

# DMS School Climate and Culture

**#WeAreDMS**

# Derby Core Values

Foster a culture of **GRIT**

All **STUDENTS MATTER**

Meaningful **RELATIONSHIPS MATTER**

Improvement is a **SHARED RESPONSIBILITY**

Learning & Growth are **SUPPORTED**

Youth and **DIVERSITY** are celebrated



**Address and  
discuss the needs  
of the school  
community**

**Build healthy  
relationships  
between educators  
and students**

# **Restorative Practices**

**Resolve conflict,  
hold individuals  
and groups  
accountable**

**Reduce, prevent,  
and improve  
harmful behavior**

**Repair harm and  
restore positive  
relationships**

# The Fundamental Hypothesis:

“Human beings are happiest, healthiest, and most likely to make positive changes in their behavior when those in authority do things with them rather than to them or for them.”

-Ted Wachtel, Founder

International Institute for Restorative Practices

# The Two Goals of Restorative Practices:

- (1) Building Relationships and Community (Positive School Climate)
- (2) Repairing Relationships and Community when harm has been done.



Myth	Reality
RP will eliminate “misbehavior” throughout the school.	RP, if implemented properly will reduce discipline issues in the building overtime.
RP will be successful with every student.	RP should be attempted for every student, but some students may require additional social-emotional or mental health supports.
RP will work immediately and every time.	RP are social skill building strategies that that take time and practice.
RP are just the RP Counselor’s responsibility.	Creating and sustaining a restorative culture requires active participation from all in the building.
There are no consequences and no one is held responsible.	RP is only utilized after the behavioral matrix has been followed, if appropriate. In a restorative mediation, both parties are held accountable for their actions. The goal is both parties take responsibility for their actions and work together to repair the harm.

# Types of Restorative Practices

## Affective Statements

- Everyday Usage
- "I" Statements
- Describe how something made you feel.

## Circles

- Can be used as get to know you activities.
- Can be held as daily meetings
- Social- Emotional Instruction
- Problem solving class-wide issues.

## Restorative Conferences

- Informal Conferences
- Restorative meetings
- Restorative Mediation

## Reintegration Procedures

- Restorative Relationship repair work
- Office managed offenses (Level 4 and 5)

# Affective Statements

“Personal expressions of feeling in response to specific positive or negative behaviors of others.”

- ‘I statements’
- Makes ‘offender’ aware of the impact of their actions; refers to the behavior not the person
- Changes the dynamic between individuals
- Teaches the empathy-skill

I feel frustrated when you don't address my questions.

I feel disappointed when you disrupt the class because it makes it harder for others to learn.

I feel happy when you complete your task because it shows how well you understand the topic.



# “I” Statement Format: Step 1

## Step 1: Refer to the Behavior

1. When I'm shouted at I .....
2. When I'm sworn at I .....
3. When I hear please and thank you I .....
4. When I see you following directions the first time .....
5. When I hear you talking while I am talking .....
6. When I see you come in late .....
7. When I see you raise your hand .....

# “I” Statement Format: Step 2

## Step 2: State how the Behavior Affects You

1. I feel unappreciated because....
2. I feel excited because.....
3. I feel appreciated because.....
4. I am concerned that.....
5. I get scared that.....
6. I feel respected by.....
7. I feel disrespected by.....





# “I” Statement Format

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

## Additional Examples:

A woman becomes angry when her sister borrows her favorite coat and returns it with stains and a tear.

Common Response: “You ruined my jacket! Are you ever going to grow up?!”

“I” Statement Response: “I am upset that my coat was damaged because I can’t afford to replace it. I really appreciate it when the things I loan out are taken care of.”

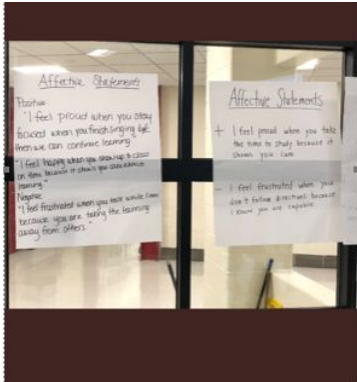
# Practice Time



Find a partner and identify two "I" statements

- Positive Emotion
- Negative Emotion

Write your statements on the chart paper.



# Practice Time: Part 2



Find a partner with the same color shoes as you. With your partner, discuss how you might reframe 2–3 of the following common statements as Affective Statements:

- Sit down and do your work.
- Your homework is late.
- You're never on time.
- I'm going to call Administration!
- Great job on your test.
- That's not the way to do it.
- Be respectful.
- Good job.
- Stay on task.
- You need to behave better.
- Quiet down.
- Stop throwing things.
- Stop talking.

# Basics of Circles

- Participants sit in a circle.
- All members of the circle have equal status.
- There may be a designated facilitator of the circle.
- Review expectations of circles.
- Everyone has the opportunity to participate.
- Participation is encouraged but optional.



# Sample Topics for Circles

## Getting Acquainted:

- Share a happy childhood memory.
- If you could be a superhero, what superpowers would you choose and why?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?

## Exploring Values:

- What is your passion?
- What gives you hope?
- What are ways to demonstrate respect?
- What change would you like to see in your community? What can you do to promote that change?



# Sample Topics for Circles Continued

## Storytelling:

- A time when you had to let go of control.
- A time when you were outside of your comfort zone.
- An experience in your life when you “made lemonade out of lemons”.

## Relating to the Curriculum:

- The best/worst thing about this science project is ...
- The main character in the book we are reading is like/not like me when...
- These math problems make me feel ...





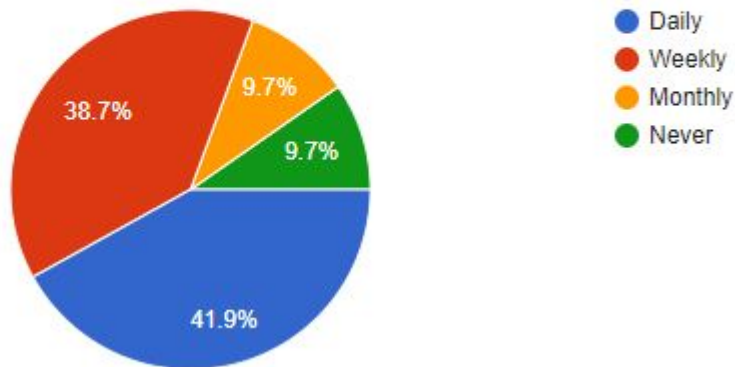
# Let's Try a Circle!



# Staff Advanced Training

## I use Restorative Practices:

31 responses



14- Staff members have participated in extensive 4-day training related to Culture and Climate and Restorative Practices.

The goal is to have all staff members trained before the start of next school year.

# Where do we stand today?

Number of In-School Suspensions (ISS)

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
17'-18'	2	5	15	11	8	10
18'-19'	0	1	9	2	10	13

Number of Out-Of-School Suspensions (OSS)

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
17'-18'	0	2	6	3	2	9
18'-19'	0	2	12	3	20	18