

Welcome to Today's Supportive School Discipline Webinar Series Event!

Guiding Principle 1: *Fostering Positive School Climate through Prevention and Student Support*



This event will start at 3:30 p.m. E.T.

SSD Webinar Series

- Increase understanding of exclusionary school discipline & its consequences
- Provide positive alternatives to help ensure student success
- Promote fair & equitable administration of school discipline

SSD Webinar Series

What's scheduled for 2014?

Webinar Topic	Description	Dates
Guiding Principle #2, Appropriate Consequences	Review of school codes of conduct.	March 27
Guiding Principle #3, Fairness and Equity	Review of disproportionality and data collection.	April (TBA)
Compendium of School Discipline Laws and Regulations	Review of an online Compendium of State Discipline Laws and Regulations.	May (TBA)

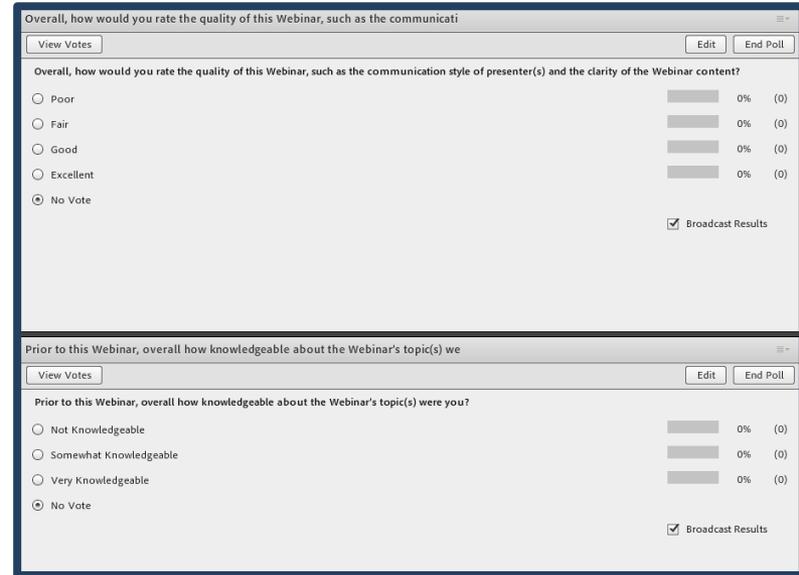
All SSD Webinar events are archived. To view today's presentation and previous presentations, go to:
<http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>.

Q&A



If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Event Feedback



At the end of the presentation, a series of event feedback questions will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact the Supportive School Discipline Communities of Practice at ncssle@air.org.

Polling Question #1

Which of the following best describes your role?

- State agency administrator
- School/district administrator
- School/student support staff
- Teacher
- School resource officer
- Probation/parole officer
- Law enforcement personnel
- Judge or court administrator
- Family member
- Youth
- Community stakeholders
- Other

Agenda

1	Overview of School Discipline Guidance Package and Guiding Principles Document
2	Action Steps 1-3
3	Action Step 4
4	Action Step 5
5	Action Step 6

Tracking Guide

- Designed to use during the webinar.
(Download from file pod or event's webpage.)
- After hearing each action step overview, discussion, and responses to your questions:
 - Assess the extent to which your school(s) are implementing it.
 - Identify your next steps.
 - Consider other resources.

Today's Host



David Osher, Ph.D.

Vice President, Health and Social
Development Program, American
Institutes for Research

Today's Guests



Virginia Dolan, Ph.D.
 Coordinator of
 Behavior Supports &
 Interventions, Anne
 Arundel County
 Public Schools, MD



Honorable Steve Teske
 Juvenile Court
 Judge, Clayton
 County Court,
 Jonesboro, GA



Nick Yoder, Ph.D.
 Technical Assistant
 Consultant, Center
 for Great Teachers
 and Leaders



Ricardo Martinez
 Parents and Youth
 United, Denver, CO

Overview of School Discipline Guidance Package and Guiding Principles Document

School Discipline Guidance Package

www.ed.gov/school-discipline

- Dear Colleague Letter
- Guiding Principles: A Resource Guide on Improving School Climate and Discipline
- Directory of Federal School Climate and Discipline Resources
- Compendium of School Discipline Laws and Regulations
- Overview of SSDI

Other related resources: webinars, federal data, FAQs, postcard, monthly e-Digest



Guiding Principles

A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

What are the Guiding Principles?

A resource guide outlining **three priorities** for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline.

The Guiding Principles do not set forth any legal requirements or require States, districts, or schools to take action.

However, the principles reflect the U.S. Department of Education's experience working with safe and supportive schools across the country, a review of research, and consultation with the field.



Guiding Principles

A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

What are the Guiding Principles?

The three Guiding Principles are:

- Create positive climates and focus on prevention;
- Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
- Ensure fairness, equity, and continuous improvement.

Action Steps 1-3

Overview: David Osher

Guest: Virginia Dolan, Ph.D.

Action Step 1

Engage in Deliberate Efforts to Create Positive School Climates

- Given the positive relationship between school climate and academic achievement, take deliberate steps to create a positive school climate.
- Use a needs assessment to develop school climate/discipline goals.
- Collect and use multiple forms of data to track progress toward the goals and propel continuous improvement.
- Establish formal structures to support the management, monitoring, and use of this data.

Polling Question #2

- How comprehensive are your State/district/school efforts to measure school climate, based on the information you just heard?
 - Completely comprehensive
 - Very comprehensive
 - Slightly comprehensive
 - Not at all comprehensive

Action Step 2

Prioritize the Use of Evidence-based Prevention Strategies, Such As Tiered Supports

- Implement prevention-based strategies that identify students who are at-risk and match tiered supports and interventions – universal, targeted, and intensive – to meet students' varied behavioral and developmental needs.
- To support implementation, train and utilize school-based support personnel – which may include school counselors, school psychologists, behavioral interventionists, school social workers, mental health providers, and school nurses.

Action Step 3

Promote Social and Emotional Learning

- Social and emotional learning refers to the development of non-cognitive competencies which collectively support healthy interpersonal relationships, community participation, and the successful pursuit of individual goals.
- Integrate social and emotional learning into both the school-wide and the tiered supports.
- Provide students with opportunities to practice, receive constructive feedback, and generalize social emotional learning skills.

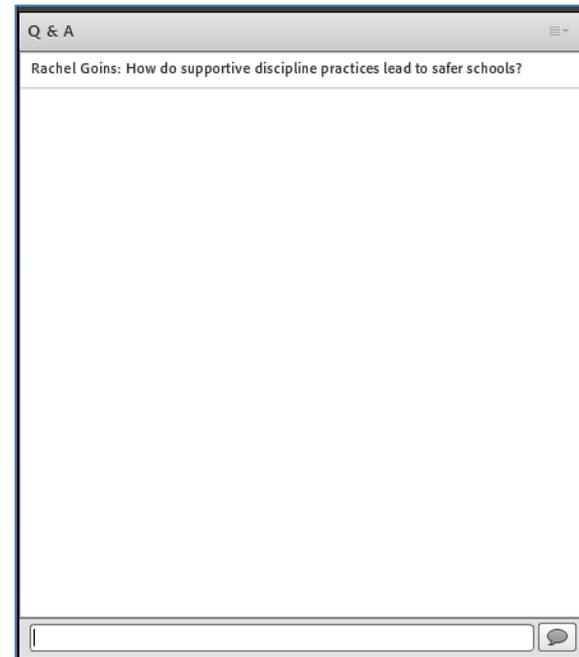
Polling Question #3

- To what extent is your district/school/community assessing the fidelity of evidence-based strategy implementation?
 - All are
 - Most are
 - Some are
 - None are
 - I don't know.

Interview with Dr. Virginia Dolan



Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Action Step 4

Overview: David Osher
Guest: Nick Yoder, Ph.D.

Action Step 4

Provide Regular Training and Supports to All School Personnel

- Focus training and support on the use of effective strategies for engaging, building relationships, teaching, and supporting students; monitoring their progress; and assessing their needs.
- Promote positive student behavior via the use of strategies that help respond to inappropriate student behaviors.
- Match professional learning opportunities with the needs of various school personnel.
- Assess the effectiveness of the professional development in improving staff knowledge and skills that contribute to reducing exclusionary discipline, increasing student engagement, and improving school climate.

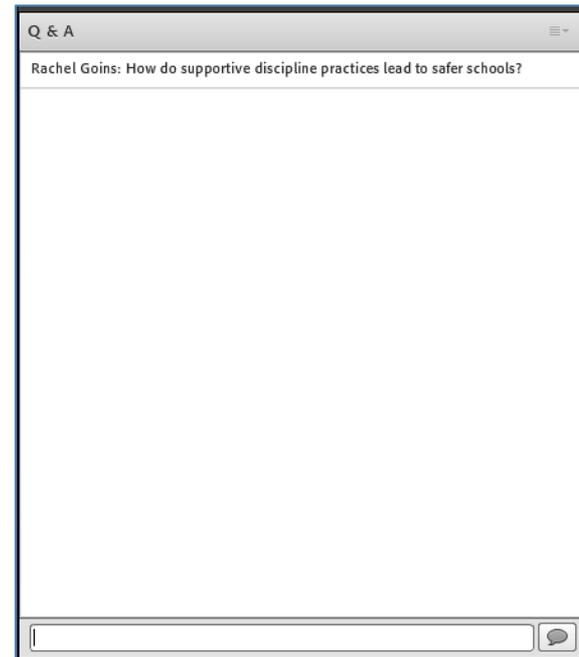
Polling Question #4

- To what extent is your State/school/district/community receiving effective professional development related to school climate and prevention?
 - Completely
 - Mostly
 - Somewhat
 - Not at all

Interview with Dr. Nick Yoder



Questions?



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Action Step 5

Overview: David Osher

Guest: Honorable Steven Teske

Action Step 5

Collaborate with Community Partners

Community Partnership Development

- Use community supports to expand the range of targeted and intensive interventions that the school offers as part of its tiered supports via community partnerships.
- Develop positive relationships between schools and law enforcement or juvenile justice agencies to help schools maintain safe environments to diminish unnecessary involvement in the juvenile justice system.
- Develop written agreements or memorandum of understanding (MOUs) to institutionalize collaboration and coordination.

Action Step 5

Collaborate with Community Partners

Impact of Community Partnerships on Students

- Support student needs and maintain safe environments via carefully structured partnerships with local agencies that are consistent with privacy laws.
- Identify students challenged by trauma, or mental health or emotional issues.

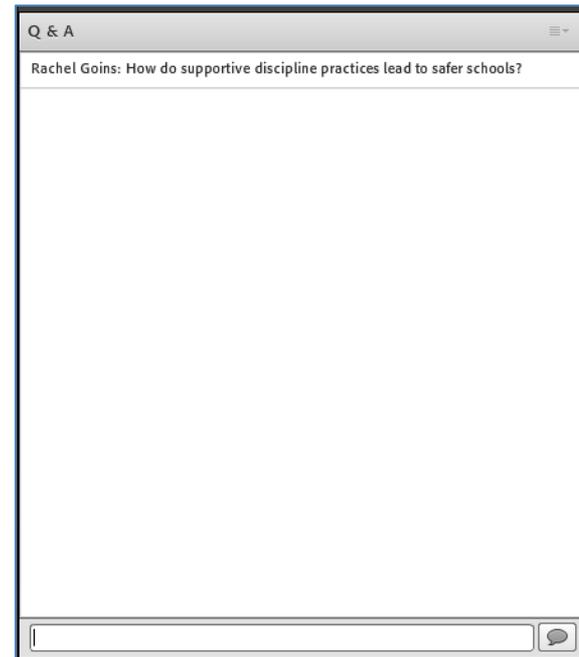
Polling Question #5

- Which of the following do you think schools and community agencies struggle with the most when partnering together?
 - Getting permission to partner together
 - Finding time to partner together
 - Clarifying roles and responsibilities among community partners
 - Determining how to share information appropriately
 - Coordinating services (preventing duplication)
 - Setting up systems to ensure partnerships are sustainable
 - Other

Interview with Honorable Steve Teske



Questions?



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Action Step 6

Overview: David Osher

Guest: Ricardo Martinez

Action Step 6

Ensure That Any School-based Law Enforcement Officers' Roles Focus on Improving School Safety and Reducing Inappropriate Referrals to Law Enforcement

- Focus officers' roles on protecting the physical safety of the school or preventing the criminal conduct of persons other than students, while reducing inappropriate student referrals to law enforcement.
- Convey how any arrests or referrals to law enforcement can have negative collateral consequences for students, and that students of color and students with disabilities may experience disproportionate contact with law enforcement and the justice system.
- Ensure officers do not become involved in routine school disciplinary matters and support schools' use of positive approaches to discipline.

Action Step 6 (continued)

- Include law enforcement officers in the comprehensive school safety plan if they are present in school.
- Provide clear definitions of the officers' roles and responsibilities on campus.
- Document those roles in writing (i.e., written agreements, MOUs, guidance).
- Provide proper training and support to school-based law enforcement officers.
- Continuously monitor school-based law enforcement program activities through regular data collection and evaluation.

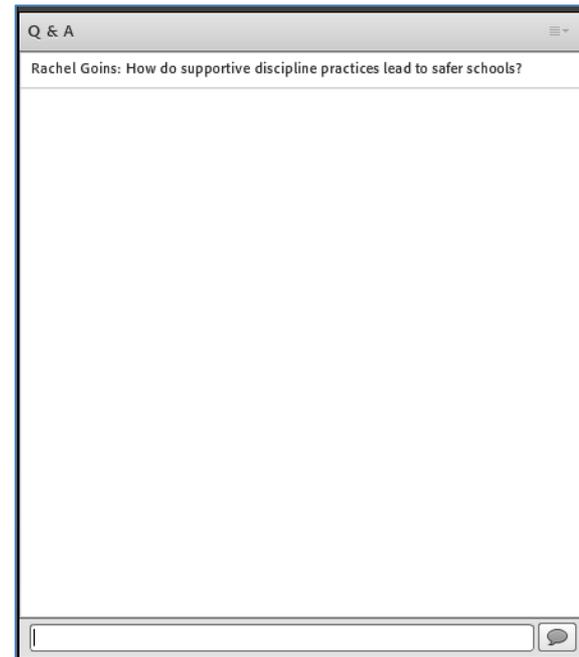
Polling Question #6

- In your experience, which of the following strategies do you think is most critical in supporting school-based law enforcement officers toward improving school safety and reducing inappropriate referrals to law enforcement?
 - Focusing the role of officers on school safety
 - Training officers
 - Collecting data and working towards continuous improvement
 - Preparing written agreements
 - Supporting school's use of positive approaches to discipline

Interview with Ricardo Martinez



Questions?



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To Access the School Discipline Package

www.ed.gov/school-discipline

The screenshot displays the U.S. Department of Education website. The header includes the ED.gov logo, the text 'U.S. Department of Education', a search bar, and a navigation menu with links for Funding, Policy, Research, News, and About ED. The main content area is titled 'GENERAL School Climate and Discipline' and features a video player. The video player has a play button and a subtitle that reads: 'El Paquete incluye nuevas directrices sobre la obligación legal de todas las escuelas, según la ley federal, de administrar la disciplina estudiantil sin discriminar por motivos de raza, color, u origen nacional.' Below the video player, there is a link: 'Click here for an alternate version of the video with an accessible player.'

The left sidebar contains a 'Policy' section with a 'General' sub-section listing various topics like Legislation, Regulations, and Policy Guidance. Below this, there are links for 'About ED', 'Budget & Performance', 'News', 'Publications', and 'Teaching Resources'. At the bottom of the sidebar, there are links for 'FAQs', 'Contact', 'Help', 'Jobs at ED', 'Online Services', 'Recursos en español', and 'Web Survey'.

The right sidebar contains a 'How Do I Find...?' section with a list of topics: Student loans, forgiveness; Pell grants; College accreditation; Grants; No Child Left Behind; and More. Below this is a 'Popular Searches' section with links for Contact, FERPA, Race to the Top, FAFSA, and 1098-E, tax forms. Further down are buttons for 'Teachers', 'Parents & Families', 'Preschool-12 Reform', and 'College Affordability'. At the bottom of the right sidebar is a 'Get Connected' section with links for Facebook, YouTube, Twitter, and Email Updates, followed by a 'More...' link and a 'Related Topics' section with a link for 'Key Policy Letters'.

The main content area below the video player is titled 'GUIDANCE PACKAGE' and contains two bullet points:

- Dear Colleague letter**
Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.
[English](#) [PDF, 587] | [En español](#) [PDF, 644K]
- Guiding Principles** [PDF, 1MB] Prólogo de Secretario Arne Duncan [En español](#) [PDF, 314K]
Guidance document which draws from emerging research and best practices to describe three key principles and related action steps that that can help guide state- and locally controlled efforts to improve school climate and school discipline.

For More Information

- Action Step 1
 - Making Connections: Strategies for Using School Climate Data
<http://safesupportivelearning.ed.gov/events/webinar/making-connections-strategies-using-school-climate-data>
 - How Positive School Climate Can Enhance School Safety
<http://safesupportivelearning.ed.gov/events/webinar/how-positive-school-climate-can-enhance-school-safety>
 - Using Data to Identify Programmatic Interventions <http://safesupportivelearning.ed.gov/events/webinar/using-data-identify-programmatic-interventions>
- Action Step 2
 - Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework
<http://safesupportivelearning.ed.gov/events/webinar/alternatives-traditional-school-discipline-multi-tiered-behavioral-health-prevention>
 - Using Evidence-Based Registries for Program Selection – Realities for Bullying Prevention
<http://safesupportivelearning.ed.gov/events/webinar/using-evidence-based-registries-program-selection-realities-bullying-prevention>
 - Implementation Webinar Series
<http://safesupportivelearning.ed.gov/ncssle-implementation-webinar-series>

For More Information

- Action Step 3
 - Integrating Social-Emotional Learning into State and District Policies
<http://safesupportivelearning.ed.gov/events/webinar/integrating-social-emotional-learning-state-and-district-policies>
 - Enhancing Peer-to-Peer Relationships to Strengthen School Climate
<http://safesupportivelearning.ed.gov/events/webinar/enhancing-peer-peer-relationships-strengthen-school-climate>
- Action Step 4
 - Integrating Social-Emotional Learning into State and District Policies
<http://safesupportivelearning.ed.gov/events/webinar/integrating-social-emotional-learning-state-and-district-policies>
 - Trauma-Informed Practices in School Discipline
<http://safesupportivelearning.ed.gov/events/webinar/integrating-social-emotional-learning-state-and-district-policies>
 - Addressing Risk Behavior through Positive Youth Development Strategies
<http://safesupportivelearning.ed.gov/events/webinar/addressing-risk-behavior-through-positive-youth-development-strategies>
 - Establishing Supportive Relationships between Teachers, Staff, Students, and Families
<http://safesupportivelearning.ed.gov/events/webinar/establishing-supportive-relationships-between-teachers-staff-students-and-families>

For More Information

- Action Step 5
 - Making the Case for Positive Approaches to Discipline
<http://safesupportivelearning.ed.gov/events/webinar/making-case-positive-approaches-discipline>
 - Using Youth Court as a Supportive School Discipline Practice
<http://safesupportivelearning.ed.gov/events/webinar/using-youth-court-supportive-school-discipline-practice>
- Action Step 6
 - At the Intersection of School Safety and Supportive Discipline: Navigating the Roles and Responsibilities of School Resource Officers
<http://safesupportivelearning.ed.gov/events/webinar/intersection-school-safety-and-supportive-discipline-navigating-roles-and>
 - Stemming the School-to-Prison Pipeline: Applying Restorative Justice Principles to School Discipline Practices
<http://safesupportivelearning.ed.gov/events/webinar/stemming-school-prison-pipeline-applying-restorative-justice-principles-school>

For Assistance

The logo for STTAC (Office of Juvenile Justice and Delinquency Prevention's State Training and Technical Assistance Center) features the letters "STTAC" in a bold, white, serif font, set against a dark brown rectangular background.

OJJDP State Training and
Technical Assistance Center

Office of Juvenile Justice and Delinquency Prevention's State Training
and Technical Assistance Center (STTAC)

U.S Department of Justice

www.juvenilejustice-tta.org

The logo for Supportive School Discipline Communities of Practice (SSDCOP) features the words "Supportive School Discipline" in a bold, sans-serif font, with "Supportive" and "Discipline" in red and "School" in black. Below this, the words "COMMUNITIES OF PRACTICE" are written in a smaller, black, sans-serif font.

Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>



National Center on Safe Supportive Learning Environments (NCSSLE)

U.S. Department of Education

<http://safesupportivelearning.ed.gov>

Reminders

- Register for the next SSD Webinar.
 - March 27th, 3:30pm: Principle 2
<http://safesupportivelearning.ed.gov/events/webinar/ssd-webinar-series-event-guiding-principle-2-clear-appropriate-and-consistent>
- Sign up for the monthly SSD E-Digest.
 - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>
The next issue comes out on March 12th!
- *We need your help!*
 - Please complete the series of polling questions that will now appear on your screen to provide feedback on today's event.