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?

<table>
<thead>
<tr>
<th>Webinar Topic</th>
<th>Description</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Principle #3, Fairness and Equity</td>
<td>Review of disproportionality and data collection.</td>
<td>April 29</td>
</tr>
<tr>
<td>Compendium of School Discipline Laws and Regulations</td>
<td>Review of an online Compendium of State Discipline Laws and Regulations.</td>
<td>May (TBA)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Overview of School Discipline Guidance Package and Guiding Principles Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Action Step 1</td>
</tr>
<tr>
<td>3</td>
<td>Action Step 2</td>
</tr>
<tr>
<td>4</td>
<td>Action Steps 3 and 4</td>
</tr>
<tr>
<td>5</td>
<td>Action Step 5</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>What Are You Already Doing?</th>
<th>Selection of Related Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Is It Going?</td>
<td>Webinars:</td>
</tr>
<tr>
<td>Going well</td>
<td>• Alternatives to Traditional</td>
</tr>
<tr>
<td>Needs more work</td>
<td>School Discipline: The Multi-</td>
</tr>
<tr>
<td>Haven't started</td>
<td>Tiered Behavioral Health</td>
</tr>
<tr>
<td></td>
<td>Prevention Framework</td>
</tr>
<tr>
<td></td>
<td>• Using Youth Court as a</td>
</tr>
<tr>
<td></td>
<td>Supportive School Discipline</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
</tr>
</tbody>
</table>

Training:

- Creating a Safe and Respectful Environment on Our Nation’s School Buses
- Creating a Safe and Respectful Environment in Our Nations Classrooms
- Positive School Discipline Course for School Leaders

http://positiveschooldiscipline.promoteprevent.org/course
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

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

Robert Murphy
Specialist, MD State Department of Education

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
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.
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?

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 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?

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 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?

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 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?

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

www.ed.gov/school-discipline
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

Office of Juvenile Justice and Delinquency Prevention’s State Training and Technical Assistance Center (STTAC)
U.S Department of Justice
www.juvenilejustice-tta.org

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.