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.
2. Type your message into the text box.
3. Hit Enter or click the message bubble icon to send.
Help Us Count!

If you are viewing as a group, please go to the chat window and type in the number of additional people joining you today.

If you are viewing by yourself, there is no need to type anything at this time.
Webinars on OJJDP’s Online University

This event will be archived on OJJDP’s Online University.
For the audio recording and support materials, visit

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

CCAS
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?

<table>
<thead>
<tr>
<th>Webinar Topic</th>
<th>Dates</th>
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<tr>
<td>Targeted Behavioral Interventions</td>
<td>December 10th</td>
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<tr>
<td>School-Police Partnerships</td>
<td>Early January</td>
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<td>Courts and Juvenile Justice</td>
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<td>Resources</td>
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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](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?

- 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

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<thead>
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<th>Overview of School Discipline Consensus Report</th>
<th>Emily Morgan, Council of State Governments</th>
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<td>2</td>
<td>The Latest Research on Conditions for Learning and How Improvements Can Be Made</td>
<td>David Osher</td>
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<td>Voice from the Field</td>
<td>Karen Webber-Ndour, Baltimore City Schools</td>
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<td>4</td>
<td>Voice from the Field</td>
<td>Ken Roebuck, John Crutchfield, Tonya Hebert, Carencro High School, LA</td>
</tr>
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</table>
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
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
Over a dozen big city school districts have recently overhauled their school codes of conduct.

At least 8 states in 2012/2013 passed legislation to improve school discipline.

As of October 2013, 13 states have statutes directing schools to improve school climate.
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
## Consensus Project Participants

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<th>Health</th>
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<td>Police Executive Research Forum</td>
<td>Juvenile Law Center</td>
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</table>
Consensus Project Participants

Researchers
- University of Virginia
- Johns Hopkins University
- UConn
- Indiana University
- The Civil Rights Project

Advocates
- NAACP
- Advancement Project
- Padres Unidos
- Padres Unidos
- Cadre

Policymakers
- California
- Texas
- Georgia
- Louisiana
- Kansas
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.
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.
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

GA School Climate Star Rating (1-5) beginning in December 2014

School Climate Surveys
Attendance
Safe and Substance Free Environments
Student Discipline

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](http://www.schoolclimate.org/climate/standards.php)

More information is available at: [http://www.sde.ct.gov](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

- 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

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

The MTP Cycle:
2 weeks

Step 1: Teacher records classroom video

Step 2: Coach reviews and selects video and writes prompts

Step 3: Teacher reviews video and responds to prompts

Step 4: Teacher and coach discuss prompts and practice

Step 5: Summary and action plan inform next cycle

More information is available at:
http://curry.virginia.edu/research/centers/castl/mtp
Thank You!

Join our distribution list to receive
CSG Justice Center project updates!

www.csgjusticecenter.org/subscribe

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?

Teaching | Learning
---|---
Competencies

Enhanced Capacity to Realize Better Outcomes

Conditions
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

- 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

- 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
Safe and Supportive Schools Model

- Engagement
  - Relationships
  - Respect for Diversity
  - School Participation

- Safety
  - Emotional Safety
  - Physical Safety
  - Substance Use

- Environment
  - Physical Environment
  - Academic Environment
  - Wellness
  - Disciplinary Environment
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

- Conditions & Capacities
  - District School Students
  - School Staff Families

- Strategies/Programmatic Interventions
  - District School Students
  - School Staff Families

- Changed Conditions & Capacities as Measured
  - School Students
  - School Staff Families

- Vision of Improved Climate & Conditions for Learning

- Improved Engagement, Discipline, and Achievement
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?
Provide Individualized Intensive Supports

Intervene Early & Provide Focused Youth Development Activities

Build a School-wide Foundation
Where Do You Intervene?

- Community
- School
- Family, Teacher, Friends, Classroom
- Student
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**
- African American: **84.5%**
- White: **15.5%**
- Hispanic/Latino: **8.0%**
- Other: **6.2%**

**Low Income**
- Low Income: **84.5%**
- Non-Low Income: **15.5%**
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**

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<th>Students with 1 Suspension</th>
<th>Students with 2+ Suspensions</th>
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**MATH**

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<td>42.8</td>
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Students with 0 Suspensions

Students with 1 Suspension

Students with 2+ Suspensions
## 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

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<th>Year</th>
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<td>2007</td>
<td>16,752</td>
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<td>2013</td>
<td>8,653</td>
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<td>2014</td>
<td>7,550</td>
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NOTE: Counts show total number of out-of-school suspensions in the District based on end of year file. Includes all suspensions and expulsions.

SOURCE: Official MSDE files.
Remaining Obstacles
Shifting the Mindset

Punitive

Restorative
Effective Alternatives to Suspensions
4 Components

Alternatives to Suspension

Student Voice

Restorative

Accountability

Relationships

CCAS
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 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)
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.

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<th>SCHOOL CLIMATE PLAN</th>
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<td><strong>SCHOOL ENTRANCE — QUESTION 1</strong></td>
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<tr>
<td>Visitors (including yourself) are greeted by staff, provided with a visitor’s pass, and directed to the appropriate location upon entering the building.</td>
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<tr>
<td>Relevant Data:</td>
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<tr>
<td>Other Relevant Information:</td>
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| **SCHOOL ENTRANCE — QUESTION 2** |
| The main office is an orderly and well-managed environment. | Relevant Climate Walk Information: | Plan of action: |
| Relevant Data: | | |
| Other Relevant Information: | | |
Contact Information

Karen Webber-Ndour, Executive Director
Officer 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

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 biweekly 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

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
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<tbody>
<tr>
<td><strong>2012-2013</strong></td>
<td><strong>2013-2014</strong></td>
</tr>
<tr>
<td>• 101 Interviews/Conferences @ 30 minutes each</td>
<td>• -80- Number of BB students passing 1st Semester English (English 1 and Remedial English)</td>
</tr>
<tr>
<td>• 36 Students Enter Below Basic Middle School State Assessment Math (LEAP)</td>
<td>• -72- Number of Students passing 1st Semester Math (Algebra 1 and Remedial Math)</td>
</tr>
<tr>
<td>• 29 Students Enter Below Basic English (LEAP)</td>
<td>• Total Office Discipline Referrals at high school- 647</td>
</tr>
<tr>
<td>• Total Office Discipline Referrals from middle school- 1158</td>
<td></td>
</tr>
</tbody>
</table>
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!

<table>
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<tr>
<td><strong>2012-2013</strong></td>
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</tr>
<tr>
<td>• 151 students scored below 17 on ACT Composite</td>
<td>• 98 Students scored below 17 on ACT Composite</td>
</tr>
<tr>
<td>• 110 students scored above 18 on ACT Composite</td>
<td>• 125 Students scored Above 18 on ACT Composite</td>
</tr>
<tr>
<td>• 57% of students ARE NOT performing at college entry level.</td>
<td>• 57% of students ARE performing at a college ready level</td>
</tr>
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### How Everyone SEES US NOW!

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<tr>
<td><strong>2012-2013</strong></td>
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<tr>
<td>• 147 students received a grade of F in the 1&lt;sup&gt;st&lt;/sup&gt; semester of Algebra 1 (predictor of ACT)</td>
<td>• 64 students received a grade of F in the 1&lt;sup&gt;st&lt;/sup&gt; semester of Algebra 1 (predictor of ACT)</td>
</tr>
<tr>
<td>• 130 students passing 1&lt;sup&gt;st&lt;/sup&gt; semester of Algebra 1</td>
<td>• 214 students passing 1&lt;sup&gt;st&lt;/sup&gt; semester of Algebra 1</td>
</tr>
<tr>
<td>• 53% of students ARE FAILING freshman entry level math course</td>
<td>• 76% of students ARE PASSING freshman entry level math course</td>
</tr>
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How Everyone SEES US NOW!

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<td>2013-2014</td>
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<tr>
<td>• 110 students received a grade of F in the 1st semester of English 1 (predictor of ACT)</td>
<td>• 54 students received a grade of F in the 1st semester of English 1 (predictor of ACT)</td>
</tr>
<tr>
<td>• 167 students passing 1st semester of English 1</td>
<td>• 217 students passing 1st semester of English 1</td>
</tr>
<tr>
<td>• 39% of students ARE FAILING freshman entry level math course</td>
<td>• 80% of students ARE PASSING freshman entry level English course</td>
</tr>
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How Everyone SEES US NOW!

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<td>2013-2014</td>
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</table>

- 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%

- 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?

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

- Discipline Disparities Research-to-Practice Collaborative: [http://www.indiana.edu/~atlantic/](http://www.indiana.edu/~atlantic/)
- Information on School Climate Measurement: [https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement](https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement)
- Information on Program Implementation: [http://safesupportivelearning.ed.gov/topic-research/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!
Online Evaluation

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

https://www.surveymonkey.com/s/55GZQPK

Thank you!