

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

CONDITIONS FOR LEARNING



This event will start at 3:00 p.m. E.T.

Adobe Platform Information

Attendee Chat Pod– To send a chat message to the host, a panelist, or another attendee:

1. Click the menu icon in the upper-right corner of the Chat pod. Choose Start Chat With, and then select Hosts, Presenters, or specific attendees.
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**Office of Juvenile Justice
and Delinquency Prevention**
Working for Youth Justice and Safety

OFFICE OF JUSTICE PROGRAMS 



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Offering cost-effective, cutting edge, on-demand training for the juvenile justice and delinquency prevention field

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Webinars	Websites
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For the audio recording and support materials, visit

www.nttac.org/index.cfm?event=trainingCenter.Homepage

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

Welcome

Jaime Koppel, Senior Fellow, OJJDP

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

Today's Host



Emily Morgan
Senior Policy Analyst
Council of State Governments
Justice Center

Learning Objectives for Today's Event

As a result of participating in this session, participants will be able to:

- Share the major findings and key recommendations found in the Council of State Governments' *School Discipline Consensus Report*.
- Articulate the current literature regarding school climate and the reciprocal relationship between discipline and climate.
- Explain the importance of utilizing valid and reliable tools to determine school climate and discuss the continuum of measurement as shown on the Supportive School Discipline Initiative site.
- Develop a school climate improvement plan that includes evidence based methods and incorporates data to inform the selection of the approaches.
- Identify various opportunities and resources for training and technical assistance to assist in preparing school improvement plans.

SSD Webinar Series

What's
scheduled
next?

Webinar Topic	Dates
Targeted Behavioral Interventions	December 10 th
School-Police Partnerships	Early January
Courts and Juvenile Justice	Late January
Getting Started	Mid February
Resources	Early March

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 Attendee Chat Pod.

Event Feedback



At the end of the presentation, a link to an event evaluation will appear. Please click on the link and 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 OJJDP's State Training and Technical Assistance Center at ccas@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

Polling Question #2

Which of the following best describes what you MOST want to learn about during today's session?

- More information about the major findings and recommendations of the Council of State Governments' *School Discipline Consensus Report*.
- Understand current literature on school climate and the relationship between discipline and climate.
- How to use valid and reliable tools to determine school climate.
- Tools needed to develop a school climate improvement plan.
- Opportunities and resources for training and technical assistance.

Agenda

1

Overview of School Discipline Consensus Report
Emily Morgan, Council of State Governments

2

The Latest Research on Conditions for Learning and How Improvements Can Be Made
David Osher

3

Voice from the Field
Karen Webber-Ndour, Baltimore City Schools

4

Voice from the Field
Ken Roebuck, John Crutchfield, Tonya Hebert, Carencro High School, LA

Today's Guests



David Osher, Ph.D.
Vice President, AIR; AIR Institute
Fellow; Senior
Advisor, Health and Social
Development Program



Karen Webber-Ndour
Executive Director
Office of Student Support
and Safety
Baltimore City Schools



Ken Roebuck
Principal
Carencro High School



John Crutchfield, Ed.D
Assistant Principal
Carencro High School

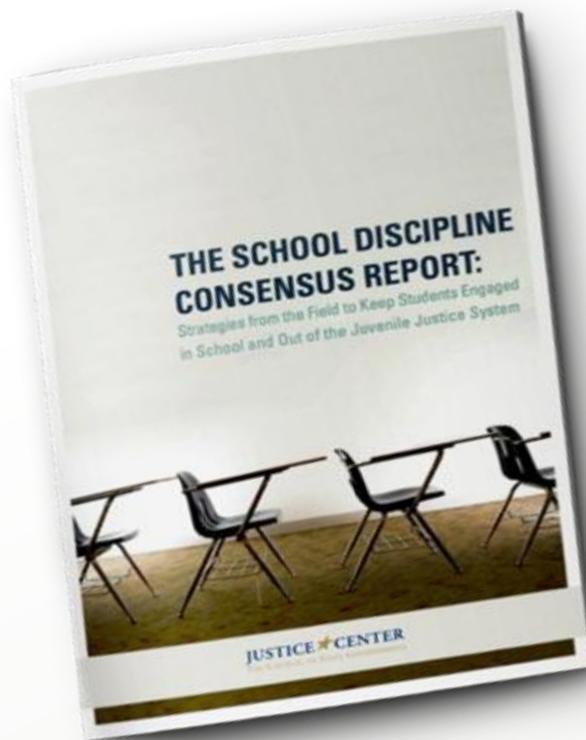


Tonya Hebert
Counselor
Carencro High School

Overview of School Discipline Consensus Report



Emily Morgan
Senior Policy Analyst, Council of State
Governments, Justice Center



School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System

JUSTICE★CENTER

THE COUNCIL OF STATE GOVERNMENTS

Collaborative Approaches to Public Safety

National **nonprofit, nonpartisan** membership association of state government officials

Represents **all three** branches of state government

Provides **practical** advice informed by **the best available evidence**



Overview

School Discipline is a Hot Topic Nationally

**School Discipline Consensus Report
Provides Valuable Resource for the Field**

Spotlight: Conditions for Learning

Groundbreaking Texas Study Pushed States to Scrutinize Approaches to School Discipline

Nearly **60%** of all middle and high school students experienced suspension

And **15%** of all students were disciplined 11 or more separate times



**Breaking Schools' Rules, 2011, Council of State Governments. Students were followed through grades seven through twelve.*

Realizing Top Goals Requires a Strategy to Improve School Discipline



Make young people feel welcome and supported in school



Close the achievement gap between white students and students of color



Improve high school graduation rates



Reduce the number of youth locked up in juvenile correctional facilities for minor offenses

Overview

School Discipline is a Hot Topic Nationally

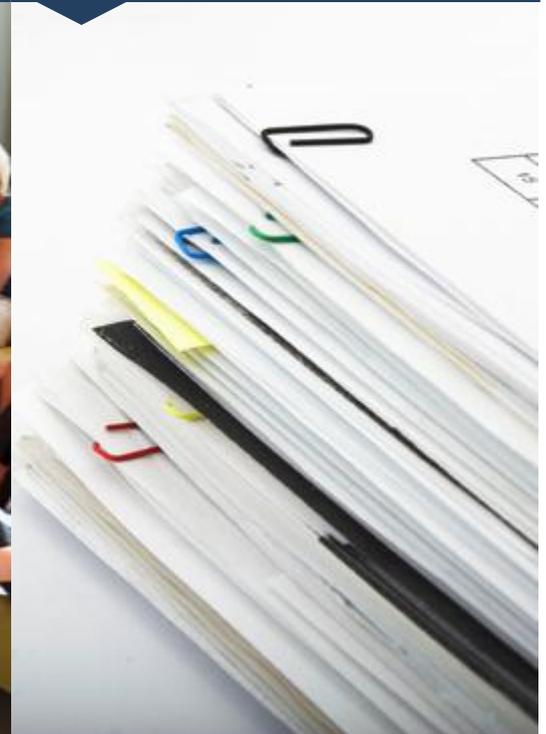
**School Discipline Consensus
Report Provides Valuable Resource
for the Field**

Spotlight: Conditions for Learning

Field-Driven and Practical

Consensus-Based

Comprehensive



Partners and Funders



OJJDP

The
ATLANTIC
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Consensus Project Participants

Education



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Juvenile Justice

NCJFCJ
est. 1937

**Texas
APPLESEED**

**Juvenile
Law
Center**

Consensus Project Participants

Researchers



Advocates



Policymakers



Conditions for Learning

By creating welcoming, supportive, and secure learning environments, schools can reduce the likelihood that students will misbehave and improve educators' ability to manage student behavior.





Targeted Behavioral Interventions

Some students who are repeatedly involved in their schools' discipline systems may require additional supports and interventions including those that address unmet behavioral health, academic, or other needs.

School-Police Partnerships

Working collaboratively, schools and local law enforcement can ensure schools are safe and that students are not arrested for minor misconduct.





Courts and Juvenile Justice

Recognizing the negative long-term consequences of involvement in the juvenile justice system, every effort should be made to keep students in school and out of court, particularly through diversion of students who commit minor school-based offenses.

Overview

School Discipline is a Hot Topic Nationally

**School Discipline Consensus Report
Provides Valuable Resource for the Field**

**Spotlight: Conditions for
Learning**

Assess School Climate & Conditions for Learning

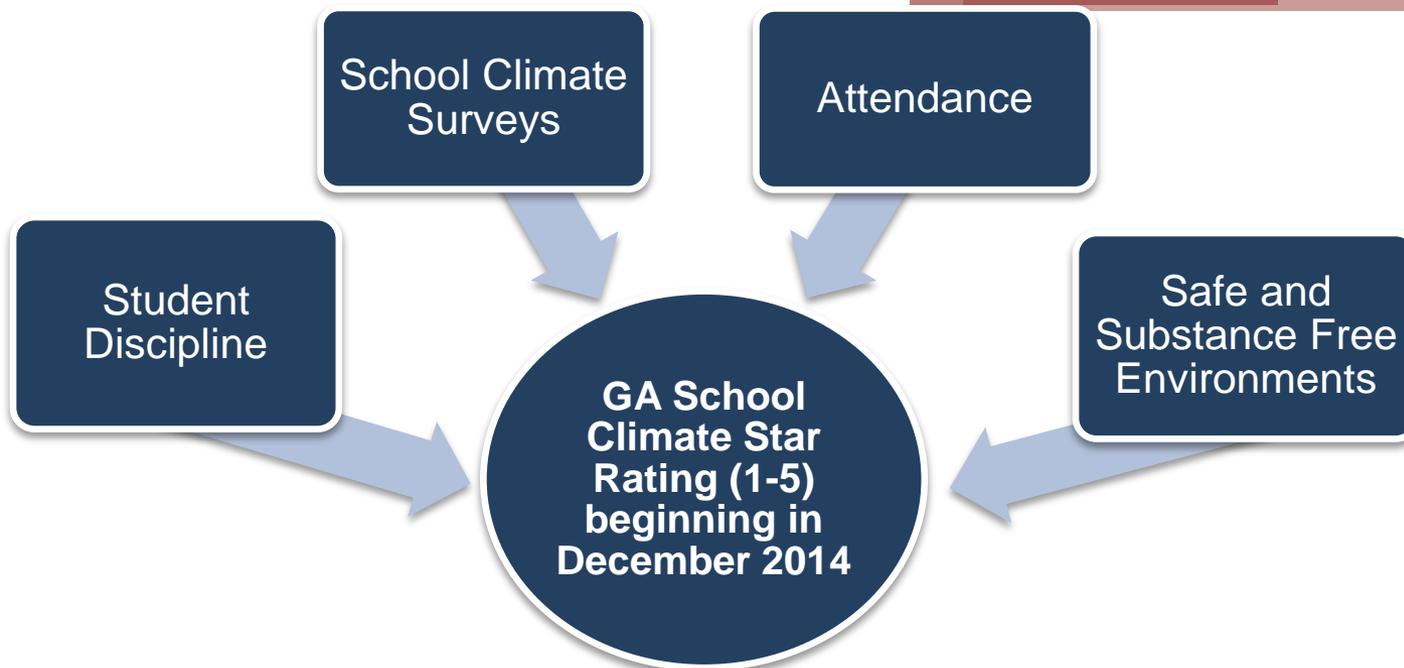
Collect stakeholder perception data

- Use valid and reliable surveys
- Examine school climate perception data in tandem with disaggregated discipline data
- Report data annually

Examine data with representatives from all stakeholder groups

- Share information with parents, families, students, staff, and others
- Determine trends and identify areas for improvement
- Engage in discussions of underlying issues that may be contributing to patterns of disproportionality

Comprehensive School Climate Data Collection in GA



More info is available at: <http://gosa.georgia.gov/overview-gadoes-school-climate-star-rating>

Develop Plan to Improve Conditions for Learning

Embed goals/activities within existing improvement plans

- Determine goals based on data
- Develop work plan with actionable tasks and timelines
- Identify specific measurable indicators of success
- Develop process for reviewing progress towards goals

Determine strategies to strengthen school climate

- Developing supportive relationships among students and staff
- Establishing and reinforcing shared expectations for behavior
- Providing engaging, developmentally-appropriate instruction
- Involving family and community members
- Ensuring school facilities are welcoming and safe

School Climate Improvement Plans in CT

Safe School Climate Plans

- Law requires all schools/districts to develop and adopt a “safe schools climate plan” each year
- Initially centered on bullying, but now focus has expanded to improving school climate more broadly as a way to prevent bullying incidents
- Developed template based on the National School Climate Standards: <http://www.schoolclimate.org/climate/standards.php>



Safe School Climate Plan Template*
(School Year 20__ – 20__)

*This is a suggested Safe School Climate Plan Template that could serve as a framework and format.

District: _____ School: _____

(To be completed at the School Level, submitted to the Safe School Climate Specialist and forwarded to the District Safe School Climate Coordinator for use in Creating the District Safe School Climate Plan)**

**This suggested Safe School Climate Plan Template follows/mirrors the Safe School Climate Rubric which should be used as a reference in completing the Template.

National School Climate Standard	Current School Status (informed by data***) To What Extent is This Evident? *** It is recommended that the “Multiple Measures of Data” document be used as a guide for the kinds of data that would be important to review and include.	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals

More information is available at: <http://www.sde.ct.gov>



Ensure Code of Conduct Reinforces Positive Climate

Review and modify state laws

- Eliminate zero tolerance policies and return discretion to school leaders
- Limit the number and length of out-of-school suspensions
- If a student must be removed, provide education and support services
- Collect and publicly report disaggregated school discipline data

Develop district codes that articulate expectations for positive behavior as well as responses for misconduct

- Engage stakeholders in reviewing and revising code
- Provide graduated system of developmentally-appropriate responses
- Create space on campus for students to cool off and continue to receive instruction as well as social, emotional, & behavioral supports
- Ensure due process protections are provided to students & families

Code of Conduct Revisions in Denver, CO

New Provisions

- Limits use and length of suspensions
- Encourages use of positive alternatives such as restorative justice
- Establishes graduated responses to misconduct
- Limits the use of law enforcement on school campuses
- Focuses on eliminating the disproportionate impact on students of color
- Outlines protections afforded to students and parents/guardians
- Requires increased school discipline data collection



Denver Public Schools Discipline Matrix¹

Offense ²	Discipline Ladder Reference	Recommendation For Expulsion	School Referral
Type Five			
Robbery	N/A	Mandatory ³	Mandatory Referral to Law Enforcement ¹
First or second degree assault, and sexual assault	N/A	Mandatory ³	Mandatory Referral to Law Enforcement ¹
Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance	N/A	Mandatory ³	Mandatory Referral to Law Enforcement ¹
Carrying, bringing, using, or possessing a knife or dangerous weapon.	N/A	Mandatory ³	Mandatory Referral to Law Enforcement ¹
Type Four⁴			
Arson	Level F	Optional	Mandatory Referral to Law Enforcement & Fire Department ⁵
Fighting: Level II (including incidents with significant injuries, but which do not rise to the level of the Type Five offense ⁶ (1st or 2nd degree assault))	Level F	Optional	Mandatory Referral to Safety and Security ⁷
Destruction or theft of school property (over \$5000)	Level F	Optional	Optional Referral to Law Enforcement ⁸
Theft from an individual (over \$5000)	Level F	Optional	N/A ¹⁰
Possession of an explosive (non-fireworks/firecrackers) that seriously endangers the welfare or safety of others	Level F	Optional	Mandatory Referral to Law Enforcement ¹
Willfully causing damage to the property of a school employee	Level F	Optional	Mandatory Referral to Law Enforcement ¹
Assault, harassment, or false allegation of abuse against a school employee	Level F	Optional	Mandatory Referral to Law Enforcement ¹
Hazing activities	Level F	Optional	Optional Referral to Law Enforcement ¹
Child Abuse	Level F	Optional	Mandatory Referral to Law Enforcement ¹ and/or Denver Dept. of Human Services ¹¹
Unlawful sexual behavior, unlawful sexual contact, and indecent exposure	Level F	Optional	Mandatory Referral to Law Enforcement ¹ and/or Denver Dept. of Human Services ¹¹
Witness Intimidation or Retaliation	Level F	Optional	Mandatory Referral to Law Enforcement ¹
Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants	Level F	Optional	Mandatory Referral to Law Enforcement ¹
Habitual disruption ⁹	Level F	Optional	N/A ¹⁰
Recurring Type Three offenses ⁴	Level F	Optional	Optional Referral to Law Enforcement ⁸
Type Three⁴			
Bullying: Level II - see Policy JJCDE	Level E	No	N/A ¹⁰
Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level II - see Policy JBBA	Level E	No	N/A ¹⁰
Sexual harassment: Level II - see Policy JBB	Level E	No	Mandatory Referral to Title IX Officer
Fighting: Level I (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses, being under the influence of drugs or alcohol - see Policies JCH, JCH-R	Level E	No	N/A ¹⁰
Possession of alcohol or unauthorized (but legal) drugs	Level E	No	N/A ¹⁰
Possession of illegal drugs	Level E	No	Mandatory Referral to Law Enforcement
Destruction or theft of school property, including graffiti (\$500 - \$5000)	Level E	No	Optional Referral to Law Enforcement ⁸
Theft from an individual (\$500 - \$5000)	Level E	No	N/A ¹⁰
Other school-based misconduct that substantially disrupts the school environment	Level E	No	N/A ¹⁰
Recurring Type Two offenses	Level E	No	N/A ¹⁰
Type Two			
False activation of a fire alarm	Level D	No	Mandatory Referral to Fire Department
Possession of fireworks/firecrackers	Level D	No	N/A ¹⁰
Bullying: Level I - see Policy JJCDE	Level D	No	N/A ¹⁰
Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion: Level I - see Policy JBBA	Level D	No	N/A ¹⁰
Sexual harassment: Level I - see Policy JBB	Level D	No	Mandatory Referral to Title IX Officer
Consensual but inappropriate physical contact	Level D	No	N/A ¹⁰
Destruction or theft of school property, including graffiti (under \$500)	Level D	No	N/A ¹⁰

More information is available at: <https://www.dpsk12.org/policies/>

Provide Training and Professional Development

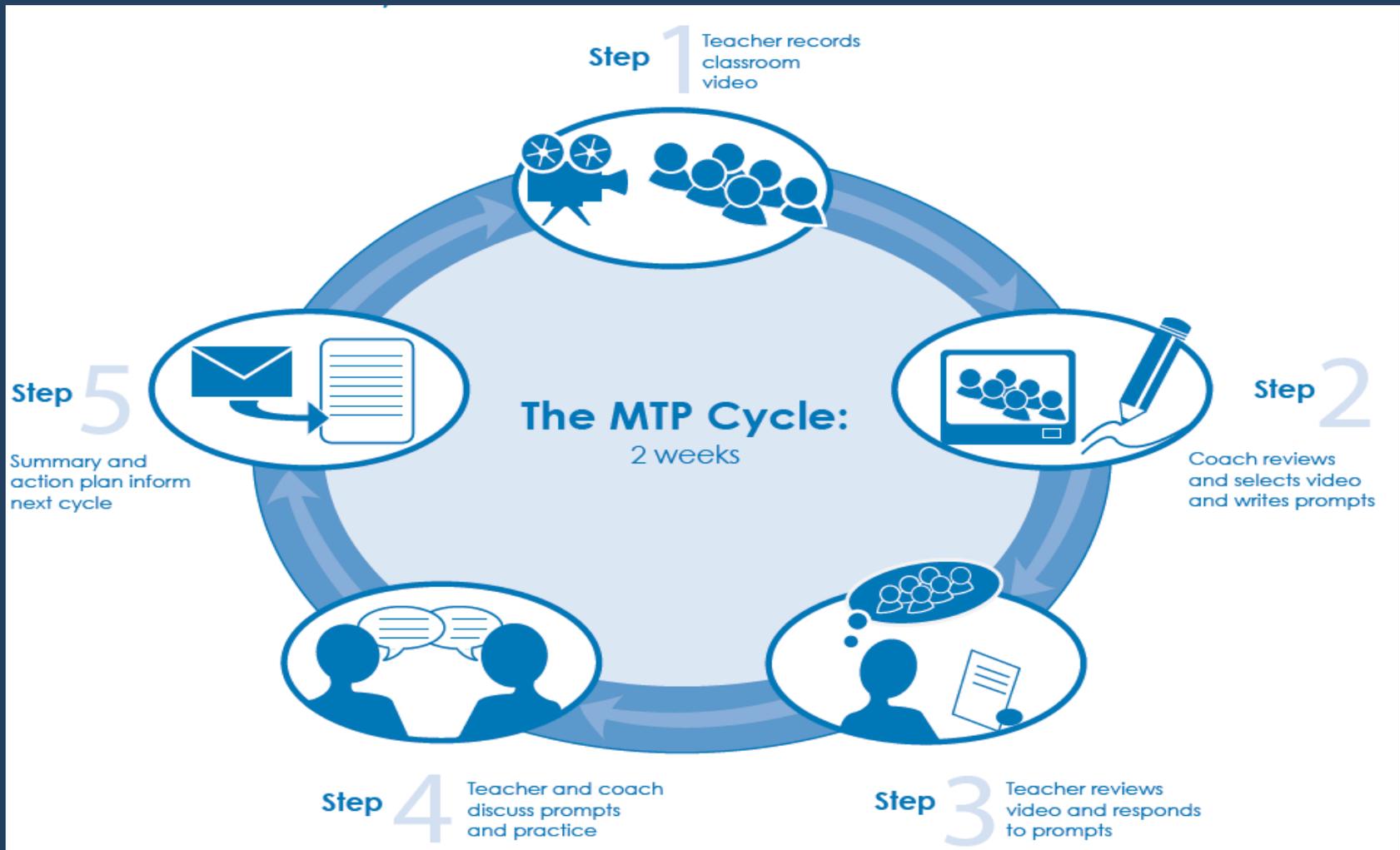
Integrate conditions for learning into pre-service training

- Extensive coursework related to SEL, cultural competence, school climate and discipline
- In-depth clinical experiences and high-quality supervising teachers
- Opportunities to better understand the diverse backgrounds & cultures of students, their families, and the community

Provide PD & ongoing supports for educators & administrators

- Professional learning communities
- Coaching/mentoring
- Videotaping lessons
- Engage in cycle of continuous improvement to help advance educators' efforts to address conditions for learning and school climate

My Teaching Partner-Secondary



More information is available at:

<http://curry.virginia.edu/research/centers/castl/mtp>

Thank You!



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For more information, contact Emily Morgan (emorgan@csg.org)

The presentation was developed by members of the Council of State Governments Justice Center staff. The statements made reflect the views of the authors, and should not be considered the official position of the Justice Center, the members of the Council of State Governments, or the funding agency supporting the work. Citations available for statistics presented in preceding slides available on CSG Justice Center web site.

The Latest Research on Conditions for Learning and How Improvements Can Be Made



David Osher

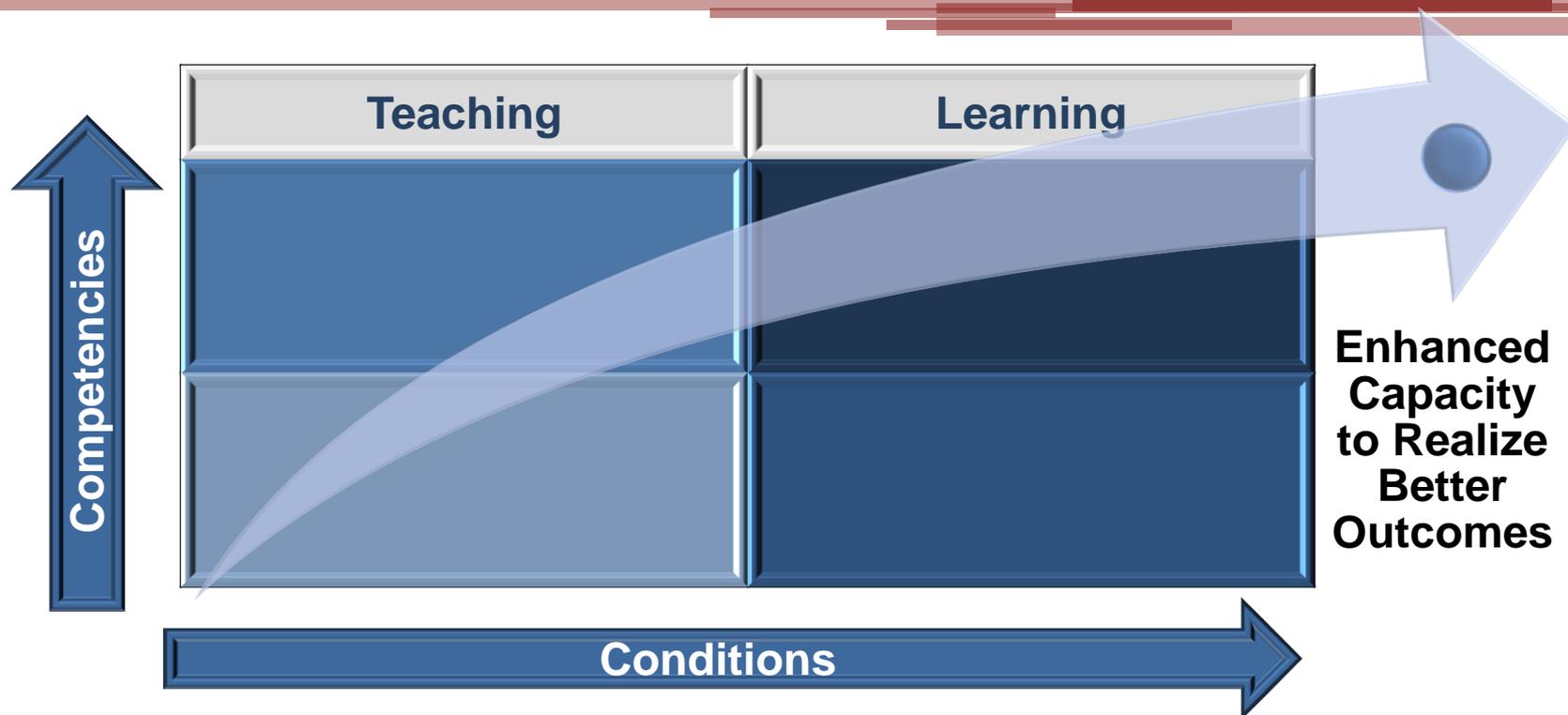
Vice President, AIR; AIR Institute Fellow; Senior Advisor, Health and Social Development Program

Conditions for Learning, School Climate and Discipline

School Engagement, Discipline & Conditions for Learning

- Academic success for all students is imperative and is affected by the conditions for learning.
- The way students experience discipline is a condition for learning and engagement.
- There is solid evidence for improving academic achievement via positive **conditions for learning** or **school climate** more broadly.

What Affects Learning and Behavioral Outcomes?



Conditions for Learning: Engagement and School Academic Outcomes

Students are safe

- Physically safe
- Emotionally and socially safe
- Treated fairly and equitably
- Avoid risky behaviors
- School is safe and orderly

Students are supported

- Meaningful connection to adults
- Strong bonds to school
- Positive peer relationships
- Effective and available support

Students are challenged

- High expectations
- Strong personal motivation
- School is connected to life goals
- Rigorous academic opportunities

Students are socially capable

- Emotionally intelligent and culturally competent
- Responsible and persistent
- Cooperative team players
- Contribute to school community

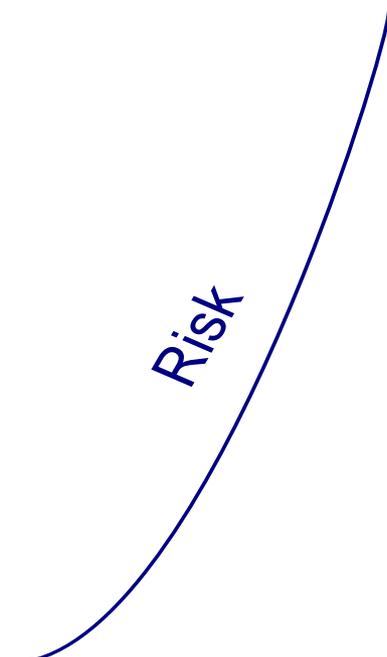
School Experiences Which Contribute to Healthy Conditions for Learning, Student Self-Discipline and Academic Achievement

Protection

- Connection
- Safety
- Positive Relationships With Adults And Peers
- Caring Interactions
- Academic Challenges
- Academic Support
- Academic Engagement
- Positive Role Modeling
- Social Emotional Learning
- Positive Behavioral Supports
- Access to Needed Services And Supports

School Experiences Which Contribute to Poor Conditions for Learning, Indiscipline, and Low Academic Achievement

Risk



- Lack of connection
- Lack of safety
- Teasing, bullying, gangs
- Negative relationships with adults and peers
- Uncaring interactions
- Low expectations
- Academic disengagement
- Academic frustration
- Poor role models
- School-driven Mobility
- Reactive punitive approaches to discipline

What Research Says About School Discipline

- Punitive approaches do not work.
 - Unfair and inconsistently applied
 - Negatively affects outcomes of students with and without behavior challenges
 - Have been demonstrated to have iatrogenic effects
- Positive approaches to discipline can work when implemented effectively.

What Research Says About School Discipline (cont.)

- Improving **conditions for learning**, can prevent problematic behavioral issues and improve academic achievement.
- Effective approaches include building upon and aligning, if possible, social emotional learning, positive behavioral approaches, and restorative practices.

Alternatives to Punitive Discipline

- There are promising approaches available that strengthen conditions for learning and address discipline issues:
 - Multi-tiered intervention supports
 - Restorative Practices and Justice and Peer Mediation
- Important characteristics of each include:
 - Family-driven and youth-guided
 - Culturally competent
 - Prevent problems proactively
 - Constructively address discipline issues when they arise

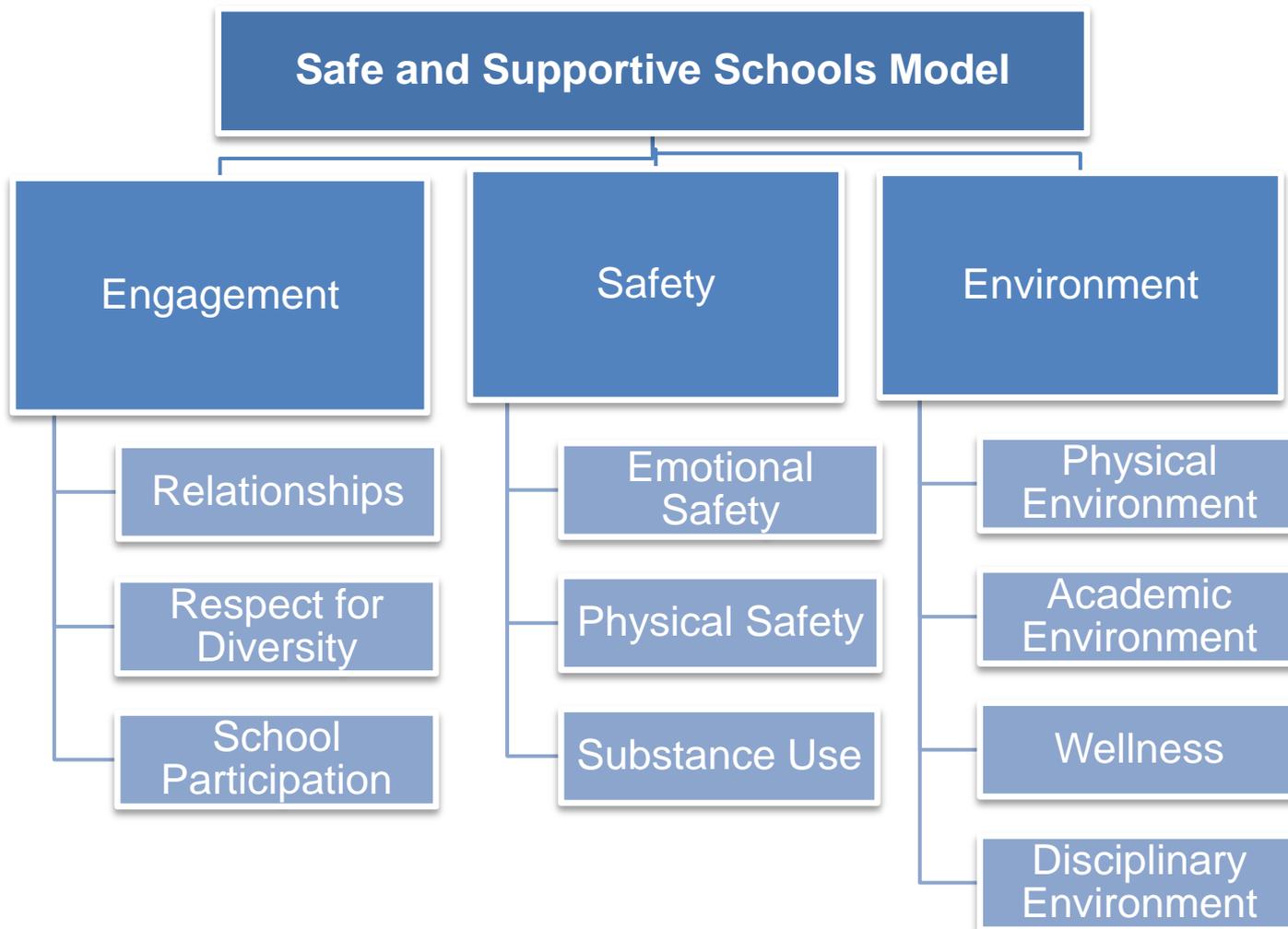
Measuring School Climate

Measuring School Climate

- In order to improve discipline and school climate, we must first be able to measure school climate!
- School climate is multi-faceted – incident counts, suspension counts, attendance rates and statewide Youth Risk Behavior Survey (YRBS) results do not tell the whole story.
- Many existing state-level surveys only measure some facets of climate.
- If existing measures of climate do not meet the following goals, it may be in need of additional investment and improvement.

Measuring School Climate (continued)

- Measures of school climate should:
 - Encompass multiple aspects of school climate
 - Be able to be processed quickly enough to share before the end of the school year
 - Be collected through valid and reliable instruments with good psychometrics
 - Be collected from multiple respondents
 - Be collected so that subgroups can be examined
 - Be collected using multiple instruments, such as Incident data, attendance data, YRBS, and school climate surveys, and both quantitative and qualitative
 - Be actionable and practical to administer
 - Include measures that are understood to have a direct impact on academics



Example of an Actionable School Climate Framework: Engagement

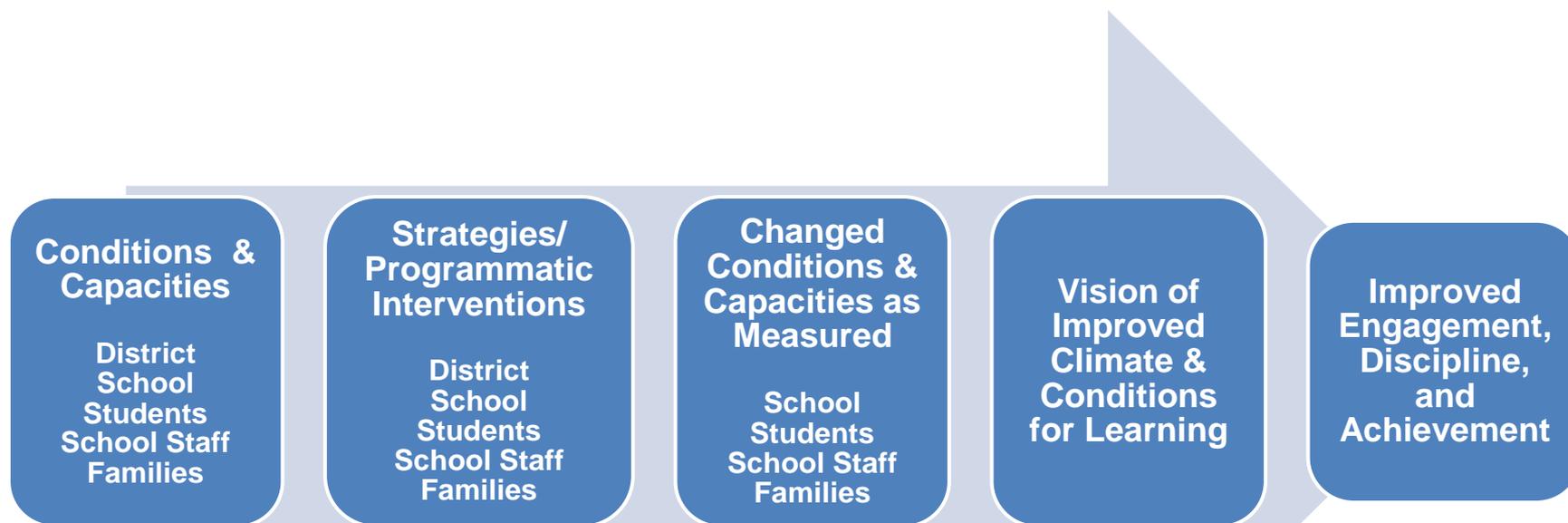
- **Relationships:**
 - **How Measured:** Ask students and teachers about whether or not their relationships with students and teachers are caring.
 - **How one intervenes:** Ensure teachers know students' names and interests and that each student is connected with and supported by a caring adult.
- **Respect for Diversity:**
 - **How Measured:** Ask parents whether or not they feel the school welcomes families that are similar to them; ask students whether they have experienced disrespect from adults due to their race, ethnicity, or culture.
 - **How one intervenes:** Promulgate cultural competence standards; employ social emotional learning curricula that focuses on community building addresses the importance of valuing and addressing diversity.
- **School Participation:**
 - **How Measured:** Ask students whether they participate in extracurricular activities.
 - **How one intervenes:** Ensure all students are invited and can participate in extracurricular activities.

How Can School Climate Data Be Used?

- Identify needs
 - What is the issue?
 - Who does it involve?
 - What are the targets of the intervention and where to intervene?
- Identify interventions
 - Is there evidence of program effects?
- Monitor and evaluate
 - How is the intervention being implemented?
 - Is it realizing short term benchmarks?
 - What were the results of implementing the intervention?

Using School Climate Data to Identify Programmatic Interventions

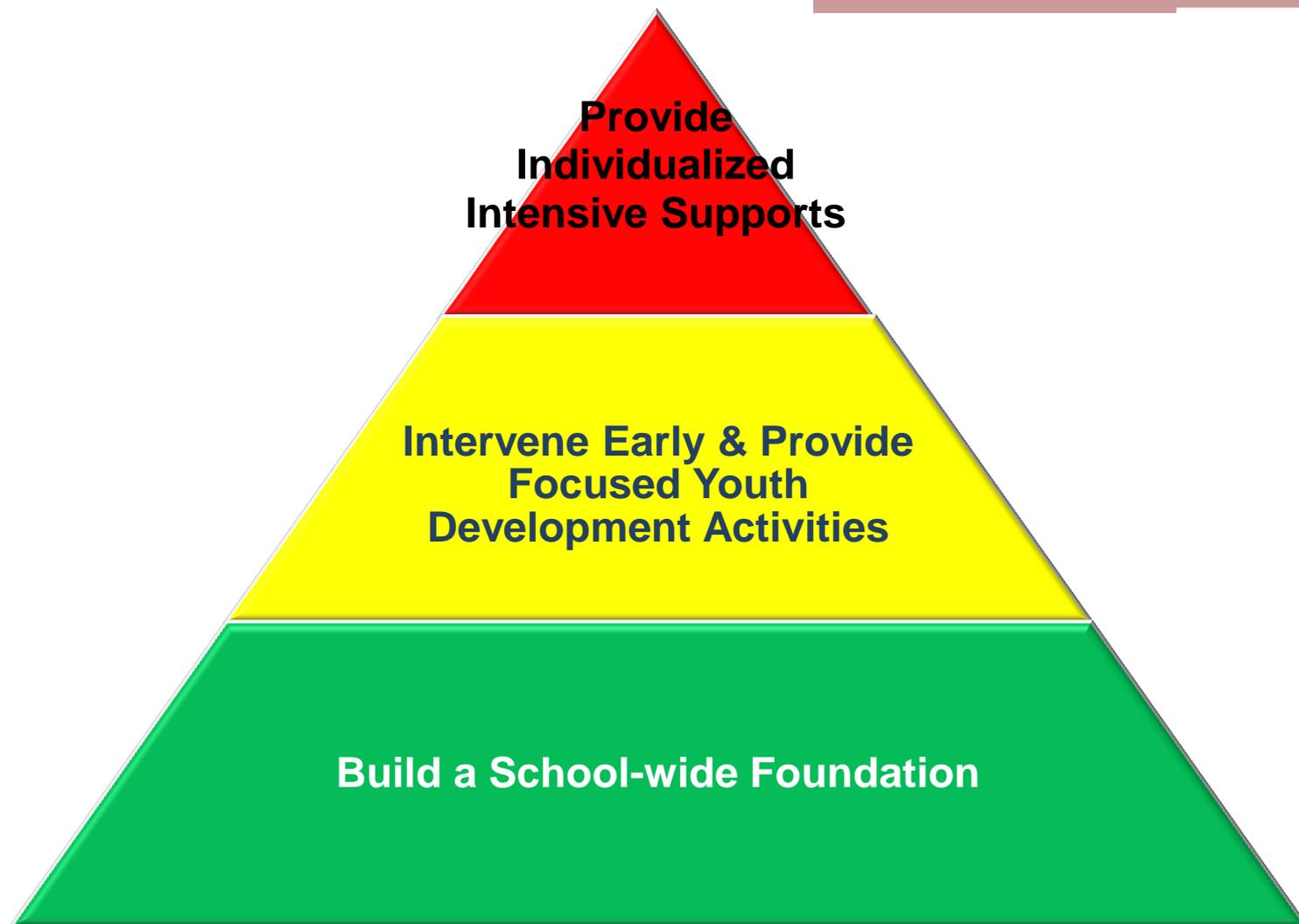
Logic Model: Approach to Using Data to Identify Programmatic Interventions



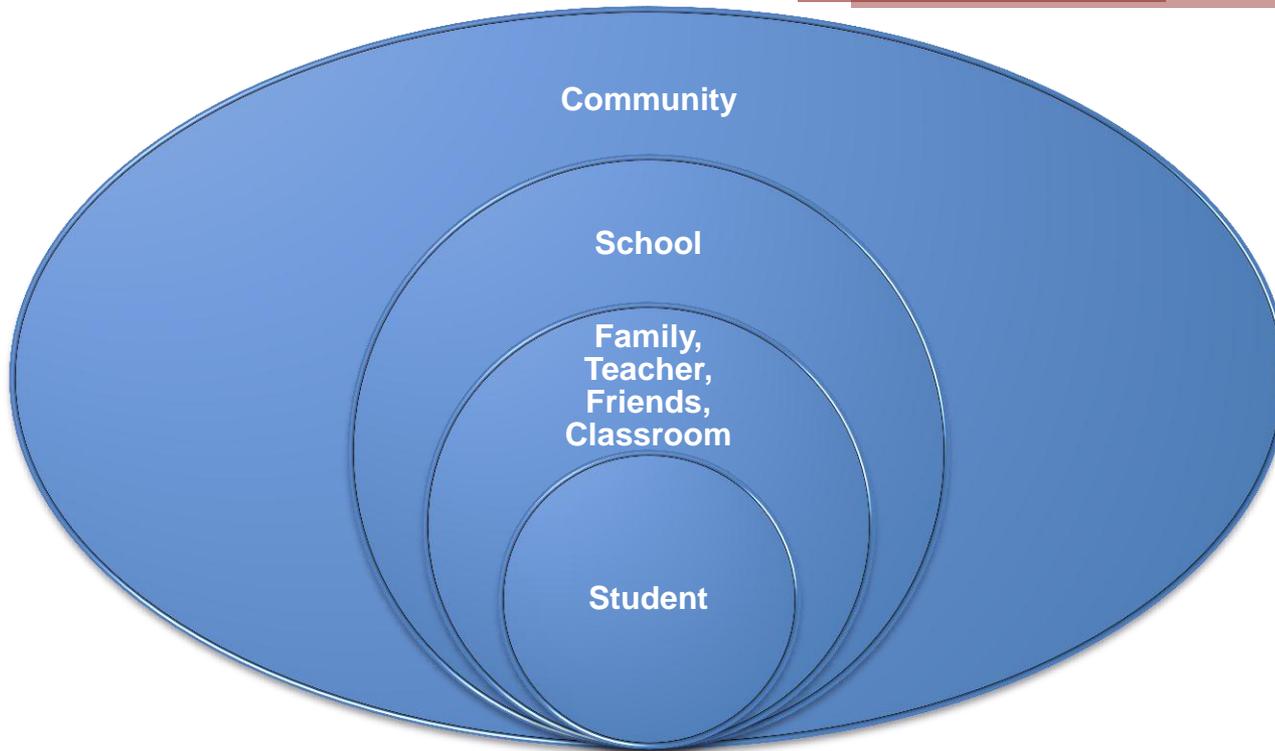
What Are the Root Causes And How Can They Be Addressed?

- Do not just address symptoms (e.g. troubling behavior).
- Determine what the factors that underlie the problem OR gap are.
 - Why is it happening or absent?
 - What can be done to prevent it from happening again or to (if there is a gap) promote it?
 - Are there “low hanging fruit” and are they the right fruit?





Where Do You Intervene?



Program Selection

- Not all programmatic interventions are equal
 - Quality of evidence
 - Design
 - Breath of evidence
 - Types of outcome data collected
- Find programs that:
 - Address the problems you want to address
 - Demographics
 - Context
 - You have the capacity to implement effectively

Bottom Line

- Be data informed in your choices—don't throw solutions, or parachute programs, at problems.
- Do not exhale after you identify the intervention—
 - Plan
 - Support
 - Monitor
 - Evaluate
 - Refine



Professional Development

Why is Professional Development Important

- Selecting the right intervention is necessary but not sufficient
- Outcomes depend upon implementation quality, which depends upon
 - **Fidelity, which depends upon**
 - Practice Quality, which depends upon
 - Professional Development and Support

Key Features of Professional Development

- Sustained
- Interactive
- Addresses Motivation and Understanding as well as Technical Elements
 - Child and adolescent development
 - Trauma and mental health
 - Cultural competence and implicit bias
 - The logic of positive and restorative approaches
 - The importance of Self-Awareness

Key Features of Professional Development

- Helps educators:
 - Modify their practice or adopt new practices
 - Integrate and align new practices with other demands
 - Get to proficiency and mastery
- Builds and builds upon educator social capital

Discussion with David Osher



Questions?



If you have a question for the presenters, please type it in the Attendee Chat Pod during the Webinar.

Voice From the Field



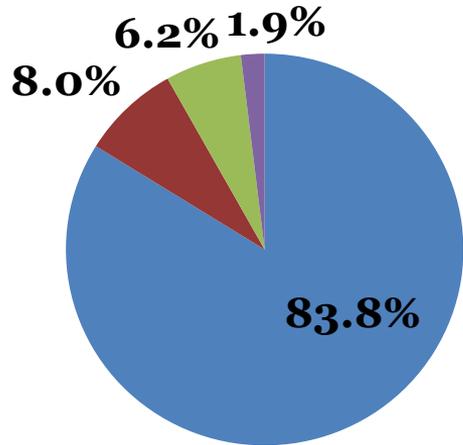
Karen Webber-Ndour
Executive Director
Office of Student Support and Safety
Baltimore City Schools

Baltimore City Schools

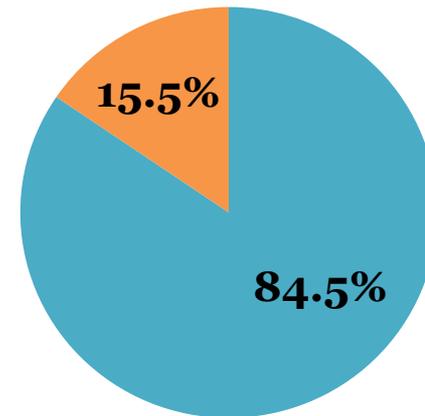
By the Numbers

2013-14 Student Enrollment: **84,730** total
 2014-15 Schools and Programs: **188** total

Race/Ethnicity



Low Income



- African American
- White
- Hispanic/Latino
- Other

- Low Income
- Non-Low Income

Creating Positive School Climates

What is School Climate?



- The Principal sets the tone
- Positive Relationships:
 - Adult-to-Adult
 - Adult-to-Student
 - Student-to-Student
- Welcoming Environment
- Engaging Teaching & Learning
- Physical & Emotional Safety

School Climate

Focus on Suspensions

- Schools that frequently suspend students experience:
 - A lower sense of security
 - A less positive school climate
 - Poorer academic results
- Suspensions give students who do not like going to school what they want – time off from school
- Suspensions perpetuate the school-to-prison pipeline

SOURCE:

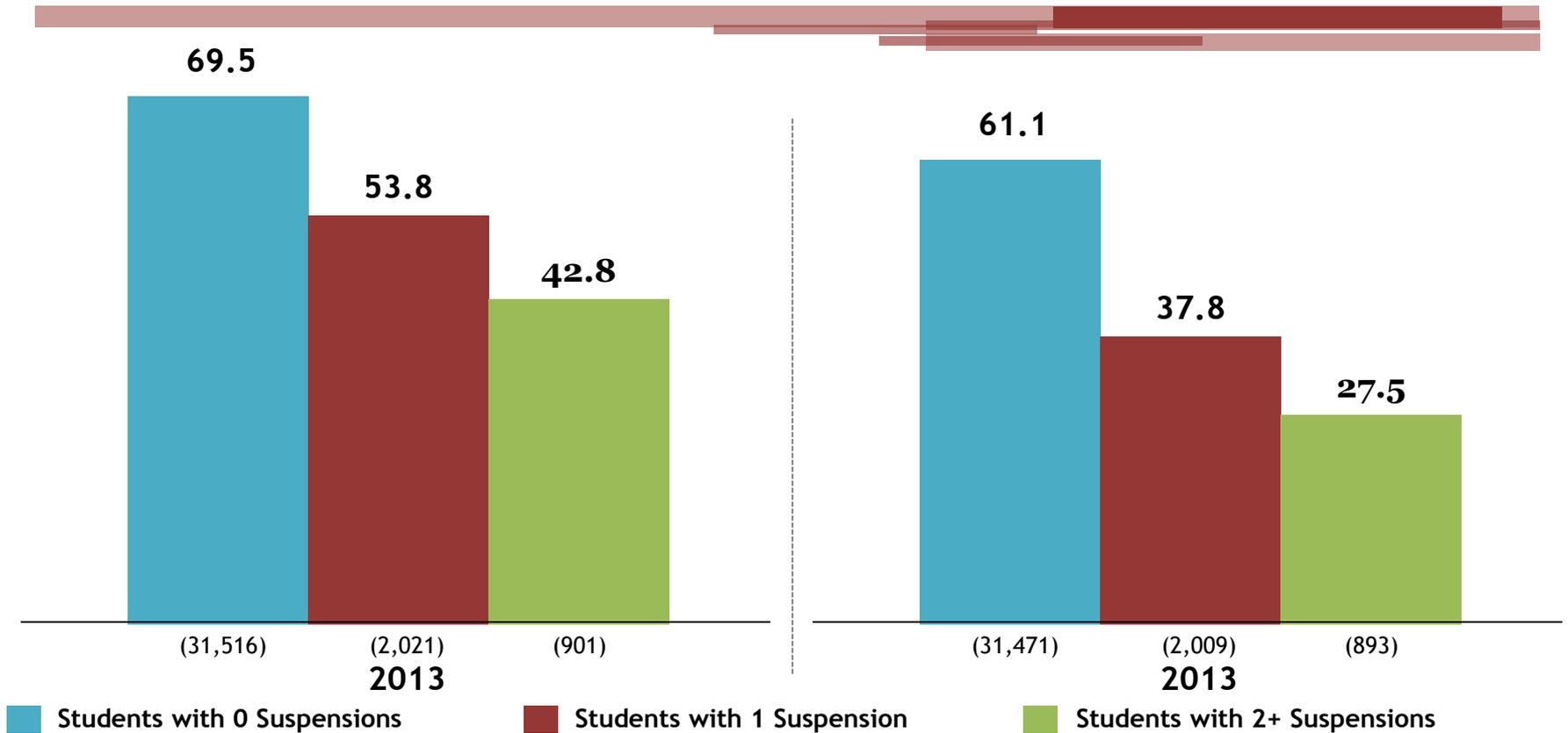
<http://msan.wceruw.org/conferences/2014-Institute/1%20Russ%20Skiba%20keynote%20HANDOUT.pdf>

Focus on Suspensions

Students who were suspended had lower test scores (2013 MSA)

READING

MATH



Conducted School Climate Trainings 2012 and 2013

Focus

- Established a common, research-based definition of school climate for the District
- Highlighted the link between school climate and student achievement
- Emphasized that positive school climates can be created through planning
- Expanded mental health services for General Ed. Students
- Presentations included understanding students through a trauma informed lens
- Began to shift adult responses from punitive to restorative through Alternatives to Suspension

Content

- Presentations included discussions on:
 - Homelessness
 - Trauma
 - Safety
 - Code of Conduct
 - School Climate Data Review
- Breakout sessions topics included:
 - Student Voice
 - Relationships
 - Restorative practices
 - Mindfulness/Self-regulation
- Provided School Leaders with the tools, guidance, and support to create Climate Plans

Baltimore City Schools Code of Conduct Revised Disciplinary Policies

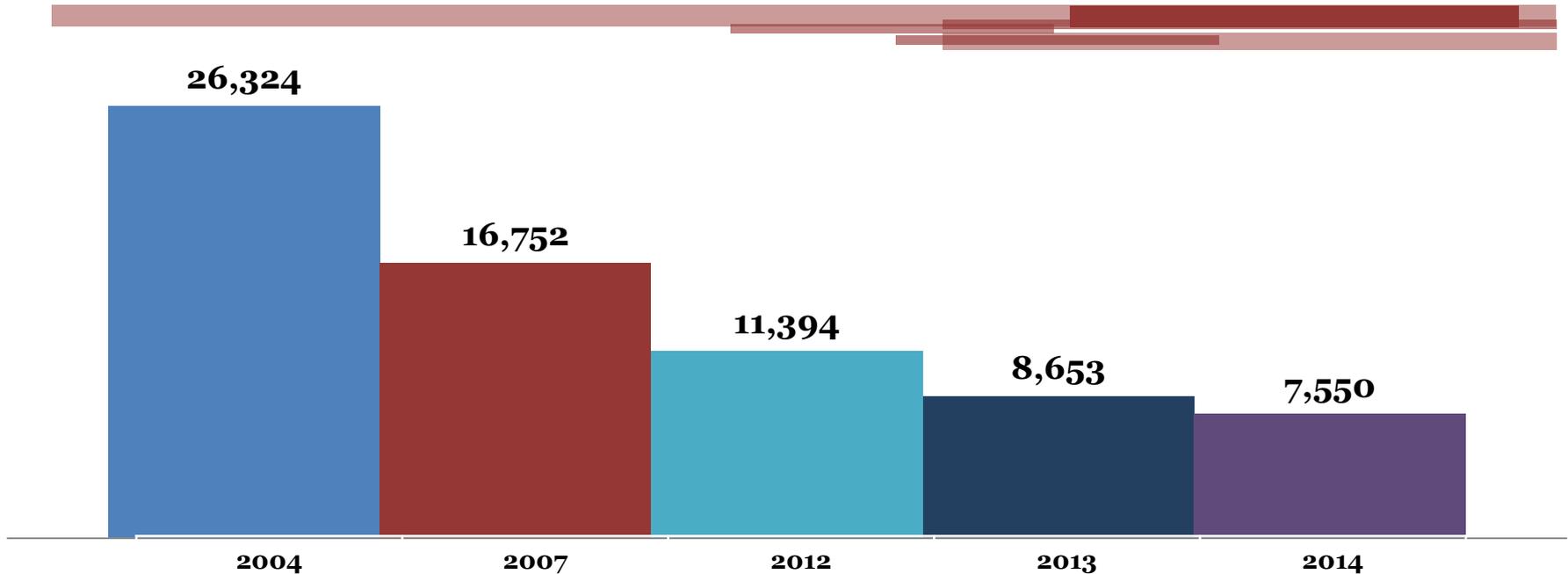
- Baltimore City Schools' Code of Conduct is recognized as a national model.
- Recent revisions focused on:
 - Improving school climate
 - Reducing zero-tolerance policies
 - Addressing overuse of out-of-school suspensions
- The US DOE applauded Baltimore City for our work in these areas.
- Significant work is required to implement our strategies with understanding and fidelity.



U.S. Secretary of Education Arne Duncan and U.S. Attorney General Eric Holder visit Frederick Douglass High School (January 2014)

Baltimore City Schools'

Results of our efforts over time



NOTE: Counts show total number of out-of-school suspensions in the District based on end of year file. Includes all suspension and expulsions.

SOURCE: Official MSDE files.

Remaining Obstacles

Shifting the Mindset

Punitive



Restorative



Effective Alternatives to Suspensions

4 Components



Examples of Alternatives to Suspension in Baltimore City Schools

Restorative Practices

Mindfulness

Peer Mediation

Positive Behavioral Interventions and Supports (PBIS)

Community Conferencing

School Climate Tools

Climate Report

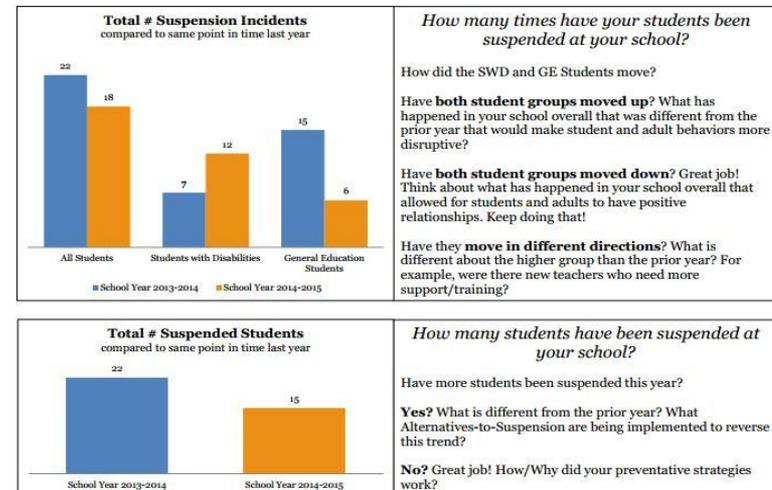
- The School Climate Report provides a monthly snapshot of key indicators of the school's climate.
- The reflective questions in the report provide an opportunity to discuss data trends and develop solutions for emerging climate problems.
- These solutions can be incorporated into the School Climate Plan.

School Climate Indicators

School # **999**
 School Name **Sample School**
 Data **Out-of-School Suspensions and Expulsions**
 Data as-of **1/2/34**

Are Alternatives-to-Suspension involving "student voice" in place in your school?

Are these interventions working?



School Climate Tools

Climate Walk

“The Climate Walk observation tool offers a unique, qualitative and timely appraisal of the overall functioning of a school on any given day The opportunities the [Climate Walk] process offers for regular collaboration between district staff and school leaders is tremendous and should be pursued as often as is feasible.” (Baltimore Education Research Consortium)

BALTIMORE CITY PUBLIC SCHOOLS
SCHOOL CLIMATE WALK

School Name & Number _____ Network # _____

Date _____ Time of Visit _____ Time of Departure _____ Staff Name _____

	Observation	Observed	Not Observed	No Opportunity to Observe	Comments
School Entrance	1. Visitors (including yourself) are greeted by staff, provided with a visitor's pass, and directed to the appropriate location upon entering the building.				
	2. The main office is an orderly and well-managed environment.				
	3. The main office had students seated during instructional time. Note in the comments if the same students were in the office when you departed, and what the students were doing.				

School Climate Tools

Climate Plan

- The School Climate Plan is a companion document to the School Climate Walk, which will be used to create an actionable plan for school climate improvement.

SCHOOL CLIMATE PLAN

BALTIMORE CITY
PUBLIC SCHOOLS

SCHOOL ENTRANCE – QUESTION 1		
Visitors (including yourself) are greeted by staff, provided with a visitor's pass, and directed to the appropriate location upon entering the building.	Relevant Climate Walk Information:	<i>Plan of action:</i>
	Relevant Data:	
	Other Relevant Information:	
SCHOOL ENTRANCE – QUESTION 2		
The main office is an orderly and well-managed environment.	Relevant Climate Walk Information:	<i>Plan of action:</i>
	Relevant Data:	
	Other Relevant Information:	

Contact Information

Karen Webber-Ndour, Executive Director
Office of Student Support and Safety
kndour@bcps.k12.md.us / (410) 396-8672

Further information regarding School Climate available at:

<http://www.baltimorecityschools.org/climate>

<http://baltimore-berc.org/wp-content/uploads/2014/02/SchoolClimateFeb2014.pdf>

<http://baltimore-berc.org/wp-content/uploads/2014/10/ClimateToolsReportOct2014.pdf>

2014-2015 Code of Conduct available at:

<http://www.baltimorecityschools.org/Page/25270>

Discussion with Karen Webber-Ndour



Questions?



If you have a question for the presenters, please type it in the Attendee Chat Pod during the Webinar.

Voice From the Field

Ken Roebuck, Principal
John Crutchfield, Assistant Principal
Tonya Hebert, Counselor
Carencro High School, Lafayette, LA





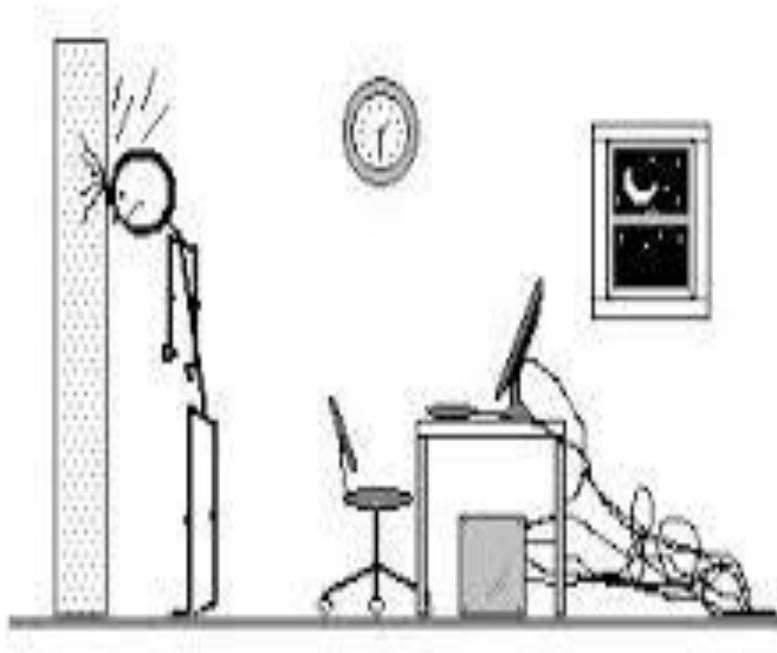
A Case Study

- Carencro High School (public)
- 9th -12th grade with 8th grade technical option
- 2013 Enrollment: 1200
- 70% Rural/ 30% Urban
- Poverty Level 68%
- Minor Population 61%
- 10% Special Educational Services

Student Population

- 55% African American
- 40% White
- 4% Hispanic
- 1% Other

This Is When We Start Doing This



Administrative Applications

Vision/Planning

- Hire a leader- School Climate must be a Priority; familiarity with PBIS Processes
- Hire staff- only staff that believe School Climate is a priority. (sample interview video)
- Select School Climate (PBIS TEAM) very carefully. (passion with influence)
- Establish a vision of what your school should like after year 1, year 2, and year 3

Administrative Applications

Vision/Planning

- Plan the year of tier 1 interventions in advance and build them into the master schedule
- Script the 1st 3 days of school for teachers, including days after long holidays or breaks. They only teach the script. (see handout)
- Administrative Assemblies with students first few days of school, after long holidays or breaks.
- Assemblies are times to celebrate students, grade levels, and staff meeting expectations. The last concern is addressing misbehavior.

Administrative Applications

Vision/Planning

- Regularly Scheduled Incentives built into the master schedule
 - Weekly free dress days for students without tardies
 - Monthly incentives for students without referrals
 - Students and Teachers of the Week named over intercom
 - Birthdays read daily over intercom
 - Teacher Incentives provided daily

Administrative Applications

Accountability

- Administration should have consistent duty stations
- Set high expectations for program fidelity (teachers at doors, teachers in hallways, teachers teaching expectations, tiered levels of support and intervention)
- Rewards for teachers who consistently report to duty and meet expectations (Teacher Bucks, Gift Cards, Commendation Letters, Comp time)
- Intensive Assistance Plans requiring bi-weekly check-ins for staff not meeting expectations

Instructional Fidelity

Classroom

- Establish consistent minor infractions process across classrooms.
- Consistent minor/majors across classrooms displayed and taught
- New teacher monthly meetings with administration to provide mentoring
- Classroom management professional development offered monthly (mandatory for those on intensive assistance)

Instructional Fidelity

Classroom

- Classroom management plan to be turned in at beginning of the year.
 - Plan includes their classroom expectations
 - Plan for teaching/re-teaching expectations
 - Plan for rewarding students meeting expectations
 - Plan for parent contacts

Instructional Fidelity

Classroom

- 45 parent contacts per 9 weeks documented in Google docs
- Evidence of incentives being provided to students meeting expectations provided to building level administrator
- Evidence of re-teaching of expectations after a break to building level administrator
- Monthly PBIS lessons taught to students during a special period planned for in Master Schedule (arguments with teachers, arguments with peers, planning for homework, cafeteria manners, etc.)

Instructional Fidelity

Hallway

- Teachers are in hallways in between class reminding students of expectations
- Teachers greet students as they enter the classroom
- Star student academics/behavior displayed in hallways in front each class
- Data displays of behavioral data (tardies, referrals, improvement towards monthly goal (thermometer, graphs))

Instructional Fidelity Community

- Teachers are provided free tickets to sporting events.
- Teachers are provided meals at games paid for by corporate sponsor.
- Teachers recognized during special announcements at games.
- In addition to parent contacts, teachers can meet with parents using three days built into the school calendar.

Instructional Fidelity

Community

- Remind101 as a tool used by teachers, counselors, and administrators
- Facebook Page (www.facebook.com/carencrohighschool)
- Website (www.carencrohighschool.org)

Counseling Expertise

Proactive Intervention

- Incoming Freshman Camp
- Bear Beginnings Program (video)
 - Mandatory meetings between student and parent for identified incoming freshmen with administrator and counselor
 - Mandatory completion of individual success plan and bi weekly follow up with counselor
 - Mandatory association in club/athletics for student
 - Mandatory biweekly meetings with a link crew mentor student

Bear Beginnings

- Action Plan developed (see handout)
- Counseling Component
- Cultural Component
- Discipline Component
- Mentoring Component
- Follow-up

BEAR Beginnings(BB) Tracking

BEFORE

2012-2013

- 101 Interviews/Conferences @30 minutes each
- 36 Students Enter Below Basic Middle School State Assessment Math (LEAP)
- 29 Students Enter Below Basic English (LEAP)
- Total Office Discipline Referrals from middle school- 1158

AFTER

2013-2014

- -80- Number of BB students passing 1st Semester English (English 1 and Remedial English)
- -72- Number of Students passing 1st Semester Math (Algebra 1 and Remedial Math)
- Total Office Discipline Referrals at high school- 647

Counseling Expertise

Proactive Intervention

- Schedule students based on incoming test scores and previous academic performance
 - Failing students were double blocked in core math and remedial math (GradPoint)
 - All students were placed in 30 minute study skills class built into the Master schedule
 - Students could be moved from Math to English intervention based on on-going data (5th period)

Counseling Expertise

Proactive Intervention

- Focus Group (Fishbowl) held with students to identify needs for improvement in school PBIS initiatives
- Disagreements with Teachers Flow (see handout
 - Modeled and practiced with students

Counseling Expertise

Solution-Based Sessions

- Teacher Referrals to the Counseling Office
- Counselor Referrals to Health & Wellness Team
- Ripple Effects for students

How Everyone SEES US NOW!

BEFORE

2012-2013

- 151 students scored below 17 on ACT Composite
- 110 students scored above 18 on ACT Composite
- **57% of students ARE NOT performing at college entry level.**

AFTER

2013-2014

- 98 Students scored below 17 on ACT Composite
- 125 Students scored Above 18 on ACT Composite
- **57% of students ARE performing at a college ready level**

How Everyone SEES US NOW!

BEFORE

2012-2013

- 147 students received a grade of F in the 1st semester of Algebra 1 (predictor of ACT)
- 130 students passing 1st semester of Algebra 1
- **53% of students ARE FAILING** freshman entry level math course

AFTER

2013-2014

- 64 students received a grade of F in the 1st semester of Algebra 1 (predictor of ACT)
- 214 students passing 1st semester of Algebra 1
- **76% of students ARE PASSING** freshman entry level math course

How Everyone SEES US NOW!

BEFORE

2012-2013

- 110 students received a grade of F in the 1st semester of English 1 (predictor of ACT)
- 167 students passing 1st semester of English 1
- **39% of students ARE FAILING freshman entry level math course**

AFTER

2013-2014

- 54 students received a grade of F in the 1st semester of English 1 (predictor of ACT)
- 217 students passing 1st semester of English 1
- **80% of students ARE PASSING freshman entry level English course**

How Everyone SEES US NOW!

BEFORE

2012-2013

- Total Student Count- 1092
- Total Referral Count- 5766
- Average Referrals per student- 6.2
- # of students with 1 or fewer referrals- 715
- # of students received an OSS (Out of School Suspension) -19.7%
- # of students received an ISS (In-School Suspension) -32%

AFTER

2013-2014

- Total Student Count- 1046
- Total Referral Count- 2567
- Average Referrals per student- 2.45
- # of students with 1 or fewer referrals- 715
- # of students received an OSS (Out of School Suspension) -6.5%
- # of students received an ISS (In-School Suspension) -17%

Contact Us

- Tonya Hebert, School-Based Counselor (tljones@lpssonline.com)
- John Crutchfield, School-Based Administrator (jxcrutchfield@lpssonline.com)

www.carencrohighschool.org

Ken Roebuck, Principal

Discussion with Carencro Team



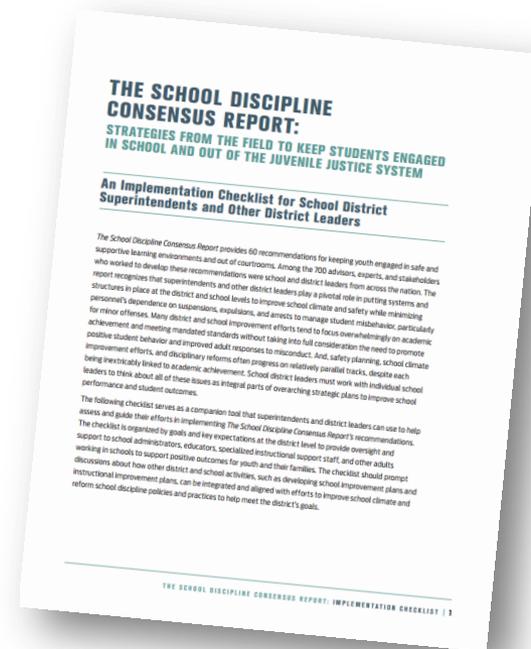
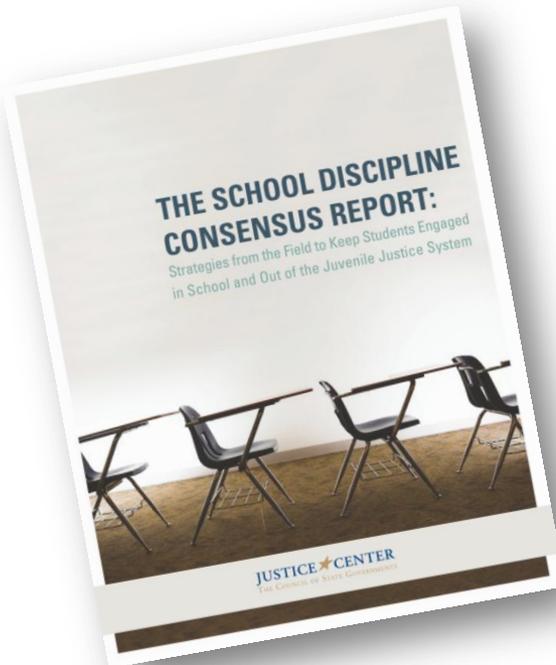
Questions?



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To Access the School Discipline Consensus Report

<http://csgjusticecenter.org/youth/school-discipline-consensus-report/>



For More Information

- School Discipline Guidance Package: www.ed.gov/school-discipline
- Discipline Disparities Research-to-Practice Collaborative: <http://www.indiana.edu/~atlantic/>
- Archived Supportive School Discipline Webinar Series Events: <http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>
- Information on School Climate Measurement: <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>
- Information on Program Implementation: <http://safesupportivelearning.ed.gov/topic-research/program-implementation>

For Assistance



Office of Juvenile Justice and Delinquency Prevention's Council
U.S. Department of Justice
www.ojjdpccas.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>



The Council of State Governments, Justice Center
<http://csgjusticecenter.org/>

Reminders

- Register for the next SSD Webinar on December 10, 2014 at 3:00 p.m. ET. On behavioral interventions.
- Sign up for the monthly SSD E-Digest. The next issue was released today!
 - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>

Online Evaluation



**Please click on the link below to
complete the online evaluation:**

**[https://www.surveymonkey.com/
s/55GZQPK](https://www.surveymonkey.com/s/55GZQPK)**

Thank you!