

**BLENDING CULTURES:  
WHO ARE OUR  
STUDENTS?**

They came from Mexico, Honduras, Guatemala,  
El Salvador, Nigeria, Ghana, Democratic Republic of  
Congo, Ethiopia, South Sudan, Somalia, Ukraine,  
U.S.-born students  
of African and Mexican heritage.  
Some live with resented families,  
some with foster families.  
Low income and qualifying for  
free or reduced price lunch: 36%

---

---

---

---

---

---

---

---

---

---

**CONFLICT**  
**The Day of the  
(Almost) Fight**

---

---

---

---

---

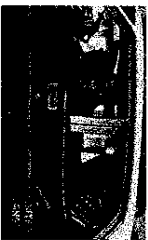
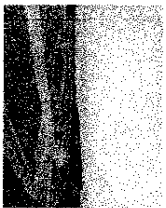
---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

**Thomas' Story**



---

---

---

---

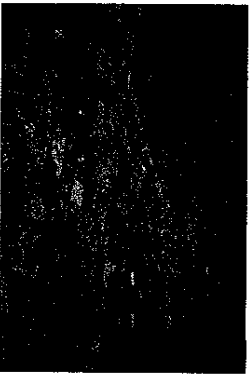
---

---

---

---

**Democratic Republic of Congo**



---

---

---

---

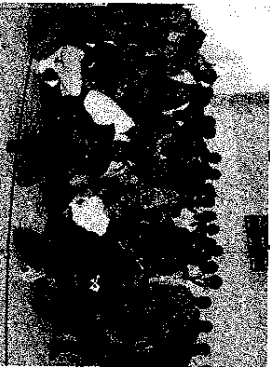
---

---

---

---

**Our Refugee Population**



---

---

---

---

---

---

---

---

**Day of Reconciliation**



---

---

---

---


---

---

---

---

**A good ending to that conflict...**



---

---

---

---


---

---

---

---

**Needs Assessment**  
Formal and Informal Survey



---

---

---

---

---

---

---

---

When leaders and teachers  
relentlessly pursue the  
vision, student behavior  
improves!

---

---

---

---

---

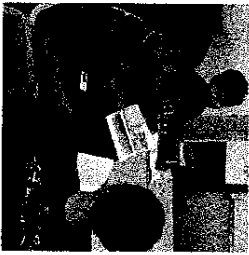
---

---

---

---

---



### Open Office

Relationships Built  
Emotional Barriers  
Acknowledged and Addressed  
Food, Drinks,  
Happy Conversation  
Questions, Justice sodas from  
Mexico.  
*A place of refuge, safety, kindness.*

---

---

---

---

---

---

---

---

---

---

### Healed Old Wounds-- Pal and Kur from South Sudan



---

---

---

---

---

---

---

---

---

---

Created a Culture for Learning



---

---

---

---

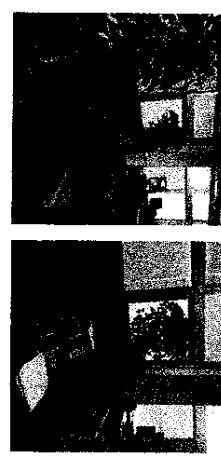
---

---

---

---

A Warm Learning Center  
with donated new furniture



---

---

---

---

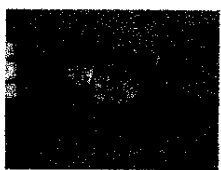
---

---

---

---

But there are times when  
learning can't happen...



---

---

---

---

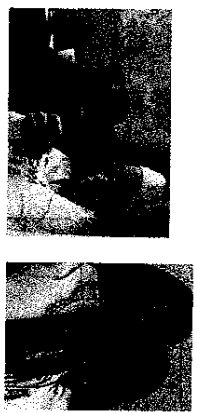
---

---

---

---

**Peace Circles--  
a way to deal with conflict**



---

---

---

---


---

---

---

---

**The story of Isis**



---

---

---

---

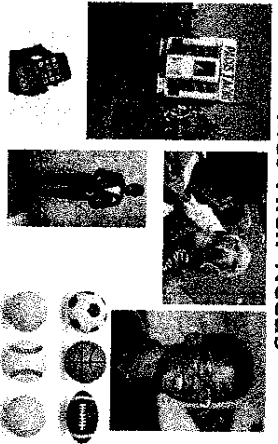
---

---

---

---

**Met Their Needs**



---

---

---

---

---

---

---

---

**Salsa Dance Classes  
an option for Physical Education**



---

---

---

---

---

---

---

---

**English Classes for Parents**



---

---

---

---

---

---

---

---

**Supported Social Justice--  
Dealt with National Crisis When  
Michael Brown was Killed**



---

---

---

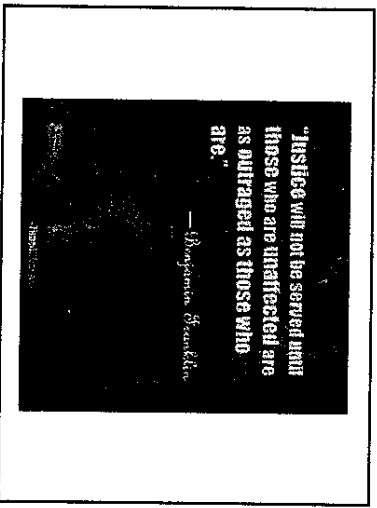
---

---

---

---

---



---

---

---

---

---

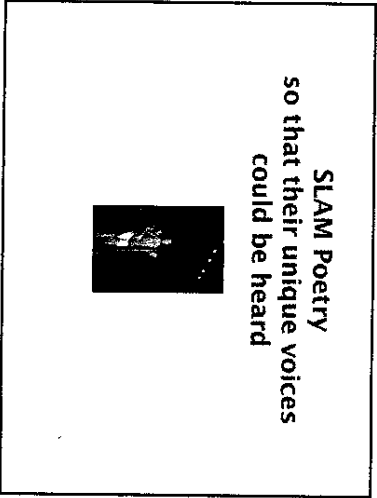
---

---

---

---

---



---

---

---

---

---

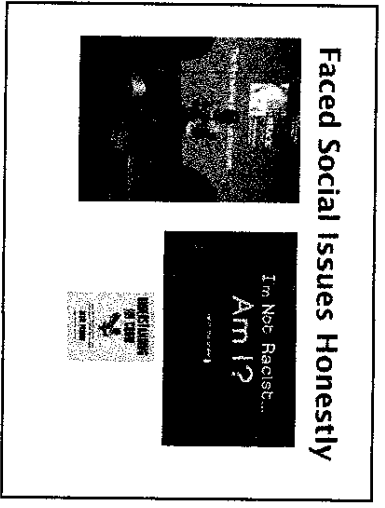
---

---

---

---

---



---

---

---

---

---

---

---

---

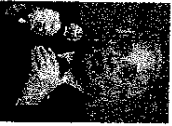
---

---



### Broad Historical Perspective was Shared

Born in Pabianice, Poland in 1929, Jack Adler and his family were swept into the terror of the Nazi concentration camps.



---

---

---

---

---

---

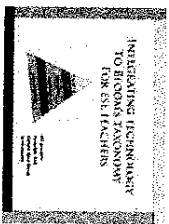
---

---

---

---

### Commitment to Teachers: On-site Training for English Language Acquisition



---

---

---

---

---

---

---

---

---

---

### Professional Development for Restorative Approaches

- ▣ Staff helped to develop protocols for behavior issues
- ▣ Much discussion about how to integrate RA with discipline practices.
- ▣ Many conversations; included teachers in restorative dialogues when possible.
- ▣ New hires screened for RA compatibility.

---

---

---

---

---

---

---

---

---

---

### We Discussed the Research:

- Expulsion and suspensions fail to change behavior.
- Time in class is necessary for academic achievement.
- Teaching conflict management, social/emotional skills improves behavior and academic performance.

---

---

---

---

---

---

---

---

---

---

### The Columbine Tragedy



---

---

---

---

---

---

---

---

---

---

### Classroom Processes Put into Place

1. Build relationships; love the students!
2. Allow for mistakes and learning.
3. Use restorative dialogues and Peace Circles.
4. Provide a different setting for a student if needed (Buddy Classroom) for a re-focus.
5. Call home and collaborate with parents.
6. Refer to Social Worker, School Psychologist.
7. Refer to Dean.

---

---

---

---

---

---

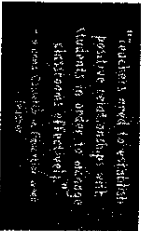
---

---

---

---

### Classroom Management



On-site training in  
No Nonsense Nurture  
Other PBIS strategies  
used as well.

---

---

---

---

---

---

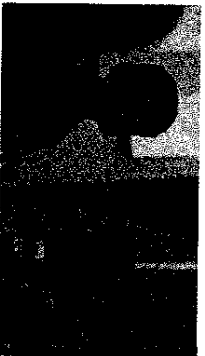
---

---

---

---

### Cultural Awareness On-site training



---

---

---

---

---

---

---

---

---

---

**"Get the right people on the bus and the wrong people off the bus."**  
--Michael Fullan

---

---

---

---

---

---

---

---

---

---

It takes no time  
to suspend a student  
It takes a lot of time  
to build a relationship,  
teach social and emotional skills,  
and  
IMPROVE BEHAVIOR.

---

---

---

---

---

---

---

---

---

---

How This Looked  
<https://animoto.com/play/eZLD4knGysNAThK1KH3jQA>  
or  
[https://www.youtube.com/edit?o=U&video\\_id=WGxseJz9Zj4](https://www.youtube.com/edit?o=U&video_id=WGxseJz9Zj4)

---

---

---

---

---

---

---

---

---

---

What Did Not Work

---

---

---

---

---

---

---

---

---

---

**High Teacher Turnover**  
Impact on Teacher Morale  
Impact on Learning (substitute teachers)  
**Politically Arranged**  
**Appointments Brought Back**  
Some Authoritarian Practices

---

---

---

---

---

---

---

---

---

---

**Need for Stronger**  
**Community Support**  
Service Organizations  
Churches  
Big Brothers/Big Sisters  
What else?

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---