

Ramapo NYC & The National School Climate Center **WORKSHOP OFFERINGS**

**Building Authentic Relationships • Restoring Connections • Trauma-Informed Education •
Developing Skills • Dismantling Barriers to Participation • Creating Community •
Restorative Justice • School Climate Improvement**

Building Authentic Relationships

**Trusting relationships are essential to learning and resilience.
They enable us to process information, take risks, and overcome challenges.**

The Why and How of Relationships

We will draw upon neurobiology and our own personal experiences to build and strengthen our understanding of the role relationships play in learning. We will identify obstacles and possibilities for building trust and connection in our classrooms, schools, and communities.

Listening Labs

We will practice deep listening skills with our colleagues and reflect on how to bring listening practices into our classrooms and interactions with the broader school community.

Team Building

We will come together to joyfully and authentically connect, play, problem-solve, and strengthen our leadership and communication skills. By participating, educators will learn activities that can be used in their own learning environments.

Restoring Connections

Our challenges, conflicts, and mistakes are opportunities for deepening relationships, addressing harm, developing skills, and strengthening our community.

The Conflict Cycle

In this workshop, we will explore conflicts that occur in our learning environments. Using a tool called “the conflict cycle,” participants will reflect upon their role in escalating conflicts.

De-Escalation and Co-Regulation

We will identify strategies for de-escalating, modeling and teaching social and emotional skills, and disrupting harmful cycles of conflict. We will share a checklist of questions educators can use when feeling baffled by behavior.

Recognizing and Exploring Triggers

We will identify adult and youth triggers that impact our learning environments. In particular, we will examine how our triggers are shaped by our self-concept, identities, beliefs, and experiences. Participants will create “If, Then” plans for managing their own default responses to triggers.



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Restorative Chats, Mediations and Learning from our Mistakes

We will introduce Ramapo's process for restorative chats and mediations. We will practice facilitating the process of "What's Up," "Own Up," and establishing "What Now?"

Trauma-Informed Education

Intro to Trauma-Informed Practice (2-part workshop)

In this workshop, we will explore commonly held beliefs about trauma and resilience. Deepening our understanding of how trauma and resilience impact our whole being, we will identify the critical considerations in creating caring educational environments.

Creating Community

Our identities, beliefs, mindsets, and experiences all contribute to a strong school environment. We connect to one another by sharing our purpose, values, and goals.

Developing Community Agreements

We learn how to create, teach and reinforce clear and meaningful expectations and community agreements with young people and staff that keep everyone safe, incorporate youth voice and support school goals and values, as well as the importance of making them part of daily life in a school community.

Clarifying Values, Expectations, and Norms

Community expectations should therefore be purposeful and meaningful. We start with values and what's most important to a school community, and build consensus on norms, agreements, and "big-nos".

Teaching Community Expectations

We identify strategies for teaching school expectations to young people by using visuals, checklists, incentives and implementing routines • Develop plans to structure school environments (such as classrooms, hallways and cafeterias) in ways that promote behavioral expectations by anticipating problems and strategically organizing space, time, people and materials.

Identifying Our Core Values

School communities engage in a process of self and communal reflection in order to guide the process of identifying and defining the school's core values. Participants will work collaboratively to reflect on these values in the context of the school's mission, vision and expectations.

Community Wellness Circles

Community circles are group reflection processes that invite deep listening and personal storytelling, generating a sense of joy, laughter, stress relief, and interconnection.



Dismantling Barriers to Participation

We recognize the capacity, dignity, resilience and assets of all human beings. We challenge systems, beliefs, and practices that shape or limit participation based on identity, ability or behavior.

Reentry Conferencing

In this session, educators and leadership can learn about a reentry conferencing model to help reintegrate a student and their family back into the school community after a long absence (mental health/surgery/substance rehab/hospitalization/ family obligations, loss/grief).

Responding to Requests for Classroom Behavior Supports

This session will explore best practices for social workers who respond to requests for support with student behavior. We will identify de-escalation, reflection and reintegration strategies that turn requests for support into opportunities for organizational learning. Participants will focus on responses that build teacher capacity, keep students in class where learning is happening and reduce inequitable disciplinary responses that exclude and isolate vulnerable students.

Creating An Individual Behavioral Plan

We utilize Ramapo's Behavior Identification and Planning Tool (BIPT) in order to identify specific and targeted strategies that address challenging behaviors by building on strengths, identifying achievable, behavioral goals and anticipating problems for individual students. Staff will leave with an understanding of the BIPT and practice using it.

Self-Care for Staff

We explore societal and cultural messages about self-care, obstacles to consistently implementing our self-care strategies, and we create personalized and proactive plans for ourselves as well as planning on how to be better role-model for self-care in our schools and communities.

Developing Skills

We are all capable of learning and growing. Together, we identify and develop the social, emotional, academic and life skills needed to thrive in our community and beyond.

Supporting Learning & Skill-Building

We will share strategies for meeting varied learning needs, modeling intentionally and developing shared goals. Participants will identify best practices for identifying skills they teach and model in their classrooms, and create plans and visuals to aid in that process.

Unmet Needs & Developing Skills

Educators will have the opportunity to reflect on different student behavior they experience as challenging, and actionably reframe the behavior as an indication of an unmet need or developing skill.

Social-Emotional Skills for Self-Management

We will share and experience routines for grounding and calming, focusing and energizing, and increasing engagement. We will identify the importance of the brain to body connection.

Routines for Energizing, Focusing & Calming our Minds and Body

Participants will learn and practice routines that can energize, focus, and/or calm people. We will experience the routines and discuss ways they can be used in school communities.



Restorative Justice

Whole school restorative justice is a system-wide approach that helps schools shift towards restoring relationships among all community members. Ramapo's restorative practices support academic achievement by increasing social-emotional skills for students and effective behavior management skills for staff.

Introduction to Restorative Justice

In this introductory workshop series, we will introduce what it means to pursue whole school restorative justice. We will introduce the three tiers of whole-school restorative justice, the relationship matrix, and some foundational restorative justice practices. (This is a prerequisite experience for schools interested in a deeper RJ scope, and requires three hours.)

School Climate Improvement

School Climate Improvement is a system-wide approach that helps schools adopt a collaborative model for collecting, analyzing and utilizing school climate data and creating a measurable action plan that leads to improvement in priority areas. The purpose of this work is to foster equitable learning environments where all school community members feel a sense of belonging, agency and achievement.

Foundations of School Climate

In this introductory workshop series, we will explore the 14 dimensions of school climate and associated indicators, understand the five stage school climate improvement cycle and reflect on the necessary systems for embarking on school climate improvement work. We will ground our understanding of school climate in the research and understand the importance of an equity framework in approaching school climate improvement. Participants will also explore existing policies related to school climate in their state, district and schools, identify their vision for improvement and plan for next steps.

Establishing our Vision

In this foundational workshop, school communities can work together to establish a vision for a school climate that is aligned to their values and supports the growth and belonging of all stakeholders. Participants will look to the future while also considering the existing data and program structures that can support the improvement of their school's climate.

We can also work with you to build custom scopes to address your school community's greatest needs.

Contact us to learn more and to bring these offerings to your school community:

inquiries@ramapoforchildren.org



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