

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

Guiding Principle 2: *Clear, Appropriate, and Consistent Expectations and Consequences*



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 #3, Fairness and Equity	Review of disproportionality and data collection.	April 29
Compendium of School Discipline Laws and Regulations	Review of an online Compendium of State Discipline Laws and Regulations.	May (TBA)

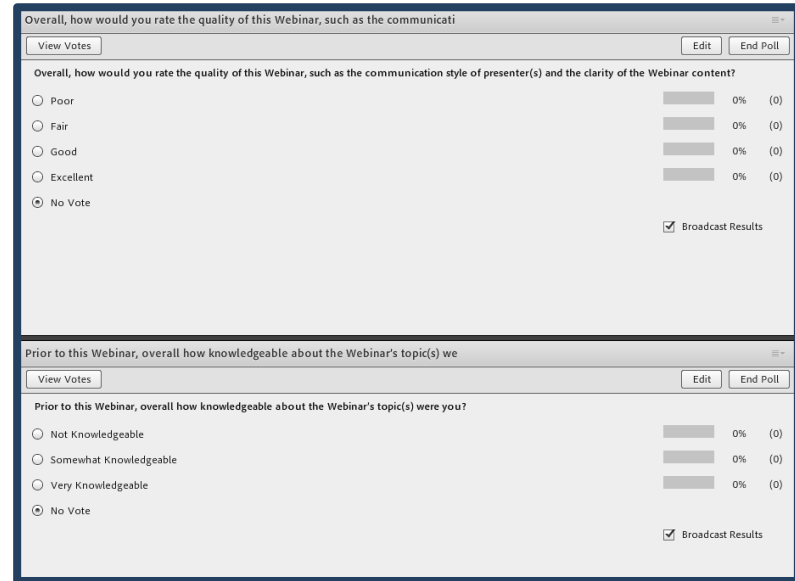
All SSD Webinar events are archived. To view today's presentation and previous presentations, go to:
<http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>.

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 Step 1
- 3 Action Step 2
- 4 Action Steps 3 and 4
- 5 Action Step 5

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, you can take notes.

Action Step 1: Set high expectations for behavior and adopt an instructional approach to discipline.

<p>What Are You Already Doing?</p>		<p>Selection of Related Resources</p> <p>Webinars:</p> <ul style="list-style-type: none"> • 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 Youth Court as a Supportive School Discipline Practice http://safesupportivelearning.ed.gov/events/webinar/using-youth-court-supportive-school-discipline-practice <p>Training:</p> <ul style="list-style-type: none"> • Creating a Safe and Respectful Environment on Our Nation's School Buses http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit • Creating a Safe and Respectful Environment in Our Nation's Classrooms http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit • Positive School Discipline Course for School Leaders http://positiveschooldiscipline.promoteprevent.org/course
<p>How Is It Going?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Going well <input type="checkbox"/> Needs more work <input type="checkbox"/> Haven't started 	
<p>What Would You Like to Do Next?</p>		

Today's Host



David Osher, Ph.D.

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

Today's Guests



Ramiro Rubalcaba
Principal, Azusa
High School,
Azusa, CA



Robert Murphy
Specialist,
MD State Department
of Education



Kalabrya G.
Student, Benton
Harbor High
School
Benton Harbor, MI



Jillian Ahrens
First grade teacher, 3rd
VP, Cleveland Teachers
Union

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 Step 1



David Osher



Ramiro Rubalcaba

Action Step 1

Set high expectations for behavior and adopt an instructional approach to discipline.

- Establish and communicate high and positive expectations for student behavior.
- Create discipline policies that include an instructional approach to help students master skills needed to meet high and positive expectations.
- Consider alternatives to suspension and expulsion.

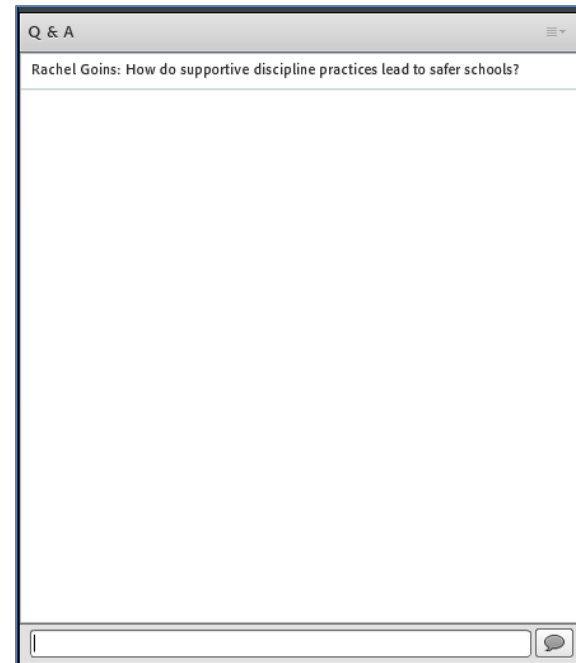
Polling Question #2

- Which skill do you think is MOST helpful for students to learn to meet high and positive behavioral expectations?
 - Making decisions responsibly
 - Focusing on learning
 - Establishing and maintaining healthy relationships
 - Understanding how your emotions and thoughts influence your behavior.
 - Adjusting how to behave in different situations.
 - Taking the perspective of others who are different from you
 - Other

Discussion with Ramiro Rubalcaba



Questions?



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Action Step 2



David Osher



Kalabrya G.

Action Step 2

Involve families, students, and school personnel, and communicate regularly & clearly.

- Ensure school discipline policies and practices involve parents/caregivers and students in discipline processes.
- Get input and collaborate with parents/caregivers, students, and community members as school discipline policies are developed and monitored.
- Establish regular communication with parents/caregivers about school activities, learning and development, including behavioral expectations.
- Establish communication protocols and due process requirements to follow when disciplinary incidents arise.

Polling Question #3

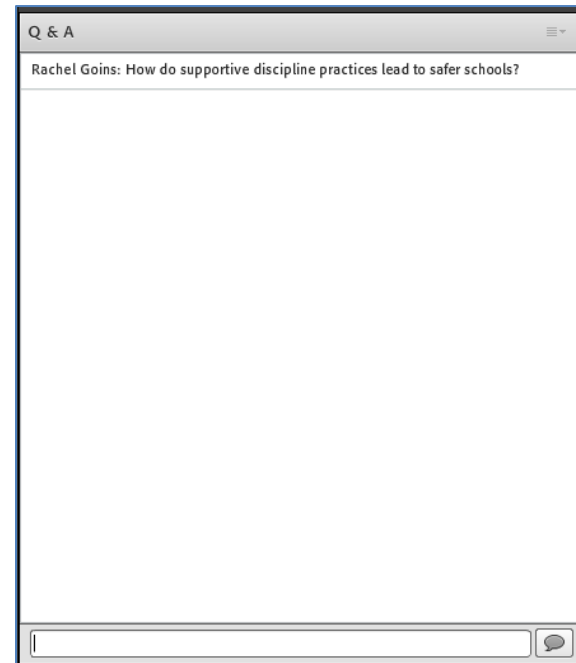
- What kinds activities are students in your school/district/community participating in that address behavior or discipline issues... (Mark all that apply.)
 - Student advisory board or committee
 - School improvement planning meetings
 - School board meetings
 - Parent teacher association or organization
 - Teen/Youth courts
 - Other restorative practices
 - Peer mediation
 - Peer mentoring
 - None of the above.
 - Other



Discussion with Kalabrya G.



Questions?



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Action Steps 3 and 4



David Osher



Robert Murphy

Action Step 3

Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.

- Within discipline policies, define offense categories and base disciplinary penalties on specific and objective criteria whenever possible.
- Ensure staff, students and families have access to the discipline policies and are aware of what sanctions will be imposed for specific offenses and how to provide feedback to ensure common understanding.
- Attempt interventions prior to disciplinary process.
- Create continuum of developmentally appropriate and proportional consequences for addressing ongoing and escalating student misbehavior.

Action Step 4

Create policies that include appropriate procedures for students with disabilities & due process for all students.

- Ensure school discipline policies comply with federal and state laws that provide special requirements for students with disabilities.
- Ensure school discipline policies provide strong due process protections for all students before imposing serious disciplinary consequences.
 - Notification requirements
 - Right to fair disciplinary hearings prior to suspensions and expulsions
 - Appeal processes
 - Other safeguards prior to disciplinary sanctions

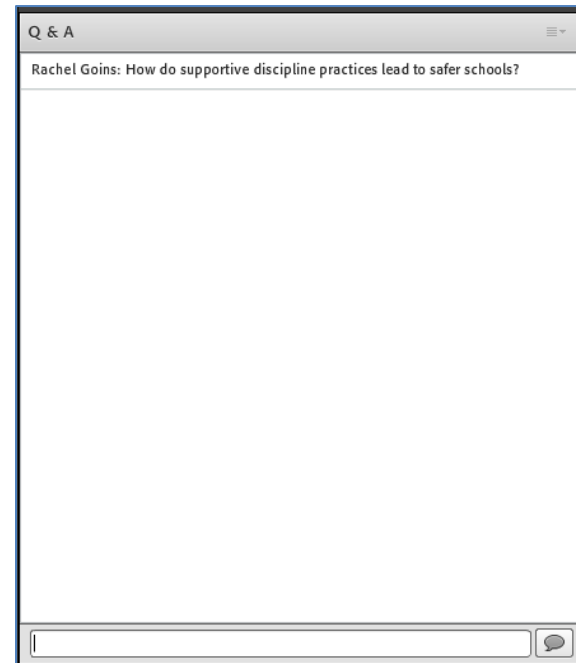
Polling Question #4

- Do your school/district/state's discipline policies include the following? Mark all that apply.
 - Defined offense categories
 - Disciplinary penalties based on specific and objective criteria whenever possible
 - A requirement to provide appropriate interventions before disciplinary process
 - Notification requirements
 - A right to fair discipline hearings prior to suspension/expulsions
 - An appeal process
 - Other
 - None of the above
 - Don't know

Discussion with Robert Murphy



Questions?



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Action Step 5



David Osher



Jillian Ahrens

Action Step 5

Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction, & return students to their regular class as soon as possible.

- Recognize high cost of overusing suspensions and expulsions for students, schools, and communities and that many schools have created safe, orderly environments while minimizing suspensions and expulsions.
- After creating a positive school climate and implementing proportional, developmentally appropriate consequences,
 - Ensure discipline policies emphasize constructive interventions.
 - Resort to exclusionary discipline in limited circumstances (after attempting an appropriate intervention; if serious immediate threat to safety).
- If an alternate placement is necessary, ensure students are provided with meaningful instruction while outside class.
- Make returning students to regular classroom settings a high priority.

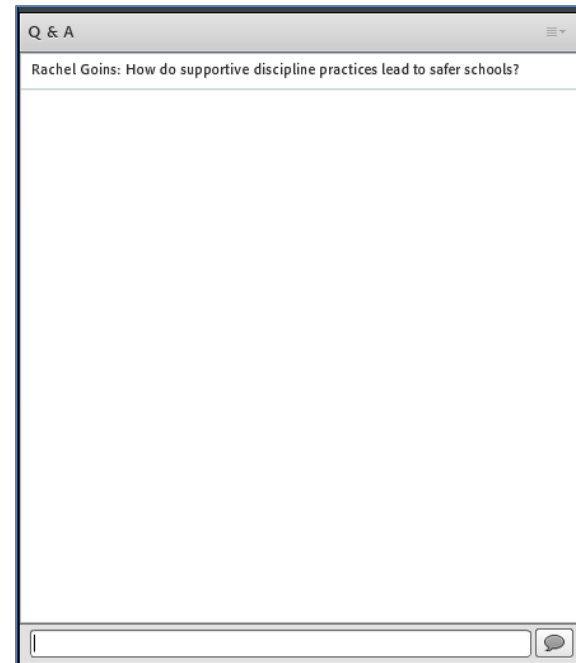
Polling Question #5

- Is your school/district/state implementing/supporting any of the following alternatives to suspension? Mark all that apply.
 - Peer mediation
 - Restorative practices
 - Planning center/structured in school suspension with supports
 - Offense related community service
 - Loss of specific privileges
 - Other
 - None

Discussion with Jillian Ahrens



Questions?



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To Access the School Discipline Package

www.ed.gov/school-discipline

The screenshot shows the ED.gov website interface. At the top, there is a search bar and navigation tabs for Funding, Policy, Research, News, and About ED. The main content area is titled 'GENERAL School Climate and Discipline' and features a video player with a play button. Below the video player, there is a 'GUIDANCE PACKAGE' section with two items:

- 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.

On the right side of the page, there are sections for 'How Do I Find...?' (listing Student loans, Pell grants, etc.), 'Popular Searches' (listing Contact, FERPA, etc.), 'Teachers', 'Parents & Families', 'Preschool-12 Reform', and 'College Affordability'. At the bottom right, there is a 'Get Connected' section with links to Facebook, YouTube, Twitter, and Email Updates, and a 'Related Topics' section with a link to 'Key Policy Letters'.

For More Information

- See *Selection of Related Resources* in the Principle 2 Webinar Tracking Guide, by action step.
- See the [Directory of Federal School Climate and Discipline Resources](#) for a comprehensive lists of resources, by resource type.

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 black and "School" in white on a dark red background. Below this, the words "COMMUNITIES OF PRACTICE" are written in a smaller, all-caps 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.
 - April 29, 3:30pm: Principle 3
<https://safesupportivelearning.ed.gov/events/webinar/ssd-webinar-series-event-guiding-principle-3-equity-continuous-improvement>
- Sign up for the monthly SSD E-Digest.
 - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>
The next issue comes out on April 9th!
- *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.