



**Peaceful Schools®**

# **Menu of Professional Development and Training For Staff & Students 2024-2025**

**MWBE**

MINORITY AND WOMEN  
BUSINESS ENTERPRISE

For more information contact us!

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## INTRODUCTION AND ORGANIZATIONAL APPROACH

Peaceful Schools is a certified woman-owned business in Syracuse with 25+ years of experience serving schools, families, and community organizations. We are committed to giving everyone the power to be peaceful and the skills to be resilient.

Peaceful Schools seeks to provide K-12 educators with professional development, coaching, technical assistance, and evidence-based practices to promote a culture of connection, competence, and resilience. In learning and life everyone faces adversity. For decades researchers have asked the question “Why do some students overcome adversity, while others get stuck?” There is strong evidence to suggest that developing social-emotional competence provides individuals with the agency and self-determination to face challenging events, avoid risky behaviors, maintain health, and achieve personal goals. Our Resilience Forward Framework provides a comprehensive structure for building and supporting these social- emotional skills.

We believe that when professional development includes behavioral rehearsal and external coaching, these elements support meaningful and productive application of the new skills. These supports promote forward progress towards implementation of initiatives with high fidelity, ultimately leading to the increased likelihood of producing quality outcomes and positive impact on student learning and growth.

**Peaceful Schools partners with schools to provide direct services; please contact us to discuss your specific programming needs.**



# Peaceful Schools®

Giving everyone the power to be peaceful.



# MENU OF SERVICES

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**Don't see what you are looking for?**

**This menu includes our most requested trainings.**

**Please request a consult call if you need a personalized proposal.**



## Our Philosophy: Peaceful Schools Resilience Forward Framework

At Peaceful Schools, our platform of professional development is designed to engage educators in learning the best practices for supporting the resiliency traits and protective factors of positive youth development. Our Resilience Forward Framework provides an overview of how focusing on attachment, regulation, and academic agency provides an asset-based approach to building social emotional competence and an antidote to chronic stress and trauma.

At Peaceful Schools we believe the following core structures are essential to the development of implementing a Resilience Forward Framework that supports academic and social emotional learning. These features include:

- I. Faculty norms promote the positive expectation that adults cooperate and collaborate as a professional teaching and learning community.
- II. Adults recognize and understand the key strategies to support student resilience:
  - A. Adults believe that resilience can be taught, learned, reinforced, and strengthened until a student has a sense of confidence and agency in his/her ability to adapt and overcome. (Self-Reliance/Personal agency)
  - B. Adults recognize understand and acknowledge the impact of adverse childhood experiences (Chronic Stress & Trauma) and the corresponding impact on social emotional development. Specifically understanding that students with previous traumatic exposure are likely to experience more intense post-traumatic stress symptoms, resulting in acting out or acting in behaviors that are disruptive to the learning process.
  - C. Adults understand how to form and maintain secure-base teacher-student relationships and recognize the power of those relational bonds to provide a strong protective factor, anchoring the student to feel connection and belonging in the classroom and at the school.
  - D. Adults recognize and build healthy triangular connection between home- school/classroom and student. This connection is built on mutual respect of each role and seeks to collaborate to ensure the success and accountability of the student.
  - E. Adults have tools and techniques to promote a culture of mutual respect and seek to build strong collegial relationships between students. These tools include the ability to create norms around group expectations and mechanisms to demonstrate support, to respond to uncomfortable expressions with opportunity to talk, problem solve, to provide structures for discussing and debating opposing views respectfully and to provide structures for resolving inter-personal conflicts that arise.



F. Adults understand their role in providing Tier 1 Social Emotional Support. Adults are provided with foundational knowledge to support mental wellness and understand that not all healing has to be centered around talking about traumatic or stressful events. Instead recognizing the benefits of opportunities for self-expression through academic instructional practices such as movement, music, art/craft, writing, poetry, acting/role-play, story, research, discovery etc.

G. Instructional practices are grounded in the principals of inclusion, equity, and cultural relevance.

III. The School Schedule provides the time and resources to implement direct instruction of social skills and social emotional curriculum, such as Peaceful People, includes opportunities for student to practice skills through discussion, literature, and behavioral rehearsal

IV. Planned and embedded reinforcement of social skills through opportunities within the academic scope and sequence that allow for natural application of social skills by providing opportunities to apply social awareness and moral reasoning to academic content.

V. Clear, observable, behavior based (looks like/sounds like) and memorable expectations that are grounded in the culture of common language among adults, students, and families.

VI. Adults are trained to recognize signs of student stress/distress and are clear on the structures for making referrals and gaining assistance.

VII. A continuum of structured problem-solving practices including a space for personal reflection and reset (A Peace Place), mechanisms for interpersonal conflict resolutions (School Based Mediation/Peer Mediation), a continuum of Restorative Practices to allow the community to address and repair harm and restore the community.



## PROFESSIONAL DEVELOPMENT OFFERINGS

In Support of Creating and Maintaining Socially, Emotionally, and Academically Connected Classrooms

### Nurturing Classroom -

Chronic stress and trauma can change the way a student's brain functions, affecting their ability to learn and communicate effectively. This training highlights trauma-informed teaching strategies to support student learning and growth. Through this session, teachers will be supported in developing strategies to establish and maintain positive relationships and resiliency skills in the classroom. Participants will explore stress and its effects on the brain, neuroplasticity, and the power of resilience-based teaching strategies.

**Duration:** 3 or 6 hours (*Full-day training includes facilitated team planning using strategies learned*)

**Capacity:** 30 participants

**Facilitators:** 1 Lead Trainer

**Notes:** All handouts and training materials provided

### Effective Communication -

Using best practices for healthy interpersonal communication, this training is customized to the needs of the communicator and their audience. Participants will be introduced to foundational skills for leveraging verbal and non-verbal communication strategies to interact effectively and to make messages clear, complete, and useful. The training will give participants the opportunity to learn how to use affective statements, question-based approaches, and positive problem-solving skills to engage in healthy conversations.

**Duration:** 3 hours

**Capacity:** 30 participants

**Facilitators:** 1 Lead Trainer

**Notes:** All handouts and training materials provided

### De-Escalation Strategies and Skills Practice -

Participants in this training gain foundational knowledge about the escalation cycle and strategies to interrupt escalation. Our trained actors simulate an array of student personalities displaying common classroom misbehaviors, providing participants the opportunity to practice de-escalation techniques in a real-time simulator. Facilitators and participants are engaged in giving each other feedback, peer support, and actionable coaching to empower participants to immediately incorporate new skills into their teaching repertoire. This training is focused on observing and recognizing the brain state (Regulated, Emotional, Dysregulated) of the student and using verbal and non-verbal skills and techniques matched to the regulation state to address, intervene, and respond supportively to students. This training does not present restraint or any other physical intervention techniques.

**Duration:** 6-12 hours

**Capacity:** 30 participants

**Facilitators:** 2 Lead Trainer and 3 Support

**Notes:** All handouts and training materials provided



## Comprehensive Restorative Practice Phases -

**Phase I:** Train administration and support staff to understand and apply the continuum of Restorative Practices. Participants will build knowledge and skills to implement the continuum in preparation for supporting school wide capacity of Tier I roll out. Participants will be able to identify how these restorative practices contribute to the culture of a school building, providing structures that support the restoration of the connectedness of community when harm has been caused. The design of restorative practices supports equitable and inclusive intervention to address incidents in a manner that promotes fairness for all parties to be heard, understood and acknowledged for their perspective and the impact experienced when harm occurs.

Strand 1: Comprehensive Restorative Practices for Administrators and Support Staff - Restorative Practices Part I, Restorative Practices Part II, Restorative Practices Part III, Adult Meditation Training, Technical Assistance (Optional), Implementation design consultation, Circle development consultation, Modeling and facilitation of Tiered Practices within the school setting.

**Phase II:** Provide teaching and learning staff with the foundational knowledge and skills to understand what the restorative continuum is, how it supports a responsive and proactive approach to intervention, and how responsive restorative practices encompass those responsible for disruptive actions to take accountability and responsibility for repairing the harm caused.

Strand 2: Restorative Practices for the Classroom, Circle Experience for Teachers and Staff (90- Minute), Foundations of Community Building Circles (3-hour)

**Phase III:** All staff will be trained in Tier I community circle practices. Participants will be able to apply circle structures to build community.

Strand 2: Restorative Practices for the Classroom - Tier-I Circle Practices for the Classroom. (6-hour), Advanced Circle Techniques for the Classroom (3-hour), Restorative Chat Technique (90-Minute), Technical Assistance (Optional), Circle development consultation for classroom staff, Modeling and facilitation of Tier-I circles within the classroom setting.

**Phase IV:** Develop capacity to implement the full continuum of Tiered Restorative Practices. The administration and support team will identify key staff to receive Tier II and Tier III restorative training. This will be designed to ensure capacity to implement the continuum consistently. This may include training for Peer Mediators and Peer Circle Keepers. Training to be determined based on a review of implementation strengths and challenges.

Training recommendations may include: Training additional staff in advanced Tier-II/III restorative practices, Training youth in peer mediation, Training youth in peer facilitation of dialogue circles, Technical Assistance (Optional to be determined based on implementation assessment), Tier I Refresher Training for Classroom Staff, Advanced circle development, Modeling and facilitation of Tier II/III within the school setting, Additional technical assistance tailored based on needs identified by the implementation team.



### Comprehensive Restorative Practice for Administration and Support Staff -

This 3-day series provides administrators and support staff with the knowledge and skills to manage and conduct the full implementation of a tiered restorative approach. Participants will be able to help students learn the skills for addressing and repairing wrongdoing, resolving conflict, and maintaining a climate of caring and accountability for all constituents (students, staff, and families). The series is designed for staff who would be providing Tier I and Tier II restorative strategies and interventions. This series includes training in: Tier 1 Restorative Practices, Tier 1 and 2 Circle Training, and Advanced Restorative Conferencing.

<b>Duration:</b>	18 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 Lead Trainer and 1 Support
<b>Notes:</b>	All handouts and training materials provided

### Circle Experience for Teachers and Staff -

This 90-minute session provides teachers with an experiential introduction to circle practices. Participants will experience a facilitated dialogue circle, be provided with an opportunity to participate in the process as a learner, ask questions and understand the goals of the Foundations of Community Building Circles Training.

<b>Duration:</b>	90 minutes
<b>Capacity:</b>	20 participants per facilitator
<b>Facilitators:</b>	1 Lead Trainer
<b>Notes:</b>	All handouts and training materials provided

### Foundations of Community Building Circle -

This 3-hour training introduces participants to the foundations of Restorative Practice and the continuum of applications. The session models for staff the experience of participating in circles, simultaneously reinforcing collegial connectedness and professional rapport while promoting norms for collaboration and problem-solving dialogue.

<b>Duration:</b>	3 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 Lead Trainer
<b>Notes:</b>	All handouts and training materials provided





### Restorative Chat-

This 90-minute training provides teachers and staff with a Tier-II technique for restoring and repairing a breach in the relationship between the student and the adult. A restorative chat is a private dialogue, initiated by the adult to the student with whom they have concerns related to behaviors, attendance, or grades. The goal is to provide a structured conversation to address the concerns, explore the student's perspectives and improve both parties' understanding of each other and how they can work together in the classroom.

<b>Duration:</b>	90 minutes
<b>Capacity:</b>	20 participants per facilitator
<b>Facilitators:</b>	1 Lead Trainer
<b>Notes:</b>	All handouts and training materials provided

### Restorative Practices Framework: Coaching and Technical Assistance -

Phased Implementation serves as guidance for planning to build the knowledge and skills of staff to successfully implement and sustain a continuum of restorative strategies in support of a welcoming and affirming environment. Restorative Practices provides structured problem solving to restore the normal and natural disruptions that occur within a school setting, including interpersonal conflict, transgressions against the community, rule infractions that cause harm, and other social issues that occur.

### School Based Mediation for Adults -

This School-Based Mediation Training for adults is designed to meet the standards of the Association for Conflict Resolution. Over 24 hours of training (21 in-person and 3 self-directed), participants learn the philosophy behind mediation, along with the structures, procedures, and communication techniques required for successfully facilitating mediation between students. Additionally, ample time is built into the training for practicing the mediation process using hands-on activities and the role-playing of real-life scenarios. Participants will receive the forms and tools needed to run a Mediation program at their school with fidelity.

<b>Duration:</b>	21 hours ( <i>in-person</i> ) / 3 hours ( <i>self-directed and scheduled around your needs</i> )
<b>Capacity:</b>	16 participants
<b>Facilitators:</b>	2 Lead Trainer and 1 Support
<b>Notes:</b>	Training includes certificate of completion and Mediation Manual for all participants, data tracking forms for program supervisors, and ongoing Technical Assistance via phone or virtual platform, for up to 1 year from date of training



### Peer Mediation for Students -

This training engages students in activities, role play, and skill rehearsal to prepare them to successfully mediate disputes between other students. Similar to our adult School-Based Mediation Training, our Peer Mediation Training is designed to teach the fundamental content and structures necessary to help others resolve a conflict through Mediation, at a developmentally appropriate level for your 4th through 12<sup>th</sup>-grade students. Adult advisors are trained alongside the students and receive additional training and materials to support implementing and managing the Peer Mediation program at your school.

<b>Duration:</b>	24 hours
<b>Capacity:</b>	16 students ( <i>Grades 4th-12th</i> ) and 2-4 adult supervisors
<b>Facilitators:</b>	2 Lead Trainer and 1 Support as needed
<b>Notes:</b>	Training includes certificate of completion and all training materials and a Mediation Manual for all participants, data tracking forms for program supervisors.

### Culturally Sensitive Home Visits -

This training for school-based professionals honors that a culturally responsive home visit begins with intentional planning and dialogue with all stakeholders. Our approach based on lessons learned in the field uses our belief in a strengths-based approach and adapting themes from culturally responsive instructional strategies into how we work with families. Participants will work to understand differences in neighborhoods, self-reflect personal biases, create best practices around scheduling, and conduct home visits to ensure families know they are respected and valued.

<b>Duration:</b>	6 hours
<b>Capacity:</b>	30 students
<b>Facilitators:</b>	1 Lead Trainer and 1 Support
<b>Notes:</b>	All handouts and training materials provided

### SEL Through Play

Interactive activity-based workshop to learn how to seamlessly incorporate social emotional development into all subject areas. Building your classroom engagement toolbox with activities that can be modified and enhanced to serve all students.

<b>Duration:</b>	3 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 Lead Trainer
<b>Notes:</b>	All handouts and training materials provided



### Supporting LGBTQ+ Students -

Research shows that supportive educators can have a significant positive impact on LGBTQ+ students' school achievement, as well as reducing bullying, stigma, and creating an equitable learning environment. This training was developed to empower educators with an introduction to the needs of youth who identify as LGBTQ+. Participants will learn to understand basic terminology and definitions with an introduction to the Queer Alphabet LGBTQ+ (lesbian, gay, bisexual, transgender, and queer/questioning), sexual orientation, and gender identity which will help foster inclusive language and create safe spaces.

<b>Duration:</b>	3 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	2 LGBTQ+ Lead Trainers
<b>Notes:</b>	All handouts and training materials provided

### Conflict Resolution in the Classroom -

This workshop dives into learning about the origins of conflict - limited resources, unmet needs, social status, and perceived differences in values. Using that knowledge participants explore their own conflict and reaction styles and learn communication techniques to support students in conflict. The core content of this training is in alignment with the recommended standards of the Association for Conflict Resolution.

<b>Duration:</b>	6 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 Lead Trainer and 1 support
<b>Notes:</b>	All handouts and training materials provided

### Poverty Sensitive Strategies -

Research indicates that teachers who engage in professional development to discuss and examine research based instructional strategies are better equipped to support high expectations and convey belief in the ability of learners who are impacted by the limitations and challenges that their family faces. The number of students from poverty is increasing in our schools and it is important to understand poverty's impact on educational success and use strategies to overcome the impact of poverty on the brain and learning. In this training participants will apply Brain Science, study actionable strategies, and build on MTSS Practices to support trauma and poverty informed teaching.

<b>Duration:</b>	6 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 lead Trainer and 1 Support as needed
<b>Notes:</b>	All handouts and training materials provided



### **Thought Exchange for Classroom Practices -**

This training is designed around the Six Effective PBIS Classroom Practices with an emphasis on Engagement and Opportunities to Respond and Active Supervision (Move, Interact and Scan) Our conversation will allow participants to discuss how they currently apply the strategies and variations they use based on age/grade and setting. This session will use a Restorative Circle structure to examine the Six classroom practices through a trauma informed lens. Additionally, the conversation will allow participants to discuss adult strategies for modulating and resetting their own response strategies, including maintaining neutrality when they experience their own emotional response to a situation beginning to impact the interaction with a student(s). Participants will review and be provided with the 6 classroom practices rubric from Mid-West PBIS for rating their own skill set.

<b>Duration:</b>	3 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 Lead Trainer
<b>Notes:</b>	All handouts and training materials provided



### **De-Escalation 2.0: Effective Language for Redirecting and Managing Behaviors -**

**Pre-Requisite:** Participants must have completed De-Escalation Strategies and Skills Practices training prior to attending this session.

In this interactive training, participants will learn frameworks for shaping their responses to common misbehaviors, including teasing, horseplay, verbal aggression, name-calling, disruptive talking, and more. Our facilitators will emphasize the critical role of communication in either escalating or de-escalating challenging situations. This training is focused on furthering development, refining, and practicing verbal strategies to address, intervene, and respond supportively to students.

<b>Duration:</b>	3 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 Lead Trainer
<b>Notes:</b>	All handouts and training materials provided



### **Embedding SEL into STEAM and Project Based Learning -**

Facilitated by experienced Enrichment Instructors, this workshop gives educators of all disciplines the opportunity to plan how to seamlessly incorporate social skill based content into Science, Technology, Engineering, Arts and Math content.

<b>Duration:</b>	3 hours
<b>Capacity:</b>	30 participants
<b>Facilitators:</b>	1 Lead Trainer and 1 Support as needed
<b>Notes:</b>	All handouts and training materials provided



# Peaceful Schools® Productions

## Arts in Education

### Theatrical Performances and Student Assemblies

#### Arts in Education: Peaceful Schools Productions on Demand -

PS Productions is proud to announce its first ever VIRTUAL Arts-in-Education series. Schools who purchase licensing will be sent a private link for a pre-recorded performance which includes unlimited viewing for 7 days so teachers and students can watch on their schedule. Each production includes follow-up activities for the classroom.

**Weird! The Musical** - An energetic musical with a powerful message based on the books in The *Weird! Series (Weird!, Tough!, and Dare!)* by Erin Frankel and Paula Heaphy. One story of bullying told from three different female character's perspectives-the one who is being bullied, the one who is standing by, and the one using bullying behavior. Students will enjoy seeing the pages of the books come to life on stage with Luisa, Sam, Jayla and their friends learning where their power comes from and how to use it.  
[WeirdTheMusical.com](http://WeirdTheMusical.com)

**Have You Filled a Bucket Today? The Play** - After 10 successful years as the First Official Touring Production, hundreds of school performances and thousands of kids learning how to fill buckets..."Have You Filled A Bucket Today? The Play" is back as a brand new filmed streaming production for schools! The play uses humor, heart, and larger-than-life characters to teach students the concepts of Bucket Filling and Bucket Dipping. Based on Carol McCloud's award-winning books, this theatrical adaptation is a fun and effective way to teach students how to treat each other with kindness and respect.

**Add on: Talk Back with the Weird! The Musical Production Team** - Bring a creator of *Weird! The Musical* to your classroom. Now that they have seen the musical, give your students a peek behind the curtains into the creative process that brought the *Weird!* characters to life! One of our playwrights will show your students how we adapted the book series for the stage, integrating story and theatrical elements to tell a powerful story of our own, all while remaining true to the vision of the series author and illustrator. Through stories, songs, pictures, and activities, this presentation will inspire your students' creativity and help unleash their storytelling power through the dramatic arts.

**Duration:** 30 minutes

**Capacity:** 30 participants

**Facilitators:** 1 Creator of *Weird! The Musical*

**Add on: Finding Inspiration for Songwriting** - Peaceful Schools Productions has created a brand-new in-person course authored and taught by published song writing experts, Shawn Forster and Beth Amuso. The instructors will demonstrate their own songwriting process and introduce students to the basics of song creation in session. Students will create their own lyrics and tune inspired by a work of fiction, poetry, picture, or piece of art.

**Duration:** 60 minutes

**Capacity:** 30 participants

**Facilitators:** 2 Professional Song Writers



# Peaceful Schools<sup>®</sup> Productions

## Student Assemblies Series

Engaging multimedia presentations address students in a realistic and safe way about their power to stand up for themselves and others. Our interactive assemblies can be conducted as stand-alone sessions; however, we recommend booking a series of 3 - 5 presentations over the year. Presentations can be done for up to 200 students at a time, or with classroom-sized groups.

**Upstander Series** - Created for upper-elementary through high school students, Upstander Assemblies empower students to improve the culture and climate of their school and community. Addressing bullying behavior is a priority for many schools, parents, and students. This lively, engaging assembly series empowers students and adults to stand up for what's right for themselves, others and their communities, in person and online. Students learn to prevent and respond to bullying and other hurtful behavior through safe, powerful and productive techniques. These presentations help students identify and rehearse Upstander Behavior strategies to Reach Out, Speak Up, and Get Help. Topics include: Upstander Behavior; Digital Citizenship; Perceptions and Assumptions; Joking vs. Teasing; Conflict; Communication;

<b>Duration:</b>	45 minutes
<b>Capacity:</b>	Grade Level
<b>Facilitators:</b>	1 Lead Presenter

**We Say What's Okay Series** - Centered around a class of preschoolers, the We Say What's Okay series helps teach young children the social and emotional skills they need to understand the complexities of consent. Each assembly covers a consent theme, such as how to recognize the physical sensations that emotions create, look for body language cues, ask for and listen to choices, and know that our bodies have value. Our presentations highlight the "We Say What's Okay" stories and use music and play to explore these important lessons. By documenting that your program is participating in the "We Say What's Okay" series, this will help you meet the requirements of "Erin's Law" on teaching consent.

[WeSayWhatsOkay.com](http://WeSayWhatsOkay.com)

<b>Duration:</b>	30 minutes
<b>Capacity:</b>	Grade Level
<b>Facilitators:</b>	2 Lead Presenter