

**Webinar: SSDI Webinar Series, Webinar 6, Resources School-Justice Partners Can Use to Keep Kids Engaged in Learning and Out of Court**

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**Moderator:**

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**Host:**

Nina Salomon, Senior Policy Analyst, Council of State Governments (CSG), Justice Center

**Presenters:**

Greta Colombi, Deputy Director of the National Center on Safe Supportive Learning Environments, Facilitator of Supportive School Discipline Communities of Practice

Debra J. "DJ" Corson, Iowa S3 Data Consultant and School Climate Coach

Cheri Ely, Director for Juvenile Justice, National Council of Juvenile and Family Court Judges (NCJFCJ)

Chief Judge Chandlee Johnson Kuhn, Delaware Family Court

Dr. Jeana Bracey, Child Health and Development Institute (CHDI) of Connecticut

Catherine Foley Geib, Connecticut Judicial Branch

**Welcome From OJJDP**

Michelle Duhart-Tonge: Good afternoon. Welcome to today's Supportive School Discipline (SSD) Webinar Series: *Resources School-Justice Partners Can Use to Keep Kids Engaged in Learning and Out of Court*. My name is Michelle Duhart-Tonge. I am the Training and Technical Assistance Provider Network Lead for the Office of Juvenile Justice and Delinquency Prevention's National Training and Technical Assistance Center.

**Adobe Platform Information**

Michelle Duhart-Tonge: Let us take a few minutes to get acquainted with Adobe Connect, which will help you maximize your opportunity to participate in today's Webinar. To view the bios and photos of the presentation panel, PowerPoint, and other handouts, please access the documents now in the handouts pod on the Webinar dashboard. The handouts pod can be located directly above the chat window. To send a chat message to your host, moderator, a panelist, or another attendee, click the menu icon in the upper-right corner of the chat pod. Choose "start chat with," then select host, presenters, or specific attendees. 2) Type your message, and 3) hit "enter" or click the message bubble icon to send.

**Help Us Count!**

Michelle Duhart-Tonge: For those of you participating in the event today as a group, take a minute and help us count. Please go to the chat window now and type in the name of the person registered and the total number of people in the room with you today – the total number of additional people in the room. If you are viewing by yourself, it is not necessary at this time to type anything.

## **Webinars on OJJDP's Online University**

Michelle Duhart-Tonge: In approximately 14 business days, the archived event will be available on OJJDP's Online University. That is located at [www.ojjdpou.org](http://www.ojjdpou.org).

Michelle Duhart-Tonge: Throughout today's presentation there will be opportunities for Q and A. In the interim, use the chat feature to send your questions as they arise. They will be placed in queue for the panel to respond to later. Additionally, there will be three poll questions. Please take every opportunity to respond to the poll questions as they become available.

Michelle Duhart-Tonge: Lastly, you will be provided with a link to take a 5-minute online survey about today's presentation. We appreciate your feedback and take – and appreciate the time you will take to respond to it.

### **Polling Question #1**

Michelle Duhart-Tonge: Before we begin, the first poll question. The first poll question is simply: Which of the following SSD Webinar Series events focused on the School Discipline Consensus Report have you attended since November 2014? You can respond by clicking the radio dial to the left of your preferred response.

[silence]

Michelle Duhart-Tonge: I can see that a number of you have been returning to the Webinar Series. We appreciate your presence. We certainly appreciate you sharing the information that you are learning. I can see that many of you attended the *School-Police Partnerships* one that was just held last month in January. Of course, the second and third highest attended events were the ones on *Courts and Juvenile Justice*. And the one just a week or two ago, *Getting Started*. Thank you, again, for your participation.

### **Welcome**

Michelle Duhart-Tonge: Next, let us hear from the Office of Juvenile Justice and Delinquency Prevention, Ms. Linda Rosen. Linda?

Linda Rosen: Hi. Good afternoon, everyone. On behalf of OJJDP, we are excited to be part of the final SSD Webinar event on the Council of State Governments' School Discipline Consensus Report. Strategies in the field keep students engaged in school and out of the juvenile justice system. It is always helpful to get a glimpse of real-life application. And so, with that in mind, today's Webinar will show a currently successfully-implemented recommendations and how to focus on the tools, strategies, and supports that policymakers and practitioners can use to implement the recommendations described in the School Discipline Consensus Report. This Webinar is going to focus on resources that support effective data collection and analysis, as well as the sharing of student-level information.

### **SSD Webinar Series**

Linda Rosen: The Supportive School Discipline Webinar Series has been facilitated by three federally-funded technical assistance centers under the Departments of Justice, Education, and Health and Human Services, who started working together in 2013. The training has been designed to build your awareness and understanding of the impact of school disciplinary practices. We hope you have been

able to fill your toolbox with practical examples and approaches that can help maintain school safety, while ensuring academic engagement and success for all students.

Linda Rosen: In addition to increasing your understanding of school discipline and related consequences, the Series has been designed to provide positive alternatives, which are so important to have to ensure student success. And equally important, to promote fair and equitable administration of school discipline practices.

### **Today's Host**

Linda Rosen: I know that all of you are interested in seeing this become a reality in your area. So I would like to introduce today's host, Nina Salomon, who is a Senior Policy Advisor for the Council of State Governments, Justice Center. Nina?

Nina Salomon: Great. Thank you so much, Linda, and thank you so much to all of our partners who have been supporting this Webinar Series.

### **Today's Guests**

Nina Salomon: Before I get started, I also want to just introduce all of the presenters that we have with us today. We have Greta Colombi, the Deputy Director of the National Center on Safe Supportive Learning Environments, and also facilitator for the Supportive School Discipline Communities of Practice. We have Debra Corson, who is an Iowa S3 Data Consultant and School Climate Coach. Cheri Ely, who is the Director of Juvenile Justice at the National Center for Juvenile and Family Court Judges. Chief Judge Chandlee Kuhn, who is a Chief Judge in Delaware Family Court. Dr. Jeana Bracey from the Child Health and Development Institute of Connecticut. And Catherine Foley Geib from the Connecticut Judicial Branch.

### **Polling Question #2**

Nina Salomon: Before I get started, we have another polling question which asks you to best describe your role. So if everyone could take a minute to please answer that polling question.

[silence]

Nina Salomon: So we have been fortunate to get a very broad representation of folks participating on this Webinar Series, and it looks like today is no different. We have folks from state agencies, from school and districts, as well as probation/parole officers, and folks from courts and from the community. So this is great to have a broad representation of people participating. Thank you.

### **Polling Question #3**

Nina Salomon: We have one additional polling question before we get started, which asks you to best describe what you most want to learn about today's session – during today's session. If you could please take a moment to read your options about what you would most like to get out of this session, and we will take a minute for you to do so. Thank you.

[silence]

Nina Salomon: Great, so it looks like a lot of folks really want to learn about products and tools to support behavioral and mental health, and school climate. Also around agreements and structures for states and localities around data and information-sharing, as well as coordinating resources across systems and learning about TA assistance as well. So all of these things will be covered in today's session. Thank you so much for your response.

### **Agenda**

Nina Salomon: For today's session, I will begin with a brief overview of the School Discipline Consensus Report. Then we will move on to some education resources with Greta Colombi from the National Center for Safe and Supportive Learning, as well as "DJ" Corson from Iowa. Then we will move on to some justice resources, starting with Cheri Ely from NCJFCJ. And followed by Jeana Bracey and Catherine Geib, and then Judge Kuhn from Connecticut and Delaware, respectively.

### **Learning Objectives for Today's Event**

Nina Salomon: So the learning objectives, again. To identify practical steps for supporting efforts to improve school climate, safety, and discipline. To determine which stakeholders should be convened and at the table to help prioritize and advance school discipline reform. Identify strategies to improve collection, reporting, and analysis of data. And to recognize the potential barriers to school discipline reform, and identify some of the strategies that we can use to address them.

### **Q&A / Event Feedback**

Nina Salomon: Once again, as a reminder, if you have any questions for the presenters while the session is ongoing, please type in your question to the attendee chat pod on the right-hand side of your screen. And as was mentioned in the beginning, at the end of the presentation there will be a link to an evaluation of the Webinar. We really hope that you take some time to fill out those questions as we really use that information and your feedback to inform our Webinars and other events.

### **School Discipline Consensus Report**

Nina Salomon: So to get started, I am going to provide a brief overview of the School Discipline Consensus Report. This will not go into as much depth as we have in previous Webinar Series, so for folks that want to learn more, please visit the archived Webinars on the Supportive School Discipline web page.

### **Justice Center**

Nina Salomon: To begin, the Council of State Governments, Justice Center, is a national, nonprofit, nonpartisan organization supporting state government officials. We represent all three branches of state government, and provide practical advice informed by the best available evidence on criminal and juvenile justice issues.

### **Overview: School Discipline is a Hot Topic Nationally**

Nina Salomon: So why did the Council of State Governments begin to become involved in school discipline? Through our state work, we have been hearing many stories of students being referred to a

juvenile justice system directly from school. And we sought to investigate this issue further through a partnership with folks in Texas.

### **Groundbreaking Texas Study Pushed States to Scrutinize Approaches to School Discipline**

Nina Salomon: In 2011, we released the Breaking Schools' Rules Report, which examines school discipline in the State of Texas. The study followed all kids in Texas from seventh grade through twelfth grade in three different cohorts. And what the study found was extremely shocking. Nearly 60 percent of all middle and high school students experienced one suspension during their middle and high school years. And even more shocking, about 15 percent of all students during that time period were disciplined 11 or more separate times, which begs us to ask the question, if a student is being suspended three, four, five times, and their behavior is not changing, what else can we do to better support students in schools?

### **Realizing Top Goals Requires a Strategy to Improve School Discipline**

Nina Salomon: Additionally, we know that school discipline is closely related to other important goals that we have in education, for our students and for our schools. In order to make young people feel welcome and supported in schools, we need to address school discipline. In order to close the achievement gap and improve high school graduation rates and academic outcomes, we also need to focus on school discipline to keep kids in school and engaged. And lastly, to reduce the number of youth that are involved in the juvenile justice system, we also need to focus on school discipline and make sure that kids are not being referred to the justice system for minor offenses.

### **School Districts and States Taking Action**

Nina Salomon: Additionally, in recent years, there has been growing momentum around the country to examine school discipline and implement reforms. We have seen many school districts reform their codes of conducts, states passing legislation to overturn zero tolerance policies, as well as a number of states supporting schools and improving school climate.

### **Overview: School Discipline Consensus Report Provides Valuable Resources for the Field**

Nina Salomon: So to provide a quick overview of the School Discipline Consensus Report and some of the tools and resources that it highlights, I want to mention that the School Discipline Consensus Report is unique in a number of ways. It is field-driven and practical in that it provides real-world examples from states and jurisdictions around the country of places that are doing things well.

Nina Salomon: It is also consensus-based. We brought together advisors from a variety of different backgrounds, from all over the country, from health, education, law enforcement, juvenile justice, policymakers, youth, parents, and community members to discuss these issues and develop the recommendation.

Nina Salomon: And, it is very comprehensive. It does not just focus on one aspect of school discipline, but a variety of different perspectives, such as law enforcement and school-justice partnerships.

## **Partners and Funders**

Nina Salomon: These are the funders that were involved. We had a public-private partnership with OJJDP and a number of private foundations.

## **Consensus Project Participants**

Nina Salomon: And, as I mentioned, we had a number of participants with a range of backgrounds and stakeholder groups represented.

## **Conditions for Learning**

Nina Salomon: We had four main chapters in the School Discipline Consensus Report. The first chapter focused on conditions for learning. So creating welcoming, supportive, and secure learning environments so that schools can reduce the likelihood that students will misbehave and improve educators' ability to manage student behavior. In this chapter, we talked about things like school climate surveys, data collection to improve school climate, professional development and training, and preparation for educators and other staff, as well as developing codes of conduct that include graduated systems of responses.

## **Tools and Supports to Improve School Climate**

Nina Salomon: So to get a brief overview of some of the tools and strategies that we identified in the Report, include school climate surveys, which are used to measure and examine data from students, parents, and teachers on perceptions of school climate and safety. As an example, the National Center on Safe Supportive Learning Environments houses a compendium of valid and reliable surveys, assessments, and scales of school climate to better support educators and school leaders in their efforts to assess conditions for learning.

Nina Salomon: We also highlight a number of locally-developed tools in the Report. For example, Baltimore City Public Schools, the administration there developed a school climate survey, as well as tools to support educators in conducting school climate and school safety walks. And you can find the links on this page, and after the presentation on this website here.

Nina Salomon: Additionally, the chapter also talks about revision of school codes of conduct, and includes a number of models that have been implemented around the country where districts have developed and implemented codes of conduct that are restorative in nature, rather than punitive, and include a graduated system of responses to misbehavior. As examples, the Dignity in Schools campaign, which is a membership group of a number of community and grassroots organizations around the country, developed a Model Code of Conduct that a lot of jurisdictions have adopted in their – in their school districts. Also, as examples, we use Baltimore City and Denver Public Schools, which have revised their codes of conduct in the last couple of years.

## **Targeted Behavioral Interventions**

Nina Salomon: The next chapter in the Report focuses on targeted behavioral interventions. So, even for those schools and districts that have implemented positive school climate, there is still going to be some students who are repeatedly involved in the school discipline system and may require additional supports and intervention, including for those students that have unmet behavioral health needs. In this

chapter, we talk about the development of early warning systems and the use of behavioral health assessments to better guide the supports and interventions necessary. We also talk about developing a system of care approach, as well as how to improve alternative pathways to education.

### **Tools and Supports to Develop Partnerships for Targeted Interventions**

Nina Salomon: So some of the tools that we talk about in this report include how to implement a trauma-informed approach to education and schooling. In particular, we showcase how schools, districts, and states have used the SAMHSA (Substance Abuse and Mental Health Services Administration) Adverse Childhood Experiences (ACE) Study, as a tool to revise or support the interventions for students that have unmet behavioral health needs.

Nina Salomon: Additionally, we highlight tools that schools have used to measure student strengths and assets, and how they have incorporated these strengths into early warning and other data systems, and use student strengths to match appropriate interventions to student needs.

Nina Salomon: We also talk about funding resources and ways that districts and schools can ramp up behavior health support using a variety of funding streams, including the Affordable Care Act (ACA), the Children's Health Insurance Program (CHIP), and other funding streams, and how to better braid and blend these funding streams to better support students' needs.

### **School-Police Partnerships**

Nina Salomon: The third chapter of the Report focuses on school-police partnerships, and how working collaboratively, schools and local law enforcement can ensure that schools are safe and that students are not arrested for minor misconduct. So we talk about strategies that schools and law enforcement agencies can better work together, develop Memorandums of Understanding, and also provide training and delineate, further delineate, roles and responsibilities of school resource officers (SROs) working on campus.

### **Tools and Supports to Improve School-Police Partnerships**

Nina Salomon: In this chapter, we include a tool called Officers in School: A Collaborative Decision-Making Tool, which you will find in the Report. This is a decision-making tool that we hope schools and law enforcement agencies can use to examine the data, develop shared goals, and determine what the most appropriate partnership is for their jurisdiction. We also provide examples of model Memorandums of Understanding, or agreements, between school districts and police departments that have been revised or signed in recent years that better delineate the roles and responsibilities of officers, as well as the supervisory structure, in order to minimize the use of arrests. And you can see we have included Denver, Hartford, and Broward County as particular examples.

Nina Salomon: We also talk a lot in this chapter about training for SROs and for educators. There is a number of national organizations that provide training for school resource officers. And there is also some state and local examples of jurisdictions that have developed different standards and training curriculum for school resource officers, including in Colorado and in Florida, which you can see on your screen. For example, in Colorado, they have developed peace officer training standards and protocols as a result of a new law that passed in 2012 that overturned zero tolerance. This now requires 40 hours of training that incorporates crime prevention, intervention, and enforcement elements.

## **Courts and Juvenile Justice**

Nina Salomon: The last chapter of the Report focuses on courts and juvenile justice. So recognizing the negative long-term consequences of being involved in the juvenile justice system, every effort should be made to keep students in school and out of court. And so, we talk a lot in this chapter about diversion strategies, using data on school-based referrals to minimize referrals of students to juvenile justice, and minimize arrests. And we also talk about the quality of education in correctional facilities, should a student find themselves in that type of setting.

## **Tools and Supports to Improve School-Justice Partnerships**

Nina Salomon: And I will not go into too much depth here as a lot of our presenters will focus on a lot of these issues. But we do include a number of resources for jurisdictions to develop effective school-justice partnerships. And we highlight collaborative agreements, such as the one developed by Judge Teske and his colleagues in Clayton County, Georgia, that led to a tremendous reduction in referrals to the juvenile justice system for very minor offenses.

Nina Salomon: Additionally, there are resources on creating and implementing diversion strategies, which can be found in the Models for Change Guidebook, and other resources that you see on your screen.

## **Additional Consensus Report Tools – District Superintendent Implementation Checklist**

Nina Salomon: Also, the Consensus Report has a couple of additional tools which you will find on the Council of State Governments website. One such tool is a District Superintendent Implementation Checklist, which helps school districts look through the recommendations of the Report by goals and by issue area, and determine what the status is on implementing those recommendations.

## **School Discipline Consensus Report Resources**

Nina Salomon: And, lastly, the web page also provides resources, a clearinghouse of different issue areas and organizations that are working to produce resources, technical assistance, and other supports for jurisdictions on these issues.

## **Overview: Spotlight: Information-Sharing**

Nina Salomon: I also wanted to do a short deep dive on information-sharing, which is something that we also address in the School Discipline Consensus Report, and know that a lot of folks around the country are really struggling with this issue.

## **Core Principles to Guide Information-Sharing of Student-Level Data**

Nina Salomon: There are many times when it is beneficial to share student-level information. However, there should be a set of core principles that should guide this information-sharing between agencies and organizations. On your screen you will find some principles that our advisors came up with. But we recommend that localities develop their own principles that all parties agree to uphold.

Nina Salomon: For example, students and families should have information on privacy and consent. Student record sharing should be limited to just those folks who really need to know and how that – and

for that information to be beneficial to the student. Principles should also ensure that information is safeguarded and protected. There should be training so that youth are not labeled or stigmatized through the sharing of student-level information with a variety of different adults. And, there should be oversight mechanisms to make sure that these students are being treated fairly. Additionally, people with access to information should be aware of re-disclosure provisions. And, as I will get into, information-sharing is governed by federal and state laws and local regulations.

### **Relevant Federal Privacy Laws – Family Educational Rights and Privacy Act (FERPA)**

Nina Salomon: So, the first federal privacy law that most folks talk about in regards to student-level information-sharing is FERPA, the Family Educational Rights and Privacy Act. FERPA prevents the disclosure of student education records and personally identifiable data within education records to non-authorized individuals without consent. It does say that directory information, such as a student's name, date of birth, their picture, grade level, can be shared without consent.

### **Key Exceptions to FERPA**

Nina Salomon: There are a number of key exceptions to FERPA that do allow the sharing of student information in particular circumstances. For example, when – information can be shared with school officials who have a legitimate educational interest. Under FERPA guidance, which we can provide the link to in our Resources section, there is a definition for “school official” as well as a definition for “legitimate educational interest.”

Nina Salomon: Other exceptions include when information is necessary to protect the health or safety of the student or other individuals. As well as to comply with a judicial order or a subpoena. And lastly, through an amendment to FERPA, the Uninterrupted Scholars Act, this provides child welfare case workers with easier access to educational records.

### **Additional Federal Privacy Laws**

Nina Salomon: There are also additional federal privacy laws that govern student-level information-sharing. HIPAA, the Health Insurance Portability and Accountability Act, addresses the electronic transmission and protection of personal health information. The privacy rule in HIPAA protects certain health information from disclosure unless otherwise noted. However, in most circumstances, HIPAA is only an issue for school personnel when they communicate with a student's medical provider. And, in most cases, elementary and secondary schools are not HIPAA-covered entities. And when health insurance is part of a student's educational records in school, they are covered by FERPA and not by HIPAA.

Nina Salomon: Additional federal privacy laws, such as the Federal Drug and Alcohol Confidentiality Laws, and Child Abuse Prevention and Treatment Act, also govern student-level information.

### **Information-Sharing Resources**

Nina Salomon: In the Consensus Report, you will find a number of case scenarios and particular examples for the sharing of student information, from law enforcement to child welfare, health providers, education folks, as well as these information-sharing resources that you will find on our screen. The Navigating Information-Sharing Toolkit, the Models for Change Information-Sharing Toolkit,

and the Center for Juvenile Justice Reform in Georgetown University has an information-sharing certificate program that folks can participate in.

### **Thank You!**

Nina Salomon: That is just a brief overview of the Consensus Report and our information-sharing chapter.

### **Education Resources**

Nina Salomon: I want to now turn it over to our education resources presenters, and we will start with Greta Colombi. Greta?

### **U.S. Department of Education Efforts**

Greta Colombi: Thanks so much, Nina. So, the U.S. Department of Education has been implementing a number of efforts to address discipline, and I am going to be talking about two of them today.

### **Supportive School Discipline Communities of Practice**

Greta Colombi: The first is the Supportive School Discipline Communities of Practice. This is designed as a way for providing TA to those who participated in national discipline summit – summits which were convenings in 2012 and 2014, as well as to provide information – some information to the field. So, in particular, we are working with those who – we are just starting our next cycle of specialized TA for a set of folks who had participated in the 2014 summit that was held in October.

Greta Colombi: And, in addition to that, we also have special supports for those who are High School Graduation Initiative grantees who are focused on discipline. In addition, we develop and disseminate some products for the field.

### **Supportive School Discipline Communities of Practice Website**

Greta Colombi: And the main one that we have is our website, and you can access this website through [www.ssdcop.neglected/delinquent.org](http://www.ssdcop.neglected/delinquent.org), and I just included that in the chat box. While the site is designed for folks who are engaged in the TA to access notes that are password protected, we also do have some information for the field at large, including key resources related to discipline, a list of the SSD Webinars, and other events.

### **Supportive School Discipline e-Digest**

Greta Colombi: And we also have there on the website where you can access archived versions, as well as subscribe to the Supportive School Discipline e-Digest. And the e-Digest comes out on a monthly basis, it includes the latest resources from the federal government, provides new resources that are out from the field, it includes related news clips, recent research, and events. And so, again, this comes out on a monthly basis, and you can see in each e-Digest that there is a lot of activity related to discipline coming out, and this is a great place for you to get that – get those updates.

## **National Center on Safe Supportive Learning Environments**

Greta Colombi: So the Department of Education also supports the National Center on Safe Supportive Learning Environments (NCSSE), and the overall goal of NCSSE, or “Nesle” [phonetic] is to support states, districts, and schools to make school climate improvements and address high-risk behaviors, including bullying, substance use, and violence, through the use of data and implementing evidence-based interventions. And so, a key way that we do that is in supporting the Safe Supportive Schools grantees, which are in their fifth and final year, as well as Project Prevent grantees, who just started their first year. And through those – through those grantee programs we provide Communities of Practice and develop special resources for them. In addition, NCSSE creates lots of resources for the field at large, and also gathers and posts high-quality resources on our website for the field at large.

## **Safe Supportive Learning Website**

Greta Colombi: And so, on our website, which you can see the URL up here, you can access information on a variety of topics related to school climate, including safety and the learning environment and engagement. And there are about 10 other subtopics underneath, so, for each of those, you can find information about that topic, featured resources, and other resources related to it. So we encourage you, there is a special page on discipline and I will show you that link in just a moment so you can get there directly.

Greta Colombi: We also list upcoming federal events. We have our own training and TA products and tools, and you can find them there. You can learn more about our grantees on this tab. You also can sign up for newsletters, including the Department of Education’s *Prevention Education* newsletter, which comes out on a weekly basis. And it also includes a link to the SSD e-Digest. So we encourage you to take a look at the website and see what resources are there.

## **Notable Discipline Resources**

Greta Colombi: And I just wanted to let you know about a couple of notable discipline resources. We, again, as I was mentioning, have a page dedicated to school discipline. We also supported the 2014 National Leadership Summit on School Discipline and Climate. You can find this link on the home page or click right here. Within, you can see the resources that were developed that you could repurpose for yourselves as well as tools and presentations.

Greta Colombi: We also developed the Compendium of School Discipline Laws and Regulations for the 50 states, Washington, D.C., and the U.S. territories. So if you are curious about the variety of regulations and administrative code that apply to your state or territory or jurisdiction, you can simply click on here and find your state and get that information.

Greta Colombi: And then, also, in addition to NTTAC and the Online University, we also have all of the SSD Webinar Series here. The SSD Webinar Series has been going since 2013. We have all of those presentations – archived presentations from that time, including presentations on SROs and trauma-informed care, and any topic that you can imagine there is a Webinar on it to date. So we encourage you to look through there and see what might be applicable to you.

## **Addressing School Discipline in Iowa**

Greta Colombi: So, as I noted, we serve S3, the Safe Supportive Schools grantees, and one of our many grantees that are working on discipline include Iowa. And the Iowa S3 team includes school climate coaches that work with schools on making school climate improvements, and they have supported their grantees through the use of a School Discipline Improvement Toolkit. And “DJ” Corson is one of those climate coaches and she is now going to tell you about how she as a coach is a resource to making change in discipline, and how they have been using the toolkit, and more.

Debra J. “DJ” Corson: Thank you, Greta. Hello, everyone. Because my role in this project was to help write the toolkits that we use, provide training, and then follow up as coaching for schools, I will use my time today with you to share some specific tools and processes we use to engage our school student personnel in planning and implementing change.

## **Iowa City Community School District, Student Discipline System: Beliefs Ballot**

Debra J. “DJ” Corson: One of the first tools we use to get the conversation going is a process we call Four Corners, and it is called that because for each one of the possible answers, from strongly agree, disagree, agree, and strongly agree, there are – those answers are put in separate corners of the room. You can write whatever questions you want, but this example shows you some of the statements that we use with our Iowa City Community School District. We discussed one statement at a time. People moved to the corner that best reflects their thinking about that statement. And then they have some small group discussion. As facilitator, I then bring some of those conversations from the small corners to the large group, because the important thing is to find common ground. Even if a “strongly disagree” person thinks that they are totally different than what the “strongly agree” person is saying, most of them will find some common ground.

Debra J. “DJ” Corson: For example, in the fourth statement on this particular sheet, when they talked about it and talked it through, the people in this district really felt there was probably some truth to that statement, but what they were doing was not intentional.

## **Decisions in Motion, IS3 Toolkit 2: Addressing Discipline**

Debra J. “DJ” Corson: This is a picture of the toolkit, the top cover of the toolkit that we wrote. I and four other colleagues put these toolkits together. The first toolkit we wrote and the first one used by our schools was improving adult-student relationships, and the second one we are using now is school discipline. We started with adult-student relationships because we feel so strongly about getting the adults in our schools to go first. Having them change their own behavior rather than spending time trying to fix kids, as we might say.

Debra J. “DJ” Corson: We wrote four, a total of five different toolkits. They all have the same – similar contents. They were written primarily for the facilitators of action teams in their school. They all have six steps. They all include sample plans. They all include specific needs and ideas to lead every team meeting, a number of templates, etcetera.

## **Student Behaviors Leading to Suspension**

Debra J. “DJ” Corson: One of the very first tools we use in this toolkit is called a Pareto chart. That is P-A-R-E-T-O. It was the name for a man who created it. But what we are trying to do is help teams determine

where their discipline problems lie. For example, in this Pareto chart, notice that the data is laid out from the most frequently occurring to the least frequently occurring in terms of school suspension. The arched line in red on this chart reflects the cumulative percent of the total problem as you add the types of incidences going – moving to the right.

Debra J. “DJ” Corson: In this chart, the largest bar is referrals for defiance and disrespect, which is 27 percent of the total or, in this case, of referrals. The second bar is tardy; together with the first bar, the two equal about 48 percent, or almost half, of the referrals in the building.

Debra J. “DJ” Corson: After we make this Pareto chart in the training that we do with these teams, we want them to go back home and dig deeper to understand their longest bar. In this case, the team would have gone back home to look at – dig a little deeper in defiance and disrespect.

### **Student Behaviors Considered Defiance/Disrespect**

Debra J. “DJ” Corson: And this follow-up Pareto chart is actually an example of what a team did. The second Pareto chart illustrates this high school’s breakdown of defiance and disrespect referrals. Forty-six percent, or almost half, come from classroom disruptions.

Debra J. “DJ” Corson: With Pareto charts, they are awesome tools because you can keep digging. You can organize this data by teacher, if you dare, by grade level, by class hour, by academy. Any way you want to. You just have to say when. The data is used to help teams select their strategy, and that strategy that has a high probability of impacting their biggest issues. So, again, that Pareto chart helps them separate the vital few problems from the trivial many, and it helps them to narrow their focus.

### **Plan the Work, Work the Plan**

Debra J. “DJ” Corson: The rest of the work that we do with schools, or I personally do with schools, could be summarized here. Plan the work. Work the plan.

Debra J. “DJ” Corson: Planning the work includes a 2-day seminar where we bring all the high school students that are working with us in Safe Supportive Schools to Des Moines. The seminar provides them with a great start. We have their data already so they can get started on their first Pareto chart. And through conference calls and some on-site visits, I work with school facilitators to use the toolkit to go through the rest of the six steps. Their plans are usually finished within 6 weeks.

Debra J. “DJ” Corson: And then it comes to working the plan, where I provide on-site coaching for timely and effective deployment. Some specific examples of the work in the Work the Plan, first and foremost, use data to drive strategy. We talked about that with the Pareto chart. But in addition to the Pareto chart, schools use their survey data provided through Iowa Safe and Supportive School Index, and student focus groups to help determine the best strategy for improvement.

### **Plan the Work**

Debra J. “DJ” Corson: It is important for our teams to succinctly clarify the change they want. That second bullet are the two questions. What do we have? That is really what the current data tells us. And what do we want? And one of the strategies to help with that is that Four Corners exercise. We want to extract beliefs and describe our preferred future.

Debra J. “DJ” Corson: Schools articulate their desired change with one statement. We call it a “From To” statement. It is a very succinct way, and it is from – a description of where they are – to – a description of where they want to be. And it helps them to describe their change clearly and to communicate that change to their faculty, their board, their staff, and the community.

Debra J. “DJ” Corson: The two high-impact strategies we use the most to address school discipline align perfectly with what is identified in the School Discipline Consensus Report – improve adult-student relationships, and secondly, engage learners in the classroom. However, telling faculty that we are going to improve adult-student relationship is not nearly specific enough. Within the strategy, we ask schools to choose a very specific action. For example, many schools last year chose the – or the last two years – have chosen the 2-by-10 strategy, which essentially asks every staff member in the building to pick a student they do not know well and initiate conversation with that student for 2 minutes a day for 10 consecutive days, but it cannot be about schoolwork. It has to be about them as a person, their likes, their dislikes, what they do with their time, who they are.

Debra J. “DJ” Corson: Sometimes, that third bullet there under addressing discipline, sometimes they have a specific issue. I had a school that had 73 percent of the referrals were based on tardies. So our strategy with them reflected that Welcome Team on page 48 of the School Discipline Consensus Report. It was almost identical to that, so when I read it, I was really interested in it. And we also put run charts in every classroom, and periodically charted on-time behaviors.

### **Work the Plan**

Debra J. “DJ” Corson: And then, working the plan. What we are doing there, you might notice that we focus continually about reducing our approach. The longest bar on the Pareto, a specific action within the strategy. Helping schools focus their work is essential because the professional development for teachers must include modeling, coaching, reflection, and lots and lots of practice. There is not time for teachers to do a variety of actions, and it is next to impossible to get the data for every action anyway.

Debra J. “DJ” Corson: Two data points that we collect and monitor frequently, which means about six times a year, are the implementation data, or the efforts of adults, “Are they doing what we asked them to do?” and the student benefit is our outcomes data, “Are students better off because of our efforts?”

Debra J. “DJ” Corson: We use random sampling for choosing adults and students for observing, interviewing, and surveying. We also really, really stress to our staff, “Tell your story. Tell your stories about positive results.” Because there is nothing that will change climate faster than positive stories. You can tell a lot about a school just by the stories that they tell.

Debra J. “DJ” Corson: And, finally, this is a picture that comes from – an example of what school change looks like on our annual report, provided by Iowa Safe and Supportive Schools. This particular school went from a 14, which is the bottom red category, in one year got a 21, which is the next, almost out of the orange category there. We have had almost 20 percent of our schools in one year jump two colors on this chart, which is amazing. And we – we think a lot of it is because we are very specific about using the data, picking the right strategy, and engaging everybody in the process of improving school climate.

## Questions?

Nina Salomon: Great. Thank you so much, DJ, for your helpful comments and presentation. I think you provided us with a wealth of information. I have a couple of questions that I want to start out with. Just so folks know that are participating, we consolidated all of the questions that participants wrote in during the previous five Webinars, and are selecting some of those questions for these presenters, as well as other questions that you guys may have today. And, again, we advise you to type in your questions to the chat box on your screen.

Nina Salomon: So, the first question that I want to start out with is, if you could talk a little bit more about getting teacher buy-in for these initiatives, what was the script that you used with teachers, or what kind of conversation was held with teachers during the first phase of the school year or prior to the school year to prepare them and to get them involved?

Debra J. "DJ" Corson: Okay, well, buy-in can always be a challenge. But I tell you, we find it so much easier if we are sharing data. You share the data like with the Pareto charts or the Safe and Supportive Schools data, and allow teachers to talk about what it means. Not tell them what it means, but allow them to have conversation. They want to change that data as well. And then, when we present concrete, specific actions that we are asking them to do, and we make them simple, it really, really helps. The other thing is we do not talk about it once at the beginning of the year. We talk about it throughout the year. As with the 2-by-10 strategy, you ask about success and challenges, you provide time and engage teachers in sharing their stories throughout the year, you collect more data. And whenever we collect data we always share it back, whether it is through surveys or observations or whatever it is. It is also very important to deal with people who think they can get out of it, to do that quickly, fairly, and effectively, and people have their own ways of doing that, I guess.

Nina Salomon: Great. And one other question I have for you, and this is something that has come up in a lot of our Webinars. Are the different strategies to improve school climate and school discipline for the early grades versus for middle and high school? Can you talk a little bit about that distinction?

Debra J. "DJ" Corson: I will try. I have spent time at every level, but I have to say we have not used this toolkit at any other level except high schools. But I do know it is not a given at all high schools that adult-student relationships are important. With the 2-by-10 strategy, again, it was interesting just to see how specific we needed to be with teachers about how to talk with students rather than at them. High school teachers are used to telling. Telling students what to do, where to be, what needs to be done, and by when. They are not always used to asking engaging questions and listening to learn more about their students as people. They typically are more focused on teaching content, whereas elementary teachers and many middle school teachers are more focused on teaching kids. So they have some of those distinctions a little bit. I will say that we literally script conversations because we think those are critical actions for high school teachers, and we give them time to practice and reflect on those before they have to implement them. Then, once they are good at them and they hear other people's stories, they start to improvise and make them their own. But we always script our critical [unclear] with high school teachers on this particular strategy.

Nina Salomon: Great. Thank you so much. I have one other question for you on restorative practices, but I want to move forward with our presentations, and maybe at the end if we have time, we can get to additional questions. But I want to thank you so much for your – for your comments and for your presentation.

Debra J. "DJ" Corson: It is my pleasure. Thank you.

### **Justice Resources**

Nina Salomon: And so, now I want to move on to some of our justice resources, and I am going to turn it to Cheri Ely, the Director of Juvenile Justice of the National Council of Juvenile and Family Court Judges, who will discuss their TA efforts as well as introduce our second group of presenters. Cheri?

### **National Council of Juvenile and Family Court Judges**

Cheri Ely: Thank you. Hello, everyone. I am going to speak for a few minutes about the school discipline reform work of the National Council of Juvenile and Family Court Judges.

### **School Pathways to the Juvenile Justice System**

Cheri Ely: The School Pathways to the Juvenile Justice System project was the original initiative for this work starting in 2012. This 3-year project selected 16 demonstration sites from across the U.S. to form judicially-led collaborations between the juvenile courts, school systems, law enforcement, and community agencies. Participation by parents and students was strongly encouraged for each site.

Cheri Ely: The goal for each collaboration was to reduce the number of referrals to the juvenile courts for school-based misbehaviors through the examination of the policies and procedures for making referrals from the school system to the juvenile court, and to identify alternative responses to school discipline practices.

Cheri Ely: Each of the 16 sites received at least one site visit from a team of trained, neutral site facilitators to assist with this process. Additional assistance was provided to sites regarding strategic planning and data collection.

Cheri Ely: NCJFCJ released two publications as a result of this project. A technical assistance bulletin that provides the context of the school discipline referral problem and the unintended consequences of zero tolerance policies. NCJFCJ also published a practice guide which is intended to provide guidance to judicially-led, multisystem collaboratives in a step-by-step process for addressing school discipline referrals to the juvenile justice system. As you can see, there is a website link at the bottom of this slide to access free downloads of each of these publications.

### **School Justice Partnership Project**

Cheri Ely: This year, the National Council is launching a new phase of the school discipline reform initiative with funding from OJJDP, and the project is entitled the School Justice Partnership project. NCJFCJ is partnering with four agencies for this project: the International Association of Chiefs of Police, the National Association of State Boards of Education, the National Center for Mental Health and Juvenile Justice, and the National Center for Child Traumatic Stress. This partnership will ensure a multidisciplinary approach, including justice, education, law enforcement, and behavioral health entities to respond appropriately to student needs and enhance the collaboration and the coordination at the local level.

Cheri Ely: As part of this project, the National Council will create a National Resource Center on School Justice Partnerships, which will become a one-stop-shop for jurisdictions seeking training or technical assistance to achieve positive school discipline reforms. NCJFCJ will offer a 2 ½-day School Justice Partnership Institute twice in the next 2 years to train local multidisciplinary teams on addressing school discipline issues in a collaborative context. NCJFCJ will be able to provide office space assistance and limited onsite technical assistance to local jurisdictions with their individual challenges and with achieving school discipline reform.

Cheri Ely: NCJFCJ will conduct up to four Webinars related to school discipline reform, collaboration, data collection, and/or strategic planning over the course of the project. NCJFCJ will publish up to four technical assistance bulletins on topics including self-evaluation, assessing data capacity, the role of school, law enforcement, and mental health providers working with courts, and strategies for increasing consumer voice and reform efforts.

Cheri Ely: That has been a quick summary of our work on school justice issues. There is a website link, as you can see at the bottom of this slide, which will provide more information regarding our current work on school justice issues. But check back and look for more information to be added to our website over the next 3 months as we create that National Center on School Justice Partnerships.

### **School Discipline in Delaware**

Cheri Ely: Now I would like to introduce Judge Chandlee Kuhn. Since 2003, Judge Kuhn has served as the Chief Judge for the Family Court of the State of Delaware. She serves on the Council of State Governments School Discipline Consensus project, and she is a member of the National Council of School Justice Partnership project where she is not only a member of the Project Advisory Committee, she is also a trained site facilitator, and her own Court in Delaware is a project demonstration site. I will turn it over now to Judge Kuhn.

Chief Judge Chandlee Johnson Kuhn: Thank you, Cheri. It is my pleasure to be with everyone. School discipline in Delaware is a bit different than many of your other states. I must say that we are a small state, so for many of you, as I have looked at where you come from, if you think about our collaboration as similar to that of a countywide collaboration in other areas. We have less than one million people in Delaware, and so that our collaboration is oftentimes built on our personal relationships and partners across the state.

### **Current Grant Projects**

Chief Judge Chandlee Johnson Kuhn: One thing that Delaware has had as we have launched both of our grant projects with the School Pathways project and our work with Casey Family Programs is that Delaware has a wealth of data. The issue for us has been obtaining our data, sharing our data, and disaggregating our data. Our work in the National Council of Juvenile and Family Court Judges' School Pathways project has included both government and nongovernmental stakeholders. We are working statewide on this project, however we have mostly focused on New Castle County in order to really get some traction and move forward.

Chief Judge Chandlee Johnson Kuhn: We have recently issued our interim report, which we are happy to share with folks. Through the project, we have developed four active subcommittees. One is Truancy, the other on School Resource Officers and Law Enforcement, Disciplinary Alternatives, and Racial

Disparities and Information Sharing. Our Information Sharing is a cross-pollination subgroup and it is not currently as an active subcommittee since we are working with it through other subcommittees as well.

Chief Judge Chandlee Johnson Kuhn: Delaware is also blessed to be able to work with the Education Demonstration project through Casey Family Programs. We are focusing on educational well-being of our youth in foster care, and learning a great deal about the trauma impacts on our youth. This has been a collaborative project that began with one school district, and it has now spread statewide. In 6 weeks from now – I am sorry – in 3 weeks we will have six school districts statewide working together to develop the Compassionate School training, so that we can bring trauma-informed research to Delaware.

### **Local Resources/Tools**

Chief Judge Chandlee Johnson Kuhn: These grants, we have used different tools and products to inform our stakeholders and to keep our team up to date. We have included the Family Court data, which has been – oftentimes we will pull from our own data system. The Delaware Department of Education has some of the richest data in the state, in, of many states. Then, we have also worked with our Department of Justice, our police enforcement agencies, our local school districts and communities, and community organizations. This is being done to ensure that we tackle the national issues in a way that best benefits Delaware. By focusing on our data and the information from the government agencies, we have been able to find trends, and use the trends to inform our goals and methodologies. Additionally, our collaborative nature of the projects means that the data was available in one agency or another, and shared across agencies and organizations. It is not perfect, but we are working very closely together to move towards that.

### **National/Out of State Resources**

Chief Judge Chandlee Johnson Kuhn: Additionally, we have worked with data available from national studies. By working with folks in other areas who are looking at the same issues, such as the school discipline, the school-to-prison pipeline, and juvenile justice work, we were able to learn about their methods and find out what has and has not worked. Having the CSG School Discipline Consensus Report was especially helpful to Delaware in both our Education Demonstration teams and the subcommittees of the School Pathways project. These fall under the outlined areas of the CSG's report.

### **Reporting Out**

Chief Judge Chandlee Johnson Kuhn: As we have begun to report out, we are providing School Pathways project subcommittee updates. We will have an end-of-grant-year goals and post-grant work and goals. Much of this is done through technical assistance and not through any funding. So we have done this through a collaborative, collaborations where we just come, merely come together. Our Education Demonstration project has been an incredible collaboration project across school district lines. We are, for the first time, utilizing new data that has been provided by our State Department of Education, which is enabling us to create model programs and integrate the Compassionate Schools training into Delaware.

### **Inter-Agency Information Sharing**

Chief Judge Chandlee Johnson Kuhn: Obviously, it has been most important that we have shared our information in an inter-agency fashion. Much of this has been done without any legislation or without

coercion from outside groups. We have all sat down together, including our Department of Education, our Department of Justice, our Family Court, and our community organizations in order to share our – our data. In the Education Demonstration project, where we are working on child welfare and the well-being and educational aspects of our children, it has been especially important to use the aforementioned information that we have had, but we have also worked with our Office of Child Advocates and our Child Placement Review Board, who are able to give us significant information regarding our children in foster care and their education.

### **Funding**

Chief Judge Chandlee Johnson Kuhn: Funding is always an issue in Delaware. We have often worked without funding. Technical assistance has been something that we have learned to really work with when financial grants are not available. And sometimes, indeed, I find that technical assistance grants are almost easier to work with when – because you do not have the parameters of the financial grants that we must work with. But, with both financial and technical assistance grants, there are reporting and timelines that we try to work through to enable everybody to understand the work that we are doing.

### **Formal and Informal Training**

Chief Judge Chandlee Johnson Kuhn: Obviously, formal and informal training are very important for all of us. We have been fortunate to have our teams both receive and provide training, as Cheri indicated, especially through the School Pathways – the School Pathways work. And we have hosted day-long facilitator trainings as well. Our team members have also participated in conferences, including the OJJDP School Discipline and Climate Conference, and also many of the remote trainings and Webinars, such as today's Webinar, that has helped us in our technical assistance cycle.

Chief Judge Chandlee Johnson Kuhn: Informally, our team members have provided information to each other that has allowed us to move our informal training forward. During the day-long meeting on our School Pathways project where our teams who are familiar with law enforcement – our law enforcement agencies, and they were able to share their perspectives and understanding of the laws and policies around our school resource officers' presence in our public schools.

### **Subcommittee Goals**

Chief Judge Chandlee Johnson Kuhn: We have created subcommittee goals through the School Pathways project. Our law enforcement and school resource officers' goals are to update our annual school resource training that will include best practices. Indeed, they held their first annual training that included the School Pathways project just this past year, and they intend to use some of our resources to create an annual day-long training for our school resource officers.

Chief Judge Chandlee Johnson Kuhn: Our Truancy Subcommittee has been very robust. They have created a Visiting Teacher Checklist, which provides more insight for visiting teachers, and these are the teachers who work with our truancy children. These cases go to our Justice of the Peace (JP) Court for truancy violations. What we have learned was that there was very little communication for our truant students, and now between the visiting teachers and the Justice of the Peace Court, we are able to communicate what they need to know in order to help get our students back into school.

Chief Judge Chandlee Johnson Kuhn: Our Disciplinary Alternatives/School Exclusion Subcommittee is connecting with existing projects and programs in our community, and that is a very broad-based group of organizations. We are gathering the data from the school districts about their school exclusion. The data is so robust that it has been difficult to disaggregate, but we are working through that.

Chief Judge Chandlee Johnson Kuhn: The racial disparities issues are very real in Delaware as they are in other places. We are sharing resources and contacts, and working regarding implicit bias training across the realm, with school resource officers, with teachers, with the judiciary, and trying to get every agency in our state to understand the importance of understanding both implicit and explicit bias. So, therefore, we have developed sharable information about our cultural competencies.

Chief Judge Chandlee Johnson Kuhn: Finally, with our information sharing and data analysis, in lieu of pre-existing task forces, we have not met as of yet because there is so much data that we are trying to figure out how to disaggregate it well.

### **Successes to Date**

Chief Judge Chandlee Johnson Kuhn: So far, our School Pathways Subcommittees have begun to create programs, policies, and trainings to ensure that our work being done lasts beyond the grant period. Our SRO and Law Enforcement Subcommittee has worked to create this annual, unified training, which incorporates the best national practices and the best local practices that we can work on. Additionally, this subcommittee is working to develop optional supplemental trainings on specific topics.

Chief Judge Chandlee Johnson Kuhn: Our Racial Disparities Subcommittee is continuing to brainstorm to create an MOU (Memorandum of Understanding) for the project stakeholders that will discuss the disparities that currently exist. And they have pledged to work forward to eliminate the disparities.

Chief Judge Chandlee Johnson Kuhn: Finally, as I have already said, our Truancy Subcommittee is working so that the JP Court will be the last stop, and that our truant students come back to school. And this is – we are working through with our – the checklist that we worked so hard on.

Chief Judge Chandlee Johnson Kuhn: Our Disciplinary Alternatives Subcommittee is working hard to develop a resource guide that will include information of agencies and organizations connected to our juvenile justice system, and governmental and non-governmental work. Because the disciplinary alternatives are so variable between school districts, and because we have 21 school districts, it is very important that we create unified programming on our disciplinary agenda so that the data that we collect is consistent.

Chief Judge Chandlee Johnson Kuhn: I want to thank you very much for the opportunity to present today.

Nina Salomon: Great. Thank you so much, Judge Kuhn, for your presentation and comments, and also for your leadership in the State of Delaware, and on behalf of the Consensus Report as well, for all the help that you provided us in developing those recommendations.

## Questions?

Nina Salomon: I want to start out with one particular question for you on information sharing, since that is often mentioned as one of the most difficult challenges for different stakeholders working on these issues. Can you talk a little bit more about the steps that you have taken or that the collaboration has taken with so many distinct groups involved in the process to overcome the barriers of information sharing, whether through informal or formal processes?

Chief Judge Chandlee Johnson Kuhn: Sure. Most of the processes on information sharing have been informal to date. What I would say it truly takes is some incredible critically-thinking individuals who are committed to obtaining the information and sharing it within the guidelines of FERPA and HIPAA and those resources, or those confinements, and understanding that FERPA does not completely lock us out of sharing particular information. Recently, we have been able to drill down in each school district that we are working with on the youth who are in child welfare in those school districts, and look at their educational outcomes while they are in child welfare. So I am a firm believer in starting small and then expanding. Proving that we can share information within one school district was the key to then being able to go to additional school districts.

Nina Salomon: Great. And then, a question that we have gotten from a participant today is around a lot of the trainings that you have talked about, whether for the SRO piece or other trainings that you mentioned around school trauma. Can you talk a little bit about who is providing those trainings, how have those trainings been supported?

Chief Judge Chandlee Johnson Kuhn: Sure. I think the most important thing that we have been able to do is that we have let – because Family Court is a Unified Family Court in Delaware, we have been able to cross-pollinate and leverage the resources that we have. By way of example, we are in the midst of a 2-day child welfare conference, 500 people each day, over-enrolled yesterday and today, where we were working on both trauma from a scientific level, from the vicarious trauma, from all the different issues. It is through the Federal Child Welfare Court Improvement grant. However, because this work transcends into the schools, there are school district leaders there. About 20 percent of the participants in the last 2 days were police officers. So what we have done is made sure, across collaboration, in anything that deals with juvenile justice, child welfare, education, health and well-being, that we are inviting all the different groups to the table, and then we get the funding from whichever direction we can get it from.

Nina Salomon: And now, last question for you around the collaborative work. So, obviously a lot of these strategies are meant to divert kids away from the Justice Center. Does the collaborative at all focus on issues for students that do find themselves in detention facilities in terms of strategies to support them while they are there or upon reentry?

Chief Judge Chandlee Johnson Kuhn: Yes. One of the – the projects that we had this last year, our governor, Governor Markell, created Executive Order 45 (EO45). And because that was not a funded project, we did not mention it yet. However, this was working with our youth who are in our juvenile justice detention facilities and their educational outcomes. So looking at where they are educationally when they are coming into the juvenile justice system, making sure that we continue their education while they are in the juvenile justice system, and then on the reentry piece, on the backend. And that EO45 report came out about 30 days ago, and I would be more than happy to share that. It was both an eye-opening report, the things that we have learned in both child welfare and juvenile justice is our

educational outcomes are not good. But that is what data tells us, it tells us the truth and it tells us where we need to work.

Nina Salomon: Great, and we would be happy to share that report as well, either in the chat box or after the Webinar as well, and we will talk a little bit more at the end of the Webinar as well about the Correctional Education Guidance Package that was recently released by the Departments of Education and Justice. Thank you so much, Judge Kuhn, for your time and for your comments. We may have time at the end of the presentations for additional questions. But I want to really thank you for your presentation.

Chief Judge Chandlee Johnson Kuhn: Thank you.

### **The Connecticut School-based Diversion Initiative (SBDI)**

Nina Salomon: Great. So now I want to turn to our last set of presenters, Cathy and Jeana from Connecticut, who will talk about the Connecticut School-based Diversion Initiative. Cathy and Jeana?

Catherine Foley Geib: Thank you. This is Cathy Foley Geib from the Connecticut Judicial Branch, here with Jeana Bracey from the Child Health and Development Institute, and we will be going back and forth in our presentation so you will hear both of us speaking at different times.

Catherine Foley Geib: The School-based Diversion Initiative – or the school-based arrests and overuse of exclusionary discipline is also a problem here in Connecticut. Students are arrested and referred to court on charges of breach of peace, disorderly conduct, threatening, assaults and larceny. [unclear] considered part of normative adolescent development that a generation ago would have been handled by the vice-principal, principal, school social worker, or parent. The Judicial Branch does not excuse disruptive behavior and is committed to averting children and youth from the juvenile justice system if the behavior does not pose a risk to public safety, the behavior can be corrected through other means, and the victim's interest can be addressed without court intervention.

Catherine Foley Geib: The Connecticut Judicial Branch is acutely aware that children and youth are arrested and referred to court disproportionately based on race and ethnicity. This disparity is also found in rates of school suspension and expulsion here in Connecticut. We know that students are less likely to graduate high school and more likely to be rearrested if referred once to the court. The Judicial Branch is committed to stopping the school pathway to the justice system, because public safety is negatively impacted when students are disengaged from learning and do not graduate from high school.

### **Background**

Catherine Foley Geib: The Judicial Branch in partnership with the State Department of Children and Families (DCF) developed the School-based Diversion Initiative through a grant from the MacArthur Foundation *Models for Change* Mental Health/Juvenile Justice Action Network, which was coordinated by the National Center for Mental Health and Juvenile Justice (NCMHJJ).

Catherine Foley Geib: The School-based Diversion Initiative was developed to divert children and youth with behavioral health issues from the juvenile justice system and have them served by the behavioral health system. SBDI was piloted in three schools in 2009, and has been slowly spreading to more.

Catherine Foley Geib: There are three goals to the School-based Diversion Initiative. The first is to reduce the number of discretionary arrests, which later added the reduction of suspensions and expulsions after program impact data revealed the SBDI also reduced the suspensions and expulsions.

Catherine Foley Geib: The second goal is to build the knowledge of school staff and school resource officers about adolescent development, behavioral health, and community services, and to build their skills in how to effectively manage difficult behaviors.

Catherine Foley Geib: And the third goal is to link students and their families with emergency mobile psychiatric services and other community supports, as needed.

### **SBDI Model Components**

Catherine Foley Geib: The Child Health and Development Institute (CHDI) of Connecticut is the coordinating center for the School-based Diversion Initiative. The model has three components, the first being professional development, the second being community coalition building, and the third being discipline policy consultation, which are implemented during a 1- to 2-year process and through technical assistance, as requested.

Catherine Foley Geib: Over time, we continue to refine and enhance the model. CHDI staff work with schools to revise their school discipline policy and student code of conduct by incorporating a graduated response model to address behavior problems. Restorative justice practices are also being incorporated into the professional development, and many schools are planning to implement restorative disciplined approaches rather than punitive responses.

Catherine Foley Geib: The SBDI model has been implemented by 21 schools and 10 school districts. An independent evaluation by Yale University, comparing like communities with and without SBDI, found that SBDI does, in fact, decrease court referrals as well as suspensions and expulsions, and additionally reduces and delays recidivism.

Catherine Foley Geib: SBDI increases the identification of students in need of behavioral health supports, and connects them and their families with emergency mobile psych services and other community supports, as needed.

### **SBDI Model Outcomes**

Catherine Foley Geib: The CHDI data shows that overall referrals to the behavioral health system through our emergency mobile psych services have increased by 94 percent, and school-based court referrals have decreased by 45 percent in SBDI schools. It is significant to know that the state average of schools referring to emergency mobile psych services is only 8 percent.

Catherine Foley Geib: Now I will turn it over to Jeana and she will talk about some of the resources and products we have developed.

### **SBDI Toolkit**

Dr. Jeana Bracey: Thank you. So, to support implementation and expansion of the SBDI model, we have developed several resources. So, first, our SBDI Toolkit is available as a free download on our website,

and it includes a self-assessment guide and best practice information. It also has immediate action steps that any school can take to start to implement the core principles of the model. And it provides support for data-informed decision making and referral and service coordination.

Dr. Jeana Bracey: So there are also several appendices in our Toolkit that include the template for Memorandum of Agreement between schools and police, or schools and community providers, as well as a Graduated Response Model Framework, and also other resources that schools and communities can use. In addition, we have a full Implementation Manual that we do provide our participating schools to help them sustain the initiative over time.

**SBDI Website:** [www.ctsbdi.org](http://www.ctsbdi.org)

Dr. Jeana Bracey: We have also recently developed a new website and an informational video that were debuted in January to provide much more information on SBDI. So we include the perspective of some of our key champions from our participating schools and our funding partners. So we encourage you to check out those resources as well.

### **Data and Information Sharing**

Catherine Foley Geib: SBDI encourages communities and state agency partners to share data and information about exclusionary discipline in schools, so that people have a clear understanding of the problem, who it impacts, and how it impacts students, school staff and police, and the courts. The sharing of data assists in the identification that may benefit from SBDI and working with CHDI to find a better way.

Catherine Foley Geib: School superintendents and police chiefs appreciate seeing the data about their schools, and are usually urged to act. Funding support for SBDI would not be possible without the ability to measure program impact and to refer to independent evaluation data regarding program effectiveness. Additionally, through partnership with the State Department of Education, has led to a more timely and publically-accessible information being posted to their website.

### **Sustainable Funding**

Catherine Foley Geib: SBDI currently operates on a relatively small budget. It was initially funded by the MacArthur Foundation for \$100,000. Judicial and DCF picked up the cost once the grant ended, and increased funding as new partners joined the collaboration. The budget for this fiscal year is \$180,000, with each of the five state agencies, which include the Judicial Branch, the Department of Children and Families, the State Department of Education, and the Department of Mental Health and Addiction Services sharing the cost.

Catherine Foley Geib: Given the evidence of the positive and significant impact of SBDI, provided by the independent evaluation and an SBDI forum at the State Capitol highlighting the program's success, the Governor has proposed as part of the Second Chance Society Criminal Justice Reform Initiative to provide \$1 million annually for the next 2 years to expand SBDI. An investment by Governor Malloy and the Legislature will significantly increase CHDI's capacity to provide the model to serve many more school districts, students, and families in Connecticut.

## **Quality Staff Training**

Dr. Jeana Bracey: So, we are going to talk a little bit about our lessons learned with respect to ensuring quality, fidelity, and sustainability, particularly of the training component of SBDI. So we all know that the last thing that teachers need is one more thing to do, and we also know that one-shot trainings really have limited benefits. So, some of the things we have learned and have incorporated into the model are to address that.

Dr. Jeana Bracey: So, first, we do a – we conduct a needs assessment with each of our new schools in the spring prior to the year that we implement the model to really describe it, to gauge buy-in, and also to help them rank their priorities in terms of professional development based on their school's needs. We also work to provide flexible scheduling around existing meetings and training times, so that we are really incorporating this into their existing school model.

Dr. Jeana Bracey: We vary the structure and the delivery approach to the training that we offer, so we do some formal didactic full-staff trainings like classroom behavior management or introduction to restorative justice practices. But we also do smaller workgroups with key staff to process implementation of practice and policy changes.

Dr. Jeana Bracey: We also work to integrate this work into existing initiatives, so we combine with PBIS efforts, Positive Behavior Interventions and Supports, RTI, Response Intervention, school-wide positive climate initiatives, and other things that the school might already be doing that overlap with the youth discipline and climate issues.

Dr. Jeana Bracey: Next, we also use school and community partners as our trainers in this model. So we really recruit experts from the local community to help us do these trainings. And we provide incentives, so snacks, raffle – raffle off gift cards, give them pens and water bottles with our logo on it to really help brand and build familiarity with the model, and to show our appreciation for their time and doing – and taking on these efforts.

Dr. Jeana Bracey: Finally, we are using a data-driven approach, so we really present their referral data on a regular basis and review the trends and support their problem solving. And one of the things we are working on in terms of future directions is building a learning community model for cross-district sharing and sustainability.

## **Resources**

Dr. Jeana Bracey: So we have already mentioned our Toolkit and our website and videos, so we encourage you to look at those. And we just wanted to mention quickly another resource, another website from our state advisory group, from the Juvenile Justice Advisory Committee. And here you can find many resources including a model Memorandum of Agreement, a training curriculum for teachers on effective interactions with youth, as well as a link to police and training – police and youth training on effective interactions with you.

## **Contact Information**

Dr. Jeana Bracey: So we have our contact information here and we encourage you to contact us directly if you have any other additional comments and thoughts. Thank you.

## Questions?

Nina Salomon: Great. Thank you both so much for all that information. I am going to start with one question particularly on the role and involvement of law enforcement, and then go to a couple of questions that we have gotten from participants on today's Webinar. So, in terms of a lot of the conversations that you all had with – with SROs and law enforcement, and involving them in these conversations, and obviously wanting to reduce the use of school arrest and decriminalize minor school violations, can you talk about how that was addressed with law enforcement, how that relationship was built, and how, ultimately, you reached some sort of agreement around these issues?

Dr. Jeana Bracey: Yes. So, part of the model is that you are working not only with the school administrative staff and school support staff, you are also working with the school resource officers who are onsite, or the local police department who we have identified officers who tend to respond to the schools. And so, you are really focusing on engagement and building relationships so that all the people at the table understand the importance of the issue, are reviewing the data together, and understand that we can all, when we work together, do much better by kids than referring them to Juvenile Court. The way that we define a school-based arrest and referral to the Juvenile Court is for any behavior or any arrest that occurs on school property during school hours. So that does not include things that might happen, you know, on a Friday night at a football game or school dance. But it also does not include an arrest that is made in the school building for a behavior offense that occurred off of school property, such as if someone was involved in a burglary, the police coming to school and arresting that child, that would not be counted as a school-based arrest for our data purposes.

Nina Salomon: Great, and that is a very helpful clarification. We did receive another question about that because that definition of a court referral or school-based arrest can be different across states. Another question is around the professional development and training. So, in terms of ensuring that the right priorities are being discussed through professional development and training with schools and with educators, we all know that staff's time is very limited and stretched very thin. How do you effectively give staff professional development time, given all of the different trainings, through this initiative as well as the other professional development requirements that teachers have by the state?

Dr. Jeana Bracey: That is a great question. And, as I mentioned, one of the things that we do is, first, work to kind of prioritize what formal trainings we want to offer them. So we have a menu of options, the things that are kind of core components of our model. Things like classroom behavior management, adolescent development, trauma, crisis intervention, restorative practices. So we kind of lay those out for them and have them prioritize what makes most sense for them and their needs at the current time. And then we work early on, again, the key is really getting in there the spring before the fall of the year that we want to implement. So right now is key timing for us to get in for our schools that we will work with next year, to be able to get on their formal professional development schedule, to work out those times when they have department meetings, for example, and to make sure that it is prioritized. And so, again, the buy-in phase is really, really important to make sure the administration is onboard with this, that the superintendent, if possible, and all the decision makers really are supporting it so that teachers and the rest of the staff, particularly school social workers and psychologists who are key champions in this, as well as school resource officers, that all of them are allotted the time and also that it is supported throughout their initiative. So, again, bringing it back through department meetings, through other workgroup meetings that the school already has, and making it a common thread throughout.

Nina Salomon: Great, and you did talk about that a little bit earlier when you talked about how it is such a priority. You talked about conducting a needs assessment and we talk about that in the Consensus Report as well. Can you talk a little bit more about that needs assessment process? What type of information were you all gathering and who was involved in that process?

Dr. Jeana Bracey: Sure. So we have developed a survey, a needs assessment survey, that we use and we administer it again around this time in the spring with our new schools, and it really kind of addresses some general behavioral health and juvenile justice competencies like – and specific information to the schools. So I know – I am aware, you know, our school has clear policies and guidelines around crisis intervention, or our school has clear guidelines and policies around routine mental health referrals, or I know which kids in our school have mental health or juvenile justice needs. So some of those things, as well as again ranking the training opportunities that are provided so we get a sense of what they are most interested in and need. And then, we do that survey again at the end of the year and kind of track their progress on that. Also, at the beginning of the year, or the year prior, we do some focus groups with key staff. So, as we are doing the buy-in process and making sure that schools are appropriate for the model, we really work to get that information through some focus groups as well. We do have kind of three criteria that we – that we think about when we want to select schools. So we look at need, interest, and capacity. So not only do schools have to have kind of a high, a relatively high number of school-based court referrals and arrests, but also that they have an interest in really addressing these issues, that they want to try something new, and that they do have the capacity to give us the time, to come in for training, and to share data with us. And so those are kind of our key indicators to really make sure a school is ready to participate, and then usually the rest of it falls in place.

Nina Salomon: Fantastic. Thank you so much for that response, and both of you, for your presentation. Before we get to our conclusion, I want to go back to the beginning to just ask DJ one more question that was posed by the audience specifically to her remark. If you could talk a little bit about how you incorporated character development into your initiatives around school climate.

Debra J. “DJ” Corson: Thank you for that question. Some of the schools that we work with have also PBIS processes. So we dovetail and focus on the character that they have identified through PBIS. The other aspects with some of our schools, we are working with Carol Dweck’s research on the focus of recognizing effort in schools. So a lot of our schools, their strategy, instead of the 2-by-10 strategy, they are focusing on the effort that students – through student focus groups identify the things they want to be recognized for, applying effort, and what teachers say about them, and what we communicate with their parents, and that kind of thing. So we are incorporating some of those effort pieces in those ways.

Nina Salomon: Great. Thank you so much.

Debra J. “DJ” Corson: I should say “character pieces.” I am sorry.

Nina Salomon: No, no. Thank you so much for that – for that answer to that question. And I want to thank all of our presenters today for their very informative and helpful comments. This was fantastic and a lot of information for our participants.

### **SSD Webinar Series Summary on the School Discipline Consensus Report**

Nina Salomon: I also just want to talk a little bit about some of our data points on the Webinar Series, this being the sixth and last of this particular Webinar Series. We have had over 2,700 participants, with

26 presenters who represented multiple systems and perspectives. And we received over 100 questions from participants throughout the Webinar Series, which we have used to tailor and guide additional presentations, and that we posed to presenters on today's Webinar.

### **To Access the School Discipline Consensus Report**

Nina Salomon: Also, in terms of additional resources, the School Discipline Consensus Report can be found in the CSG Justice Center's Youth website. You can find the whole report, which is around 460 pages, in PDF and as a Google Doc that is downloadable and searchable, as well as an Executive Summary and some of the tools that I have mentioned.

### **For More Information**

Nina Salomon: Additionally, for more information, as mentioned earlier, you can find an archive of all of the SSDI Webinars, including this one, on the website listed below. The School Discipline Guidance Package can be found on the Department of Education's School Discipline website. Also, the Discipline Disparities Research-to-Practice Collaborative, which has a number of reports around these issues. For more information on school climate measurement, there is the Safe and Supportive Learning Center, as well as for information on program implementation.

### **For Assistance**

Nina Salomon: Additionally, for technical assistance support you can visit the websites listed on this page, including the Office of Juvenile Justice and Delinquency Prevention's Center for Coordinated Assistance to States, the Supportive School Discipline Communities of Practice, and the National Center on Safe Supportive Learning Environments that Greta discussed earlier, as well as The Council of State Governments, Justice Center.

### **Reminders**

Nina Salomon: Additionally, please remember to register for the next Webinar, which will take place on March 18. This Webinar will focus on providing quality education services for youth who are involved in the juvenile justice and child welfare systems. Also, sign up for the new monthly newsletter on – newsletter on Supportive School Discipline.

### **Online Evaluation**

Nina Salomon: And please stick around to answer a series of questions to help provide feedback on today's event so we can continuously improve our Webinars and events, and delivery of services to participants.

Nina Salomon: Thank you, everyone, for joining, and thank you very much to our presenters.

[End.]