




# W.O.R.K.S.

THIS W.O.R.K.S., INC.

[WWW.CHANCESFORKIDS.ORG](http://WWW.CHANCESFORKIDS.ORG)

[INFO@CHANCESFORKIDS.ORG](mailto:INFO@CHANCESFORKIDS.ORG)

706-608-6804



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# ABOUT THE W.O.R.K.S. PROGRAM

**Mission:** Empowering youth and their families by educating with a purpose! The W.O.R.K.S. Program utilizes the Social Emotional Learning framework with an emphasis in Restorative Justice, to educate the whole child by teaching them how to be accountable for their behavior and their academic success.

## EMPOWERING TEACHERS

- **Professional Development:** offer strategies and skills to add to your toolbox
  - Trauma
  - SEL
  - Culturally Responsive Teaching
  - Restorative Practices

## MOBILIZING PARENTS AND COMMUNITIES

- **Parental Engagement Programs & Curriculum** as viable alternatives to out of school suspension
- **80/20 Rule of RP:** PROactive v. REactive measures
- **Train Community Leaders in RP:** Collaborative Efforts with local organizations
- Training for **Retired Educators & Board Members**

## INFORMING DECISION MAKERS

- **Teacher Retention** Collaboration with higher learning institutions re: professional level.
- Offer RP trainings to new teachers & teachers with no traditional education background
- CTE Curriculum & W.O.R.K.S. Curriculum
- College & Career Readiness
- Education Equity, Diversity & Inclusion

## DEVELOPING SCHOOL LEADERS

- Offer & Implement Research Based Strategies that utilizes Intervention *in lieu of suspension*
- Target Title I Schools
- Develop Partnerships with Schools
- Close the Gap (Title 1 and Non Title 1 Peers)
- Ongoing Leadership Initiatives and Trainings
- Virtual and In Person Training

**Our Team:** We have a culturally diverse group of Trainers and Consultants who are ALL trained in Restorative Practices and Social Emotional Learning. Our team has experience with the following, but not limited to: At-risk youth and juveniles, Exceptional Education population, English Language Learners, Multi-tiered Strategies, Substance Abuse cases, Teen Pregnancy.

## Our Goal for Leaders:

- (1) Increase student learning gains by strengthening the QUALITY of school leadership in economically challenged schools.
- (2) Provide research on national best practices regarding principal effectiveness to develop strategic approaches with district leadership



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# SOCIAL EMOTIONAL LEARNING & RESTORATIVE PRACTICES

SEL is a process where young people and adults acquire knowledge, skills and dispositions related to five competencies: (1) Self-Management; (2) Social Awareness; (3) Relationship Skills; (4) Self-Awareness; and (5) Responsible Decision Making.



## National Rates of Student Discipline:

1 in 27 White Students  
1 in 10 Latino Students  
1 in 8 Black Students



For Every \$1 spent on education programs, \$4 is saved on re-incarceration costs. Below are the recidivism rates after inmates participate in educational programs:

Vocational Training: 30%  
Associate Degree: 13.7%  
Bachelor's Degree: 5.6%  
Master's Degree: 0%



## RESTORATIVE PRACTICES

The Restorative Practices is derived from the restorative justice platform. By utilizing Restorative Practices in education, there is a paradigm shift in regards to student discipline. Although Restorative Practices DOES NOT REPLACE Traditional Discipline, instead it shifts them. By shifting it, ACCOUNTABILITY and ACKNOWLEDGEMENT is placed on the student.

Restorative Practices equips educators with tools to PREVENT conflict with students as well as TRAIN educators as PREVENTION SPECIALIST for TIER ONE instruction.

## ELIMINATING DISPROPORTIONALITY

Disproportionality is a lack of balance in the handling of suspension to specific student and at specific rates.

Disproportionality can lead to schools losing funding due to what looks like UNFAIR EDUCATIONAL and BEHAVIORAL Practice. Demographics show a tendency for Exceptional Ed, 504 and African American Males to get disciplined first and most often.

## SOLUTIONS

W.O.R.K.S. helps to balance out suspension practices and avoid disproportionality. These practices can lead to DUE PROCESS if it is found that this is a trend in the school culture.

# SAMPLE W.O.R.K.S. CURRICULUM

[← Back to Curriculum Map](#)



## MODULE #5 LEARNING STYLES

A Second Chance  
W.O.R.K.S.

**Learning Target:** There are four main learning styles. These styles represent the best way a person receives and retains new information. Knowing your own personal learning style will help all students become better learners and more successful in academic and social situations.

**Corresponding Social Emotional Learning Skill: Self-Awareness**

**SEL Learning Target:** I know and understand the manner in which I learn best and can use this information to become a better learner.

**Definition(s):**

- **Learning-** The act of getting and retaining new information, skills, behaviors, values, or choices that may lead to a change in your experiences.
- **Learning Style:** An individual's natural or habitual pattern of acquiring and processing information in learning situations.
  - Learning styles may vary, and there is no one right or wrong way to learn information.
  - The four main learning styles are identified as visual, auditory, reading/writing, and kinesthetic.

## TOPIC

The W.O.R.K.S. Curriculum is aligned with the Common Core Literacy Standards. We offer 36 Modules on various topics from Self-Discipline to Personal Hygiene. Each Module has a Learning Target, a Social Emotional Learning Target and key words with definitions that will be used during throughout the Module.

## Enduring Understanding

Students will discuss what Learning Styles they think will work best for them.  
Students will understand the importance of their Learning Style.

Students will identify their own primary Learning Style.

Students will identify appropriate strategies based on their primary Learning Style.

Students will explain how they're going to communicate with their parents and teachers through their Learning Style.

## ENDURING UNDERSTANDING

Each Module includes an “Enduring Understanding” section. This section focuses on purpose of the section: (1) what will be discussed; (2) what students are expected to learn; and (3) how the topic will improve their understanding of themselves and the world that they live in.

Before moving on the next Module, each student must meet the following CCRS Rubric:

- (1) Engages in Discussion,
- (2) Comes Prepared,
- (3) Sets and follows goals and deadlines,
- (4) Propels Discussion,
- (5) Engaging in discussions with different perspectives,
- (6) Evaluates main ideas presented in different formats,
- (7) Presents logical arguments
- (8) Uses appropriate language

## Learning Styles and Self Awareness

**Learning Target:** I can use my personal knowledge to help me understand how I learn best. I can exhibit cooperative learning and working toward group goals.

Do you know how you like to learn best?

How do you express yourself when you don't like an assignment?

How can you express to your teacher how you can learn best?

Why is your learning style important?

What have you taken away from the video?

What are some things you plan on changing about yourself so far?

## INTERACTIVE LESSONS

Each Module includes: (1) Activities; (2) Scenarios and Questions and (3) Applicable and Interactive Videos. Collectively, these elements are included to test and apply their knowledge from the lesson/module.



# SAMPLE CTAE CURRICULUM

The purpose of the Career, Technical, Agriculture Education (CTAE)\* Curriculum is to prepare students for the REAL WORLD. Students are introduced and prepared on CTAE Career Pathways *outside* of the traditional careers that may require college. Additionally, each profession is taught with a soft-skills such as communication skills, critical thinking, leadership, work ethics and emotional management. Each module includes: (1) Introduction to Professional Field; (2) Careers in that particular industry; (3) Interactive Videos and Discussion; (4) U.S. Average Salary by job function; and (5) Job Preparation disclosures such as certifications required and local job openings.



## Automotive Industry

The automotive industry comprises a wide range of companies and organizations involved in the design, development, manufacturing, marketing, and selling of motor vehicles. It is one of the world's largest economic sectors by revenue.

1. Which SEL behaviors will help students succeed in this Career?
2. Who is affected by your choices at work and school?
3. What SEL components you need to know about this Career to succeed?
4. Which one is the most difficult for you?



## CTAE Module 1

Soft Skills: Communication Skills



SEL Target: Communication Skills: Relationship Skills  
 "I can choose the proper way to communicate with others"

### Learning Target: Communication Skills

- Students will understand the meaning of communication, acceptable communicative behaviors, and how to

### Definitions:

**Communication Skills**- The ability to convey information to another effectively.

## Feature: Culinary Positions

The culinary industry comprises a wide range of companies and organizations involved in the preparation and confection of foods. A culinary training can help you work in restaurants, school cafeterias, hotels, and even in the air transportation industry.



1. Which SEL behaviors will help students succeed in this Career?
2. Who is affected by your choices at work and school?
3. What SEL components you need to know about this Career to succeed?
4. Which one is the most difficult for you?

## Careers in Auto-Industry

### Popular Careers

Tire / Lube Technician  
 Automotive Technician  
 Service Manager  
 Sales Associate  
 Vehicle Inspector  
 Car Mechanic  
 Diesel Mechanic

### Service Tech

Salesperson  
 Internet Marketing  
 Automobile Designer  
 Body and Paint Specialist  
 Car Dealership  
 Body and Related Repairers

CTAE Represents Professionals all facets of the following:

- Agricultural Education
- Business Education
- Engineering & Technology Education
- Family & Consumer Sciences
- Health Science Education
- Marketing Education
- New & Related Services
- Trade & Industrial Education
- Administration
- Postsecondary, Adult & Career Education
- Guidance & Career Development

Ask us about our online trainings TODAY (training can be completed in 1-2 hour sessions)

# PROFESSIONAL DEVELOPMENT SERIES

Series	Description
(1) Mindset Training	Mindset is abstract, but it is the key to make anything go from abstract to concrete. The purpose of this training is to offer Professional Development for teachers and staff through SEL in changing the "Mindset" process to set goals, manage emotions and foster empathy
(2) Building Relationships	Building Relationships: The major strategies that will be demonstrated and taught in Building Relationships include: showing empathy, or understanding the issues of other people Problem solving beyond the obvious: "Let someone else do it," negotiating or compromising for a solution
(3) Classroom Management	This series will effectively answer the following questions: What is Classroom Management? What essential tenets are needed for classroom management? What are effective classroom management practices? How do Social Emotional Learning and Restorative Practices affect Classroom Management?
(4) Effective Grading Practices: The Power of a Zero	These essential questions will be addressed in this series: What is your grading philosophy? What is the Power of a Zero? Are there BAD grading techniques? (Hint: YES) Should late work be accepted for credit? What is your stance on "extra credit"?
(5) Culturally Responsive Teaching	In this segment of Professional Development on Culturally Responsive teaching the teachers and staff will be exposed to the various methods in identifying: What constitutes culture? What is a culturally sensitive teacher? What does environment and culture have in common? How do we become culturally sensitive and the potential impact it will have on our students
(6) Restorative Practices through Social Emotional Learning	The purpose of Restorative Practices series for educators is to utilize RP as a strategy that seeks to repair relationships through SEL in lieu of lengthy punishments that often include long term suspensions
(7) Reducing Disproportionality for Exceptional Ed Students	This series will address what looks like unfair educational and behavioral practices by teaching specific techniques for teaching special need students to decrease behavioral issues.
(8) Trauma	The purpose of this training is to understand trauma in a broad and inclusive way, while learning how the brain and the body, responds to trauma. We will identify key features to build a more comprehensive trauma sensitive school environment.

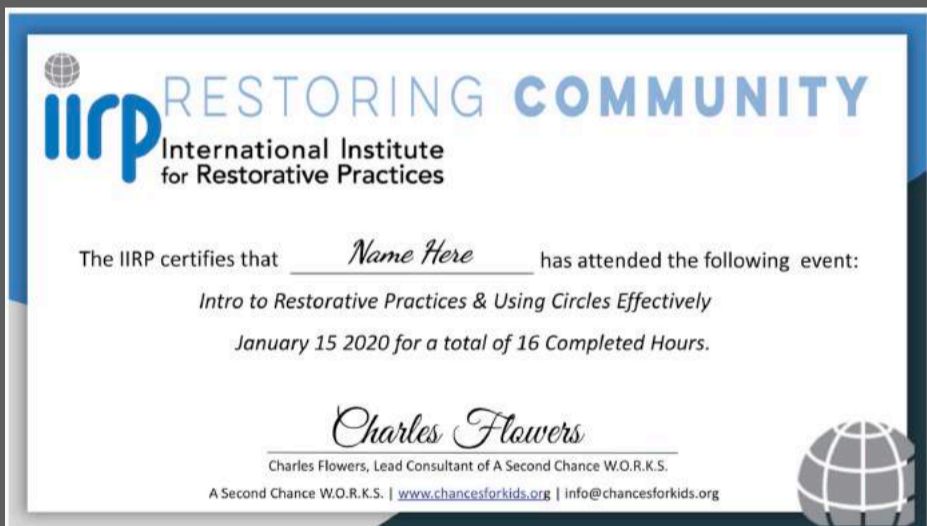
# CERTIFICATES

Ask us about our online trainings TODAY (training can be completed in 1-2 hour sessions)

## RESTORATIVE PRACTICES

Restorative Practices training consists of a two day, (7 hours/day training). Upon completion of Restorative Practices Training, participants will receive a certificate, books and copyrighted material.

Additionally, this certification is the prerequisite to be a Licensed Trainer in Restorative Practices through the International Institute for Restorative Practices.



## W.O.R.K.S. CURRICULUM

The training on The W.O.R.K.S. Curriculum trains and prepares participants to teach and facilitate the Curriculum. This training is a requirement in order to implement the W.O.R.K.S. Curriculum.

Training is a total of 7 hours. This training includes the following:

Books, Copyrighted Material, On-Call Consultation via email or phone, as well as an On-Site Followup.



**STUDENTS: INVISIBLE BACKPACKS**

**IT'S OUR JOB TO UNPACK THEM...**

OUR STUDENTS ENTER SCHOOL WITH LAYERED DISTRACTIONS: **LEARNING DISABILITIES**, **FAMILY ISSUES**, **COMPLEX DRAMA**, **POVERTY** AND **HOMELESSNESS**





# NATIONAL RECOGNITION



On March 10, 2020, The W.O.R.K.S. Inc. presented at the National Youth At-Risk Conference. We presented on Restorative Practices through Social Emotional Learning: Intervention in Lieu of Suspension. We received a 5-star rating from the participants.



< A Second Chance W.O.R.K.S.: Restor...

Vernon

Tue, Mar 10, 2:45 PM - 4:00 PM

A Second Chance W.O.R.K.S.: Restorative Practices Through Social-Emotional Learning (Intervention in Lieu of Suspension)

Heart

22 Chec...

The average rating is 5

Note Reminder Added Bookmarked Photo

Description

The W.O.R.K.S. program uses the social-emotional learning framework with an emphasis on the restorative approach, to educate the whole child by teaching them how to be accountable for their academic success and behavior. This session, geared toward grades K-12, Teac...

Show More



# DATA OVERVIEW

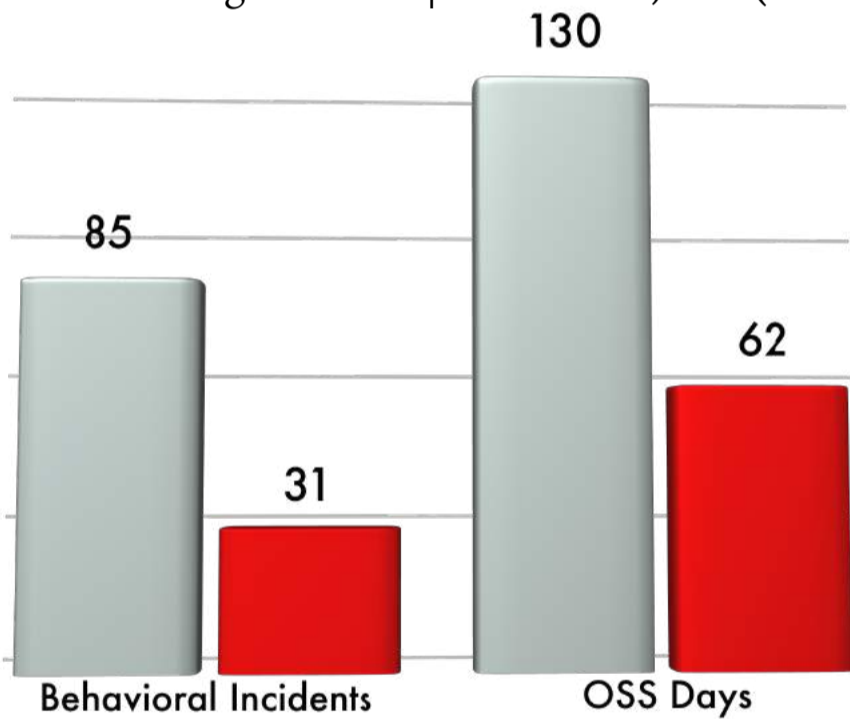
Data is gathered continuously from students participating in the W.O.R.K.S. Program by W.O.R.K.S. Consultants.

Data is analyzed to make changes to program, modules and mentor assignments to ensure all stakeholders are receiving quality support and resources.

\*General Student Population

\*\*Exceptional Education Population

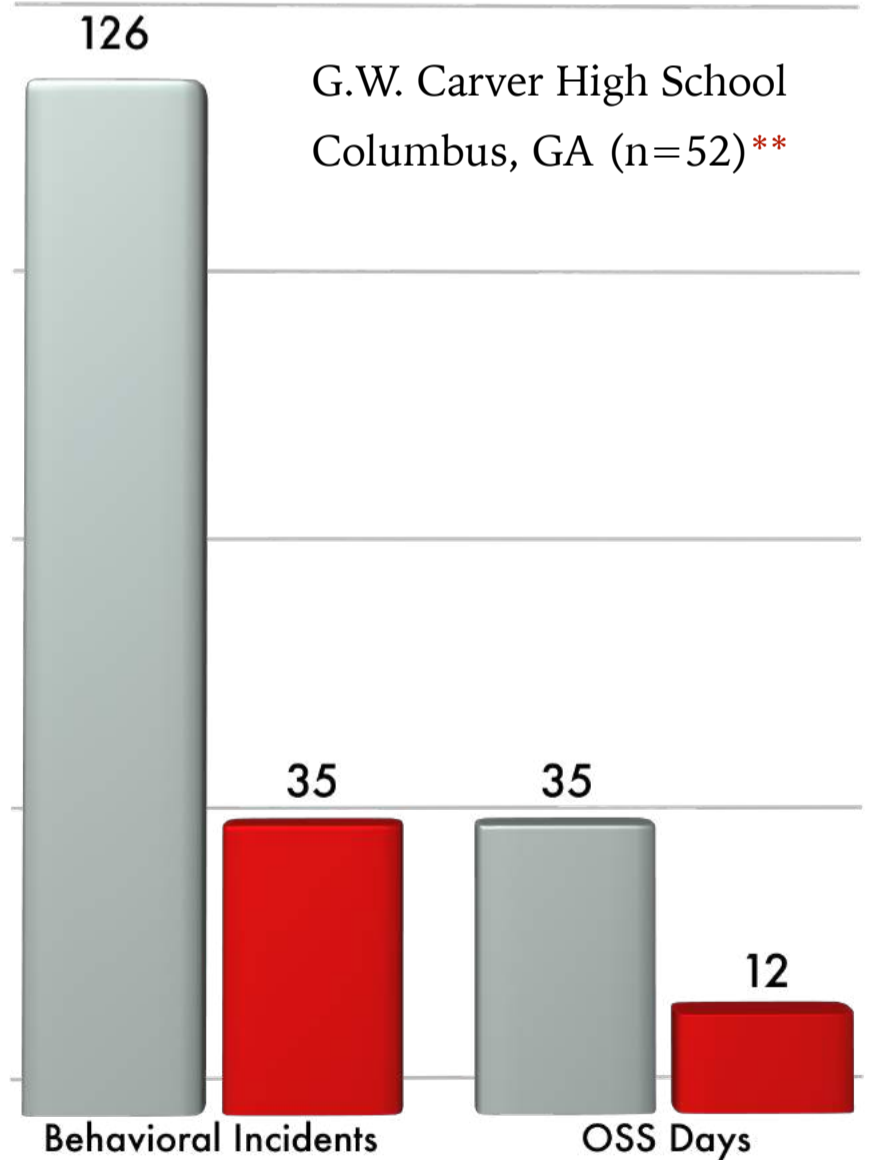
Kendrick High School | Columbus, GA (n=65)\*\*



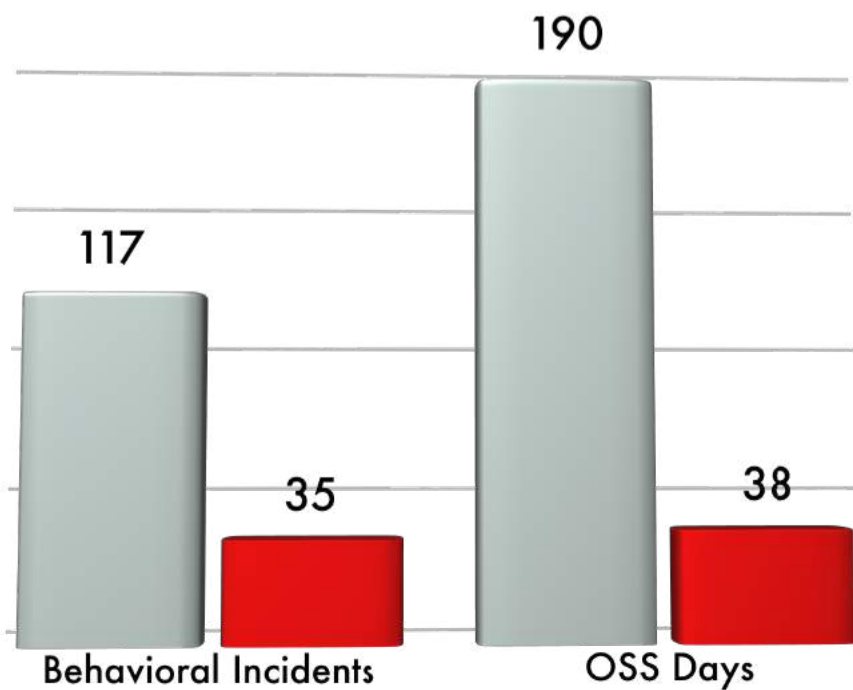
■ SY 2017-2018

■ SY 2018-2019

G.W. Carver High School  
Columbus, GA (n=52)\*\*



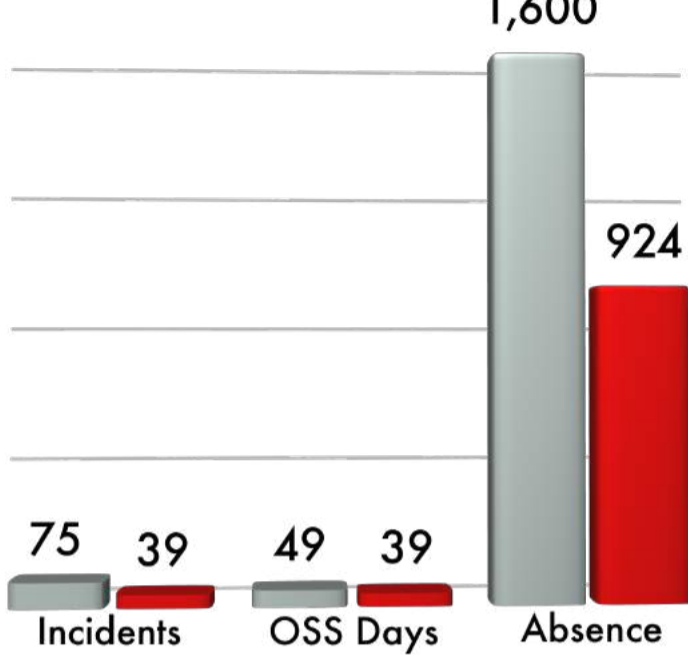
Dougherty High School | Albany, GA (n=73)\*\*



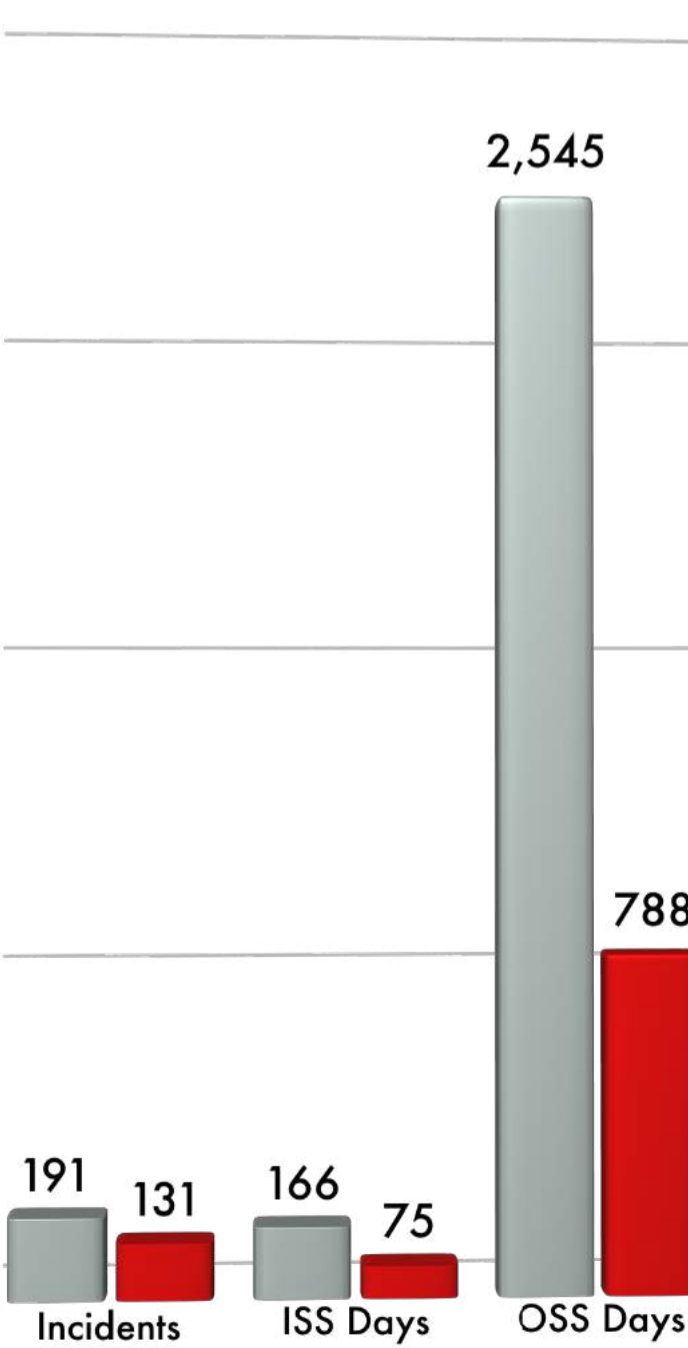
# GENERAL POPULATION

■ SY 2017-2018 ■ SY 2018-2019

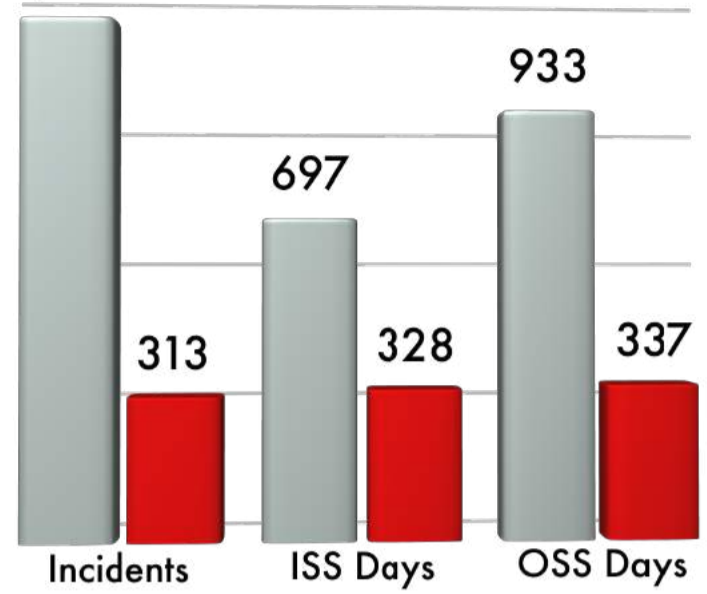
Turner Elementary School | Albany, GA



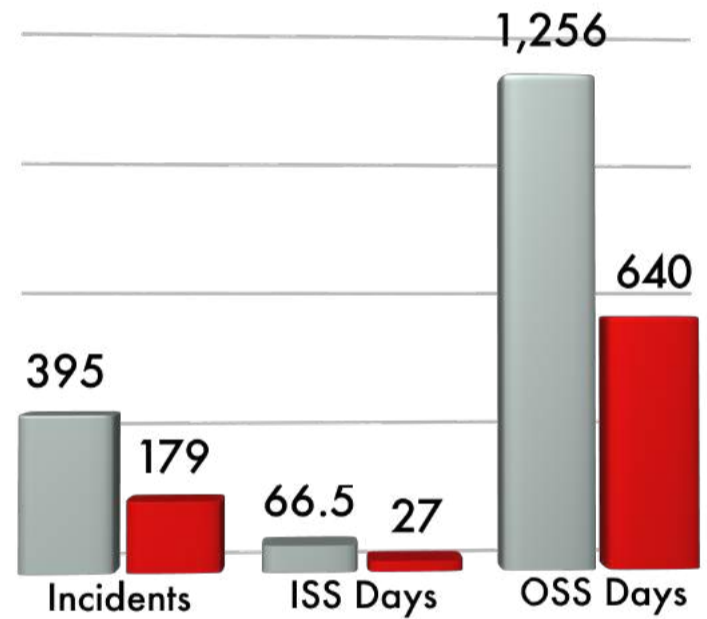
Albany Middle School | Phenix City, AL



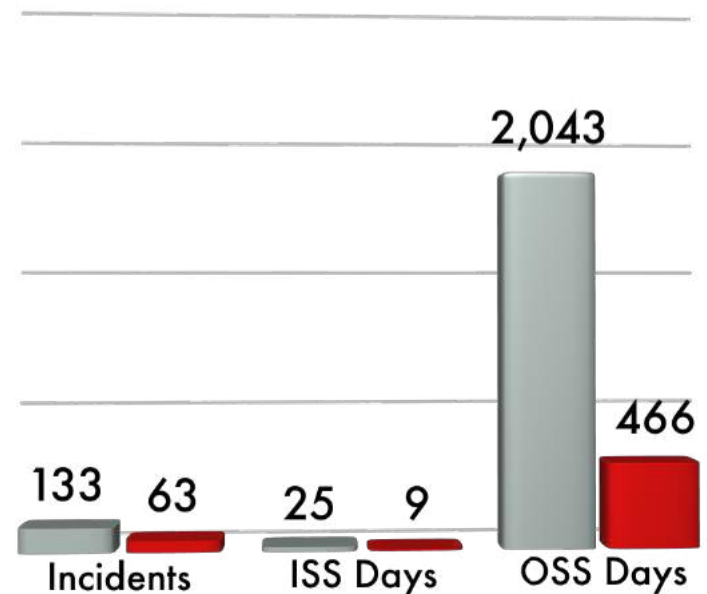
Northeast High School | Macon, GA  
1,129



G.W. Carver High School | Columbus, GA



Dougherty High School | Albany, GA

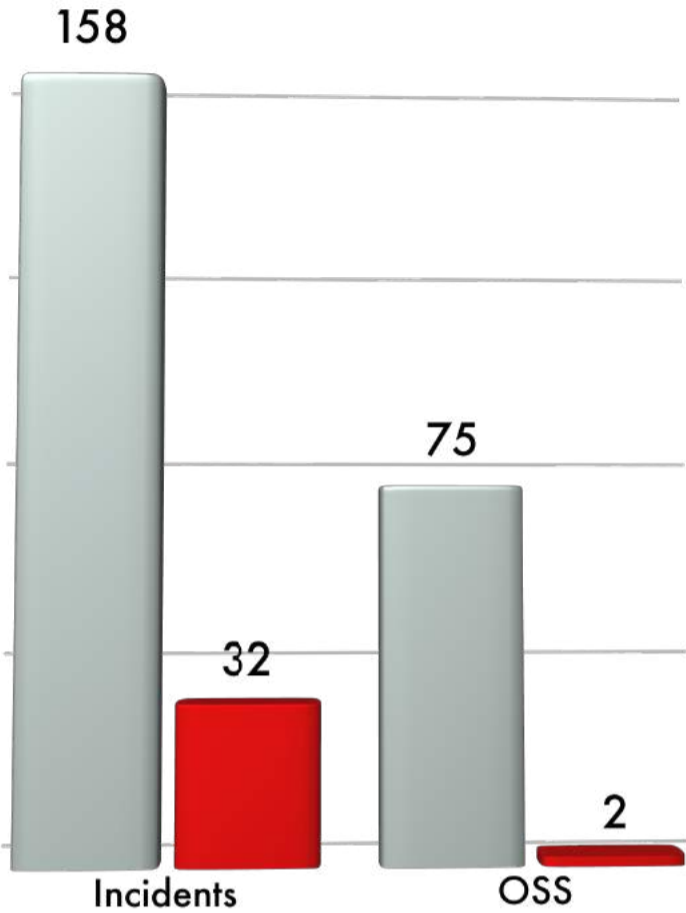


# ALTERNATIVE SCHOOLS

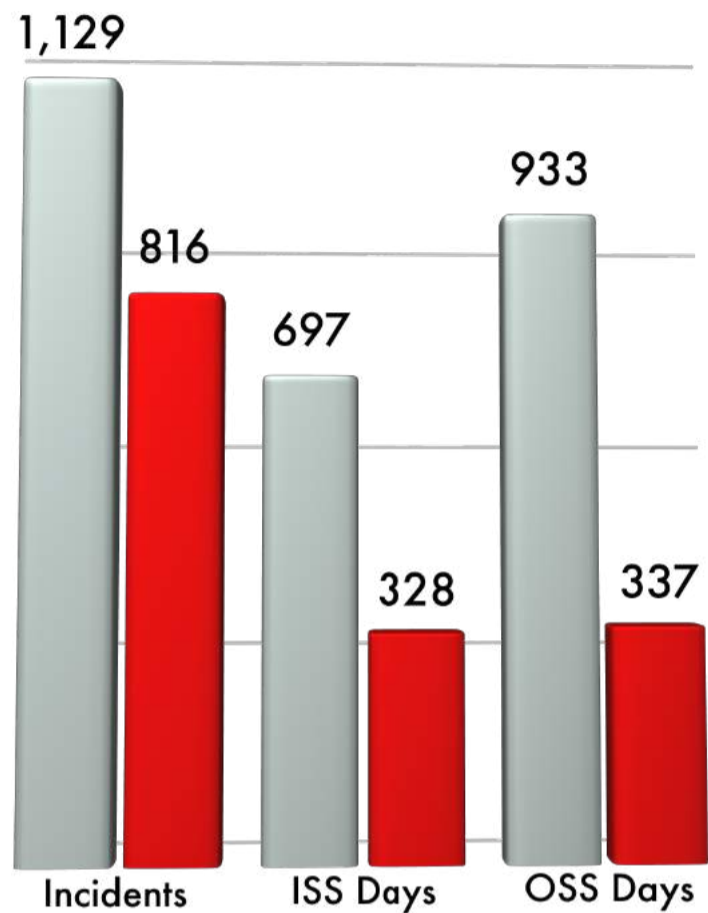
■ SY 2017-2018

■ SY 2018-2019

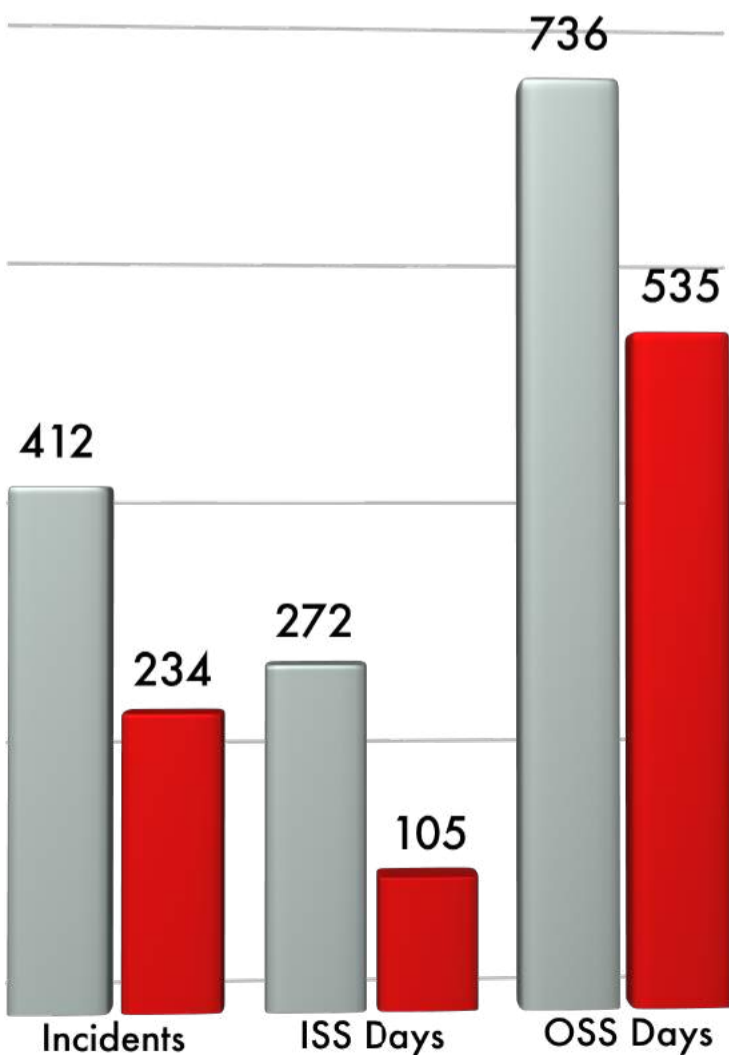
Success Academy | Phenix City, AL *n=120*



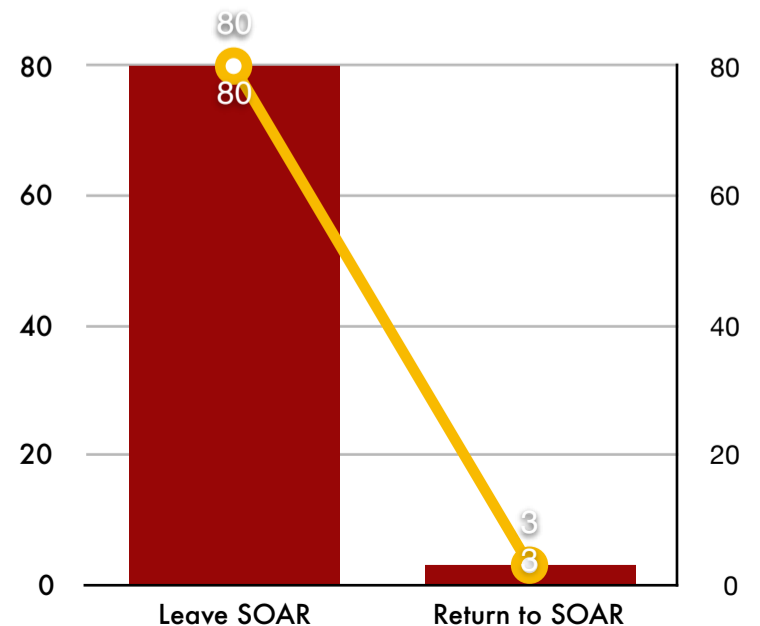
Marshall Success Center | Columbus, GA



S.O.A.R. Academy | Macon, GA



SOAR Academy is an alternative school located in Macon GA in the Bibb County School System. 80 students participated in The W.O.R.K.S. Program and successfully returned to their home school. All 80 students completed The W.O.R.K.S. Modules as a requirement for early release. Of the 80 students, only 3 students returned to SOAR Academy.



# PROFESSIONAL REFERENCES

## DISTRICT PERSONNEL

Dr. David Lewis, Supt. of Muscogee County School District  
Email: lewis.davis.f@muscogee.k12.ga.us  
Phone: 706-748-2019  
Fax: 706-748-2001

Mr. Kenneth Dyer, Supt. of Dougherty County School System  
Email: Kenneth.Dyer@docoschools.org  
Phone: 229-431-1285  
Fax: 229-431-1276

Dr. Aaron Geter, Supt. of Wilkinson County School District  
Email: ageter@wilkerson.k12.ga.us  
Phone: 478-946-5521  
Fax: 478-946-5565

Mr. Randy Wilkes, Supt. of Phenix City School District  
Email: rwilkes@pcboe.net  
Phone: 334-298-0534  
Fax: 334-298-2674

Mr. Jaime Cassidy, Asst. Supt. of Student Affairs  
Bibb County School District  
Email: jaime.cassady@bcsdk12.net  
Phone: 478-765-8711  
Fax: 478-765-8549

Dr. Angela Vickers, Chief of Student Services, Muscogee  
County School District  
Email: vickers.angela.d@muscogee.k12.ga.us  
Phone: 706-748-336  
Fax: 706-748-2263

## COMMUNITY PERSONNEL

Mr. Seth Brown, Columbus Consolidated Government  
Director of the Office of Crime Prevention  
Email: sethbrown@columbusga.org  
Phone: 706-225-4615  
Fax: 706-653-4020

## SCHOOL BASED PERSONNEL

Mr. Christopher Lindsey, Principal  
G.W. Carver High School, Muscogee County School District  
Email: Lindsey.christopher.b@muscogee.k12.ga.us  
Phone: 706-748-2499

Dr. Fred Polite  
Albany Middle School, Dougherty County School System  
Email: frederick.polite@docoschools.org  
Phone: 229-431-3325

Mr. Reginald Griffin, Principal  
Marshall Success Center, Muscogee County School District  
Email: Griffin.Reginald.J@muscogee.k12.ga.us  
Phone: 706-748-2900

Mr. Eddie Johnson, Principal  
Dougherty Comprehensive High School, Dougherty County  
School System  
Email: Eddie.johnson@docoschools.org  
Phone: 229-431-3310

Mr. Steve Jones, Principal  
Northeast High School, Bibb County School District  
Email: roosevelt.jones@bcsdk12.net  
Phone: 478-779-4100

Mr. Maurdice McNeil, Assistant Principal  
Brewer Elementary School, Muscogee County School District  
Email: mcneil.maurdice@muscogee.k12.ga.us  
Phone: 706-748-2479





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[WWW.CHANCESFORKIDS.ORG](http://WWW.CHANCESFORKIDS.ORG)

[INFO@CHANCESFORKIDS.ORG](mailto:INFO@CHANCESFORKIDS.ORG)