. Handling Stress  
4. Managing Your Time  
5. Taking the Initiative

**MODULE FIVE: STUDYING EFFECTIVELY**

1. Getting Organized  
2. Following Instructions  
3. Using Appropriate Resources  
4. Taking Notes  
5. Writing Reports  
6. Taking Tests  
7. Learning How You Learn Best

**MODULE SIX: PROBLEM SOLVING**

1. Defining Problems—Big and Small  
2. Identifying Options  
3. Considering Pros and Cons  
4. Finding Solutions

**MODULE SEVEN: RESOLVING CONFLICTS**

1. Understanding Conflicts  
2. Identifying Emotions in Conflicts  
3. Controlling Emotions in Conflicts  
4. Using Communication Skills Effectively  
5. Creating a Win-Win Situation  
6. Resolving Conflicts

**MODULE EIGHT: LOOKING TO THE FUTURE**

1. Adapting to Change  
2. Handling Peer Pressure  
3. Getting Along  
4. Playing by the Rules  
5. Presenting Yourself
“KRAZY MAZE” SENSORY MOTOR ACTIVITIES

- Bear Crawl
- Crabwalk
- Balance
- Balance & Spin
- Frog Jump
- Wall Push-Ups
- Focus
- Hopscotch
- Hand Over Hand
- Leap
- Finish
SEL PLC

https://sites.google.com/dumontnj.org/grant-socialemotionallearning