Welcome to Today’s Webinar!

Supporting School-Level Root Cause Analyses of Disproportionate Discipline Outcomes

This event will begin at 10:00 a.m. Central Time.
The National Center on Safe Supportive Learning Environments

- Is funded by the U.S. Department of Education’s Office of Safe and Healthy Students.

- Provides training and support to federal grantees, including 22 grantees funded under the Project Prevent Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.

- Has a goal to improve schools’ conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

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If you have a question for the presenters, please type it in the Chat Pod, or e-mail ncssle@air.org during the webinar.

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

For assistance during the webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.
Resources

- Action planning guide
- Comprehensive Excel tool to identify disparities
- Worksheets, templates and other resources

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Root Cause Analyses
Why Use the Root Cause Analysis Guide

- Disparities are pervasive and hard to address.
- The fact that disparities are not just based upon individual factors is reflected in their presence across and throughout multiple systems.
  - Health & Mental Health
  - Child Welfare
  - Juvenile Justice & Adult Corrections
  - Education
    - Opportunities to Learn
    - Academic Outcomes
    - Discipline
Why Use the Root Cause Analysis Guide

We often find it hard to:

- Look beyond the symptoms
- Have honest, non-defensive and non-blaming conversations about issues that affect those who experience disparities directly, e.g.,
  - Race
  - Gender
  - Culture
  - Disability
- Transform these conversations into systemic changes
Why Use the Root Cause Analysis Guide

- Hard problems like disparities are likely to be routinized, systemic, and embedded in what people take for granted.

- We often silo interconnected matters, e.g.,
  - Academics
  - Experience of Climate and Conditions for Learning and Engagement
  - Student Support
  - Discipline

- Small decisions that don’t stand out matter or accumulate.

- We often employ “victim blaming approaches” rather than an ecological and transactional approaches.
Finding and Addressing the Root Causes

- What’s the problem?

- Why is it happening?

- What can be done to prevent it from happening again?
Where to Look for Causes, Needs and Strengths?

- Student
- Peers
- Administrators
- Staff
- Teachers
- Opportunities to Learn
- Climate & Culture
- School
- Family & Community
What Do We Know About Disparities
GROUP AND ORGANIZATION FACTORS

- Race Matters
- Culture Matters
- Ethnicity Matters
- Language Matters
- History Matters
- Poverty Matters
- Local Context Matters
- Families Matter
- Organizational Capacity Matters
- Planning and Continuous Improvement Matter
What Do We Know About Disparities
INDIVIDUAL FACTORS

- Beliefs Matter
- Knowledge Matters
- Mindsets Matters
- Attitudes Matter
- Motivations Matter
- Biases Matter - explicit, implicit, attribution
- Leadership and Support Matter
Polling Question 1

- Does your district/school data show discipline disparities?
  - Yes
  - No
  - I don’t know.
Polling Question 2

- Do you think conducting a root cause analysis will help address discipline disparities in your community?
  - Yes, wholly
  - Yes, partially (if so, explain why in chat pod)
  - No (if so, explain why in chat pod)
If you have a question for the presenters, please type it in the Q&A chat pod, or e-mail ncsslle@air.org during the webinar.
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Action Planning Guide

- **Audience:** School teams and district teams

- **Goal:** For teams to use a data-informed process to examine disparities in school discipline and adjust policy and practices

- **Foundation for the Guide:**
  
  School Climate and Discipline: A Guidance Package and the School Discipline Consensus Report

**Three important areas:**

1. Climate and prevention
2. Clear, appropriate, and consistent expectations and consequences
3. Measurable equity and continuous improvement
School Team Structures

Linking discipline data to student support

Whole School Climate Team
- Principal
- Teacher rep
- Students
- Support Staff
- Agency Staff
- Families

Individual Student Support & Intervention Team

Analysis of Discipline Data

Core team members may serve on various interventions teams. Key is diversity and inclusion.
Do disparities in school discipline exist in our school or district?

Stage 1 Tasks:

- 1.1 Determine Data Needs
- 1.2 Designate Data Gatherers
- 1.3 Identify the Data You Already Collect
- 1.4 Determine Additional Data Needs
- 1.5 Ensure Data Privacy and Quality
- 1.6 Disaggregate Data
- 1.7 Analyze Data for Disparities
- 1.8 Develop Preliminary Findings and Identify Disparity Issues
- 1.9. Prepare to Present Your Findings
1. How many students are subjected to disciplinary action?

2. To what extent are students in specific demographic groups experiencing exclusionary discipline?

3. Which student demographic groups are at the greatest risk for exclusionary disciplinary action?

4. What is the rationale behind disciplinary actions taken against students? Is disciplinary action taken uniformly regardless of the type of offense or does the severity of the action taken vary?

5. How have exclusionary disciplinary practices influenced student outcomes? Is the school pushing students out or is the school or district maintaining responsibility for educating students despite the disciplinary actions taken against them?
What are the root causes of disparities in school discipline?

Stage 2 Tasks:

- 2.1 Generate Possible Causes and Explanations
- 2.2 Collect and Review Qualitative Data to Validate Your Conclusions
- 2.3 Conduct a Root Cause Analysis (Diagnostic Template)
Root Causes of Disparities

Range of Domains

- Procedural matters (policy on tardiness)
- Practices (curriculum, instruction)
- School climate ad culture (e.g. norms, beliefs, rituals)
- Systemic factors (e.g. class placements)
- Staff attitudes and beliefs

Other Factors

- Early school history lacked access to clubs, extracurricular activities or challenging curricula
- Capacity Issues (staff skills, tools, training, access to support)
- Intervention issues (limited and less supportive)
- Bias
- Policy Issues
- Attitude, knowledge or behavior
Stage 3: Creating an Action Plan

How will you address the root causes of disparities in school discipline?

Stage 3 Tasks:

- 3.1 Share Your Findings with the Community
- 3.2 Develop an Action Plan
- 3.3 Implement the Action Plan

Clearly define:
(1) roles and responsibilities,
(2) a review/revise/action planning process, and
(3) how to sustain this work.
Resource 1: Glossary
Resource 1: Glossary

- Defines a selection of terms underlined in the guide and describes how they apply to addressing discipline disparities.

**Addressing the Root Causes of Disparities in School Discipline**

**Absolute numbers**
The actual physical number counted in the population. In terms of disparities, absolute numbers allow measures of difference between subgroups. For example, if 35 students with disabilities are suspended while only six students without a disability designation are suspended, these numbers may suggest a higher rate of suspensions for students with disabilities compared with nondisabled students.

**Aggregate**
The compilation of statistics as a whole. It involves combining data from individuals or subgroups into larger groups. These statistics include the overall number or percentage of the group (e.g., total of individual students in a subgroup, total school data in a district or state) or in each of the reporting subgroups for specific outcome measures (e.g., the percentage of students in each racial and ethnic group who graduate from high school, the percentage of English learners who score in each achievement level on a state assessment).

**Attribution bias**
An erroneous conclusion drawn from incomplete evidence. Attribution bias can occur when someone prematurely arrives at a conclusion without taking into consideration factors that may be causing the behaviors in question. For example, a teacher or an administrator could wrongly assume that a student is tardy because she does not care or is being disrespectful when, in fact, the student may be suffering from a personal setback or issue that is the cause of her tardiness.

**Correlational data**
Data used to measure relationships between two or more variables. For example, correlational data can be used to study the relationship between suspensions and academic achievement. The extent to which variables are related is measured through correlation coefficients. Correlation coefficients can range from –1.00 to +1.00. The value of –1.00 represents a perfect negative correlation, where an increase in one variable is associated with a decrease in the other, while a value of +1.00 represents a perfect positive correlation, where an increase in one variable is associated with an increase in the other. A value of 0.00 represents a lack of correlation.
Polling Question 3

- Which Stage of the Guide do you think would be hardest to do in your community and why? (Explain why in the chat pod.)
  - Stage 1: Dig into the Data to Identify Disparities in School Discipline
  - Stage 2: Get at the Root Causes of Disparities in School Discipline
  - Stage 3: Create an Action Plan to Address Disparities in School Discipline
If you have a question for the presenters, please type it in the chat pod, or e-mail ncssl@air.org during the webinar.
Resource 2: Discipline Data Checklist
Resource 2: Discipline Data Checklist

- Helps determine and track which data you collect, including identifying gaps to be filled.

![Image of Discipline Data Checklist](image-url)
### Details of Checklist

<table>
<thead>
<tr>
<th>Data Types</th>
<th>Questions by Data Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>Do You Have Access to These Data?</td>
</tr>
<tr>
<td>Special Populations</td>
<td>Able to Disaggregate?</td>
</tr>
<tr>
<td>Attendance/Truancy</td>
<td>How Are These Data Collected?</td>
</tr>
<tr>
<td>History</td>
<td>Who Collects These Data?</td>
</tr>
<tr>
<td>Information on Disciplinary Infraction</td>
<td>Where Are These Data Entered or Stored?</td>
</tr>
<tr>
<td>- When and where</td>
<td></td>
</tr>
<tr>
<td>- Who reported it</td>
<td></td>
</tr>
<tr>
<td>- Response</td>
<td></td>
</tr>
<tr>
<td>- Who responded</td>
<td></td>
</tr>
<tr>
<td>- Actions Taken</td>
<td></td>
</tr>
<tr>
<td>- Referrals</td>
<td></td>
</tr>
</tbody>
</table>
Resource 3: Data Mining Decision Tree Tip Sheet
Resource 3: Data Mining Decision Tree Tip Sheet

- Offers graphical guidance on data collection decisions to be made.
Resource 4: Disciplinary Disparities Risk Assessment Tool
Resource 4: Disciplinary Disparities Risk Assessment Tool

- Provides a series of Microsoft Excel–based worksheets to help determine discipline disparities with detailed instructions on what data to collect, how to collect them, how to enter them into the tool, how to answer key questions, and how to analyze your results.
Steps Within Tool

1. School Data
2. Student Data
3. Incident Data
4. Review Data
5. Analyze Data
Let’s examine three risk calculations (risk index, risk ratio, risk gap) to identify potential disparities.

(These are the three calculations used to answer Big Risk Question 2 within the tool/Stage 1 of the Guide.)
School “X”

Enrollment by Race/Ethnicity

N=401

- Two or More Races: 10.2%
- White: 29.4%
- Native Hawaiian: 0.0%
- Hispanic: 17.7%
- Black: 30.9%
- Asian: 10.7%
- American Indian: 1.0%
Risk Index
ABOUT

- **Purpose**
  The risk index indicates the underlying rate in which a demographic group (e.g., black students or black male students) receives a disciplinary action or a set of disciplinary actions (e.g., one or more suspensions).

- **Illustrative Question**
  What is the likelihood that black students experience one or more suspensions?
Middle School’s In-School Suspensions:

\[
\frac{44}{124} = 35.5\% \\
\frac{9}{118} = 7.6\%
\]
What percentage of students in each racial/ethnic group experience exclusionary discipline? Conditional formatting has been applied to assist you. *The darker the shading, the greater the percentage of students.*

<table>
<thead>
<tr>
<th>Risk Index by Race/Ethnicity</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African-American</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expulsion with Educational Services</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>NA</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Expulsion without Educational Services</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>NA</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>In-School Suspension</td>
<td>25.0%</td>
<td>4.7%</td>
<td>35.5%</td>
<td>8.5%</td>
<td>NA</td>
<td>17.1%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Out-of-School Suspension</td>
<td>25.0%</td>
<td>4.7%</td>
<td>30.6%</td>
<td>9.9%</td>
<td>NA</td>
<td>22.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Referral: Law Enforcement</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>NA</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Referral: Office</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.8%</td>
<td>1.4%</td>
<td>NA</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>School-Related Arrest</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>NA</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Purpose

The risk ratio can be used to represent the likelihood of a specific or set of disciplinary action(s) (e.g., one or more suspensions) for a target demographic group (e.g., Black students, Hispanic male students) in relation to one or more peer groups.

Illustrative Question

What is the likelihood that Black students will experience one or more suspensions compared to White students?
Risk Ratio CALCULATION

Middle School's In-School Suspensions:

\[
\frac{\frac{44}{124}}{\frac{9}{118}} = 4.7
\]

Risk Ratio
RISK RATIO
Racial/Ethnic Minority Students Relative to White Students

<table>
<thead>
<tr>
<th></th>
<th>Expulsion with Educational Services</th>
<th>Expulsion without Educational Services</th>
<th>In School Suspension</th>
<th>Out of School Suspension</th>
<th>Referral: Law enforcement</th>
<th>Referral: Office</th>
<th>School-Related Arrest</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>NA</td>
<td>NA</td>
<td>3.3</td>
<td>2.3</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Asian</td>
<td>NA</td>
<td>NA</td>
<td>0.6</td>
<td>0.4</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>NA</td>
<td>NA</td>
<td>4.7</td>
<td>2.8</td>
<td>NA</td>
<td>1.0</td>
<td>NA</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>NA</td>
<td>NA</td>
<td>1.1</td>
<td>0.9</td>
<td>NA</td>
<td>1.7</td>
<td>NA</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Two or more races</td>
<td>NA</td>
<td>NA</td>
<td>2.2</td>
<td>1.9</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
</tr>
</tbody>
</table>
Purpose

The risk gap can be used to represent the difference in receiving a disciplinary action or a set of disciplinary actions (e.g., one or more suspensions) between a target group (e.g., Black students or Black male students) and a comparison group (e.g., White students or White male students).

Illustrative Question

To what extent do Black and White students differ in the likelihood of receiving one or more suspensions?
Risk Gap CALCULATION

Middle School In-School Suspensions:

\[
\frac{44}{124} - \frac{9}{118} = 27.9\%
\]
Risk Gap between Racial/Ethnic Minority Students and White Students

<table>
<thead>
<tr>
<th></th>
<th>Expulsion with Educational Services</th>
<th>Expulsion without Educational Services</th>
<th>In School suspension</th>
<th>Out of School Suspension</th>
<th>Referral: Law enforcement</th>
<th>Referral: Office</th>
<th>School-Related Arrest</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.0%</td>
<td>0.0%</td>
<td>17.4%</td>
<td>14.0%</td>
<td>0.0%</td>
<td>-0.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0%</td>
<td>0.0%</td>
<td>-3.0%</td>
<td>-6.4%</td>
<td>0.0%</td>
<td>-0.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>0.0%</td>
<td>0.0%</td>
<td>27.9%</td>
<td>19.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.8%</td>
<td>-1.2%</td>
<td>0.0%</td>
<td>0.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0.0%</td>
<td>0.0%</td>
<td>9.4%</td>
<td>10.9%</td>
<td>0.0%</td>
<td>-0.8%</td>
<td>0.0%</td>
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</tbody>
</table>
Resource 5: Supportive Data Resources
Describes the type of data your school or district may already be collecting under federal grants and initiatives as well as behavioral strategies, such as PBIS or restorative practices, which can inform your disciplinary analysis.

### PART 1: Federal Initiatives

<table>
<thead>
<tr>
<th>Federal Initiative</th>
<th>Disciplinary Data Requirements</th>
<th>Resource to Try</th>
<th>Primary Contact</th>
<th>Interactive Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with Disabilities Education Act (IDEA)</td>
<td>Ensures services to children with disabilities, governing how states and local agencies provide for</td>
<td>IDEA-IDEA Data Center, <a href="https://idea.ideal.org/">https://idea.ideal.org/</a> provides technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality IDEA data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulations require the collection and examination of data regarding disproportionality each state that receives assistance under Part D of IDEA and the Secretary of the Interior must provide for</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Addressing the Root Causes of Disparities in School Discipline

An Educator’s Action Planning Guide

In order to address the root causes of disparities in school discipline, you need to collect and analyze data to find out where disparities are. Your school or district may already be collecting discipline and disparity data that can help in this effort. This resource provides information on two types of potential support for your data collection and root cause analysis work.

1. Federal initiatives that may already be at work in your school or district. These initiatives have data collection requirements of their own and may be able to support and inform your discipline disparities root cause analysis efforts. Although some federal grants may be ending soon, many communities choose to continue the work started under these grants, so data may still be available. The Map My Community feature on Find Youth Info (http://findyouthinfo.gov/mymcommunity) can provide you with a list of federally supported youth programs in your community.

2. Programmatic strategies that may already be at work in your school or district. These interventions may have data collection elements that can support and inform your root cause analysis efforts.

The following table provides brief details about each federal initiative or programmatic strategy, the kinds of data you may find collected in each effort, and ideas of substantive resources they may offer. There also are blank columns in the table to record how your team might interact with these efforts and space to identify staff who might serve as key sources of information for the initiative or strategy.
Polling Question 4

- What is your initial reaction to the Excel data tool? (Please share comments in the chat pod.)
  - Thumbs up
  - Thumbs down
  - I don’t know.
Polling Question 5

- Who would be the best person in your district/school to use the Disciplinary Disparities Risk Assessment Tool? (Check all that apply.)
  - District/school leadership
  - Support staff
  - School improvement or climate team members
  - Data analyst in district/school
  - Finance analyst/accountant in district/school
  - Math or science teacher
  - Other (Please specify in chat box.)
Questions?

If you have a question for the presenters, please type it in the Chat Pod, or e-mail ncssle@air.org during the webinar.
Resource 6: Action Plan Template
Resource 6: Action Plan Template

- Provides a blank template for you to gather important information as you work through each of the three stages, culminating in a complete plan.
Resource 7: Root Cause Diagnostic Tree
Resource 7: Root Cause Diagnostic Tree

- Provides a blank template for you to fill in issues, causes, root causes, and corrective actions as they are identified.
Closer Look at Diagnostic Tree Template

Enter Issue 1

- Enter Cause
  - Enter Root Cause
    - Enter Corrective Action
  - Enter Root Cause
    - Enter Corrective Action
  - Enter Root Cause
    - Enter Corrective Action

- Enter Cause
  - Enter Root Cause
    - Enter Corrective Action
  - Enter Root Cause
    - Enter Corrective Action
  - Enter Root Cause
    - Enter Correction Action

- Enter Cause
  - Enter Root Cause
    - Enter Corrective Action
  - Enter Root Cause
    - Enter Corrective Action
  - Enter Root Cause
    - Enter Correction Action
If you have a question for the presenters, please type it in the Chat Pod, or e-mail ncssle@air.org during the webinar.
Reflection
Reflection Question 1

- Which items in this resource package do you think would be most valuable to you? (Check all that apply.) (Share your reasons why in the chat box.)
  - Guide
  - Resource 1: Glossary
  - Resource 2: Data Mining Decision Tree
  - Resource 3: Discipline Data Checklist
  - Resource 4: Disciplinary Disparities Risk Assessment Tool
  - Resource 5: Supportive Data Resources
  - Resource 6: Action Plan Template
  - Resource 7: Root Cause Diagnostic Tree
  - None of them would be valuable to me.
Reflection Question 2

How can you imagine your district/school using this resource package? If you can’t imagine your district/school using it, why? (Check all that apply.)

- Incorporating the process (stages 1-3) into the school improvement/climate/PBIS team’s work.
- Starting with Stage 1 to identify disparities.
- Moving ahead with Stage 2 since you already know the extent of your discipline disparities.
- Sharing as information for colleagues to decide if this is something they would like to do.
- Adapting the resources to meet the need of my community.
- Using a couple of resources to complement the working my community is already doing.
- Other (Please specify in the chat pod.)
Reflection Question 3

- What kind of assistance would you or your colleagues need to use this Resource Package? (Check all that apply.) (Tell us more in the Chat Pod.)
  - I don’t think we would need help using it.
  - One-on-one assistance for the primary user/lead for the work.
  - Direct assistance to the team from an expert facilitator as you use it.
  - Direct assistance to a team from an expert facilitator on how to integrate this into their preexisting work.
  - Opportunity to meet with a peers from other communities who are implementing it over time.
  - Other (Please specify in the Chat Pod.)
Contact Us

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