

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

## Resources School-Justice Partners Can Use to Keep Kids Engaged in Learning and Out of Court



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



# Polling Question #1

Which of the following SSD Webinar Series events focused on the School Discipline Consensus Report have you attended since November 2014?

- [Conditions for Learning](#), November 19, 2014
- [Targeted Behavioral Interventions](#), December 10, 2014
- [School-Police Partnerships](#), January 14, 2015
- [Courts and Juvenile Justice](#), January 28, 2015
- [Getting Started](#), February 11, 2015

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

## *Welcome*

*Linda Rosen  
OJJDP*

# SSD Webinar Series

- Increase understanding of exclusionary school discipline & its consequences
- Provide positive alternatives to help ensure student success
- Promote fair & equitable administration of school discipline

# Today's Host



Nina Salomon  
Senior Policy Analyst  
Council of State Governments  
Justice Center

# Today's Guests



**Greta Colombi**

Deputy Director of the National Center on Safe Supportive Learning Environments; facilitator Supportive School Discipline Communities of Practice



**Debra J. "DJ" Corson**

Iowa S3 Data Consultant and School Climate Coach

# Today's Guests(continued)



**Cheri Ely, MA, LSW**  
 Director for Juvenile Justice  
 National Center for Juvenile and  
 Family Court Judges



**Chief Judge Chandlee Johnson  
 Kuhn**  
 Chief Judge, Delaware Family Court



**Dr. Jeana Bracey**  
 Child Health and Development  
 Institute of Connecticut



**Catherine Foley Geib**  
 Connecticut Judicial Branch

# Polling Question #2

Which of the following best describes your role?

- State agency administrator
- School/district administrator
- School/student support staff
- Teacher
- School resource officer
- Probation/parole officer
- Youth Advocate/Legal representative
- Law enforcement personnel
- Judge or court administrator
- Family member
- Youth
- Community stakeholders
- Other

# Polling Question #3

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

- Existing products and tools to meet mental health and behavioral needs, improve system collaboration, improve school climate, and reduce reliance on punitive discipline and unnecessary referrals to law enforcement.
- Agreements and structures states and localities use to enable effective and responsible cross-systems data sharing.
- How jurisdictions are using new, repurposing existing, and coordinating resources across systems in service of better outcomes for youth.
- Existing resources for accessing training and technical assistance and ways to balance time pressures and competing priorities in order to ensure staff are appropriately trained and supported.

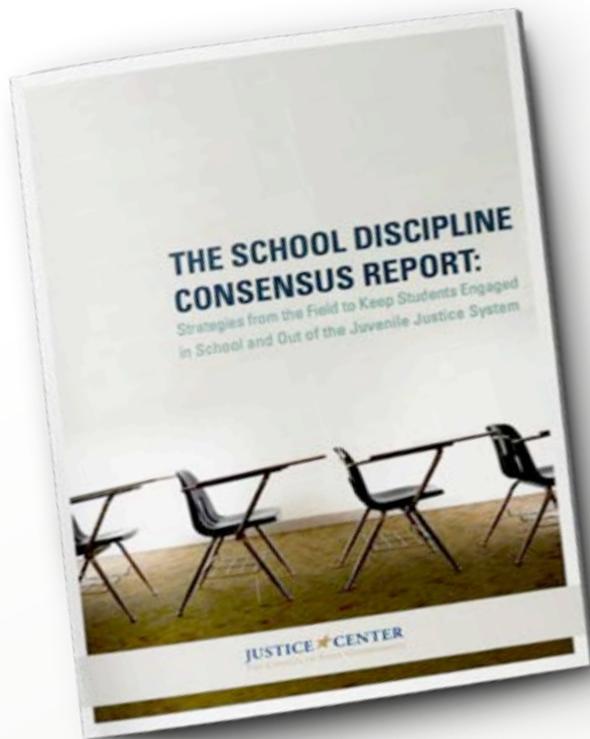
# Agenda

1	<p><b>Overview of School Discipline Consensus Report</b></p> <p>Nina Salomon, Council of State Governments</p>
2	<p><b>Education Resources</b></p> <p>Greta Colombi, Deputy Director, National Center for Safe and Supportive Learning Environments</p> <p>Debra J. “DJ” Corson, Iowa S3 Data Consultant/School Climate Coach</p>
3	<p><b>Justice Resources</b></p> <p>Cheri Ely, Program Director, Juvenile Justice, National Center for Juvenile and Family Court Judges</p> <p>Dr. Jeana Bracey, Child Health and Development Institute of Connecticut, CHDI</p> <p>Catherine Foley Geib, Connecticut Judicial Branch</p> <p>Chief Judge Chandlee Johnson Kuhn, Delaware Family Court</p>

# Learning Objectives for Today's Event

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

- Identify practical steps for supporting efforts to improve school discipline, safety, and climate;
- Determine which stakeholders should be convened to help determine needs and priorities to advance school discipline reform;
- Identify strategies to improve collection, reporting, and analysis of school discipline and other relevant data to guide improvement efforts; and,
- Recognize potential barriers to school discipline reform and strategies to address them.



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

# JUSTICE CENTER

THE COUNCIL OF STATE GOVERNMENTS  
*Collaborative Approaches to Public Safety*

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

Represents **all three** branches of state government

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



# Overview

## School Discipline is a Hot Topic Nationally

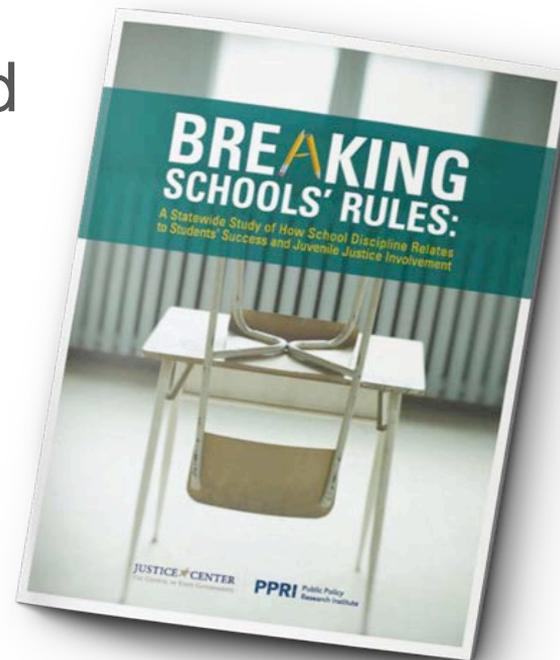
**School Discipline Consensus Report  
Provides Valuable Resource for the Field**

**Spotlight: Information Sharing**

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

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

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



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

# Realizing Top Goals Requires a Strategy to Improve School Discipline



Make young people feel welcome and supported in school



Close the achievement gap between white students and students of color

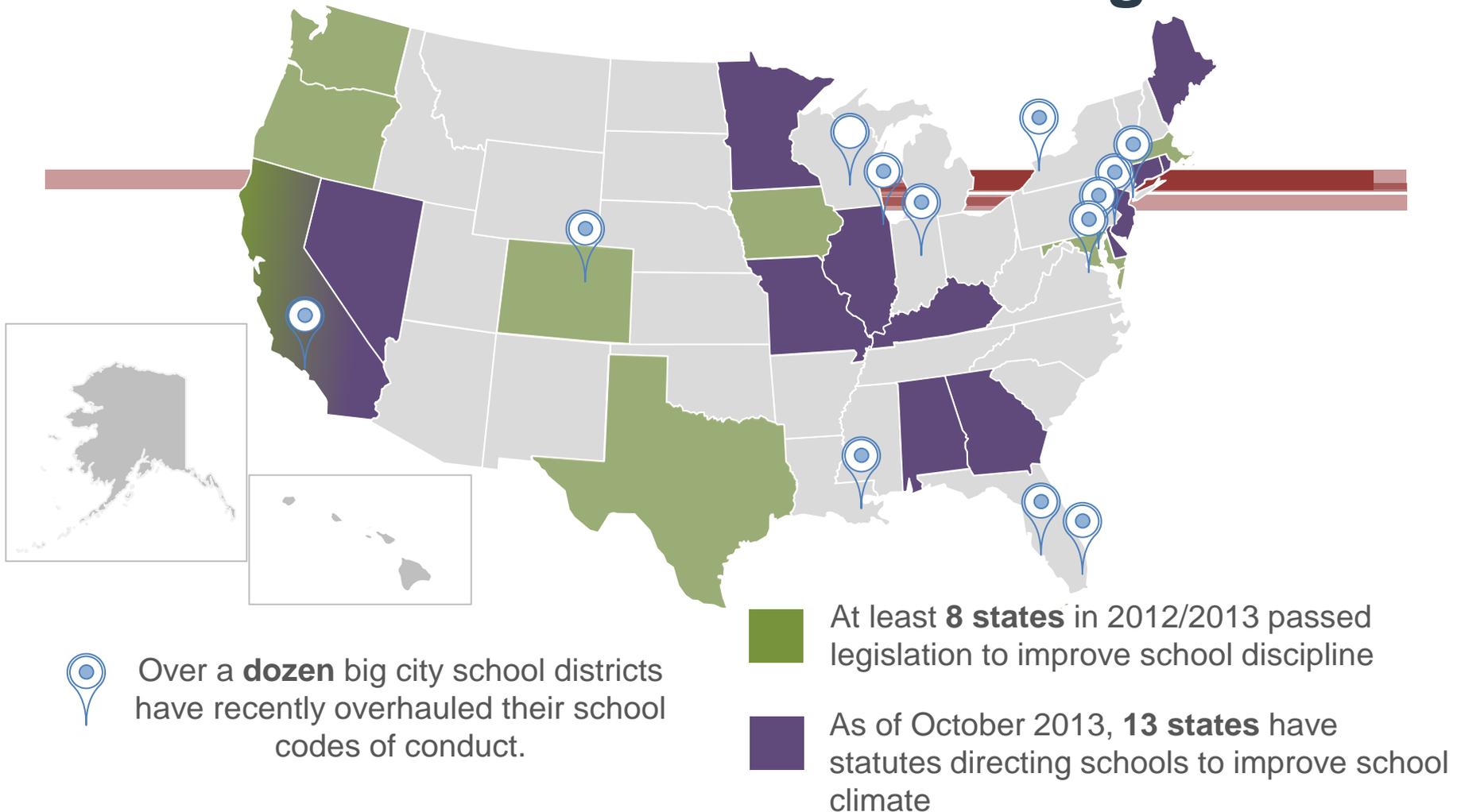


Improve high school graduation rates



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

# School Districts and States Taking Action



# Overview

## School Discipline is a Hot Topic Nationally

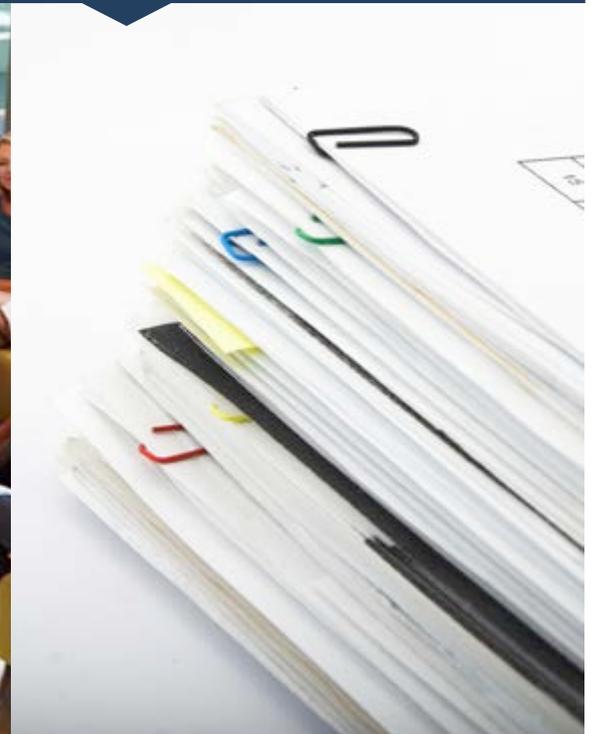
**School Discipline Consensus Report Provides Valuable Resource for the Field**

## Spotlight: Information Sharing

# Field-Driven and Practical

# Consensus-Based

# Comprehensive



# Partners and Funders



OJJDP

*The*  
ATLANTIC  
*Philanthropies*



NoVo Foundation



# Consensus Project Participants

## Education



**NASBE**

**AASA**

**nea**

**nassp**

## Health

MASSACHUSETTS  
ADVOCATES  
for CHILDREN

**AIR**

**SAMHSA**

**NASP**

**SSWAA**

## Law Enforcement



**COPS**  
COMMUNITY ORIENTED POLICING SERVICES  
U.S. DEPARTMENT OF JUSTICE

**NASRO**

**POLICE EXECUTIVE  
RESEARCH FORUM**



## Juvenile Justice

**NCJFCJ**  
est. 1937

**Texas  
APPLESEED**

**Juvenile  
Law  
Center**

# Consensus Project Participants

## Researchers

UNIVERSITY  
of VIRGINIA

JOHNS HOPKINS  
UNIVERSITY

UConn

INDIANA UNIVERSITY

The Civil Rights Project

## Advocates

NAACP

ADVANCEMENT  
PROJECT

Padres Unidos  
Jovenes Unidos



cadre

## Policymakers



# Conditions for Learning

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



# Tools and Supports to Improve School Climate

- School Climate Surveys
  - Compendium of School Climate Surveys  
<http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>
  - District example: Baltimore City Public Schools School climate survey, safety walk, climate walk  
<http://www.baltimorecityschools.org/Page/24434>

# Tools and Supports to Improve School Climate

- Model Codes of Conduct
  - **Dignity in Schools** <http://www.dignityinschools.org/our-work/model-school-code>
  - **Baltimore City Public Schools** <http://www.baltimorecityschools.org/Page/25270>
  - **Denver Public Schools** <http://www.dpsk12.org/policies/Policy.aspx?-db=policy.fp3&-format=detail.html&-lay=policyview&-op=eq&Section=J&-recid=32967&-find=>



# Targeted Behavioral Interventions

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

# Tools and Supports to Develop Partnerships for Targeted Interventions

- Trauma-Informed Approaches
  - States and districts are using the ACE Study to develop interventions and supports for students and revise the school discipline system <http://www.cestudy.org>
- Using Student Strengths/Assets
  - The Behavioral and Emotional Rating Scale <http://www.proedinc.com/customer/productView.aspx?ID=3430>
  - Child Trends <http://www.childtrends.org>
  - Say Yes to Education <http://www.sayyestoeducation.org>

# Tools and Supports to Develop Partnerships for Targeted Interventions

- Funding streams and programs to develop and support school-based health centers
  - State general funds (18 states have dedicated investments)
  - The Patient Protection and Affordable Care Act (ACA)
  - Children's Health Insurance Program (CHIP), Tri-Care, Medicaid

# School- Police Partnerships

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



# Tools and Supports to Improve School-Police Partnerships

- Officers in School: A Collaborative Decision-Making Tool (page 205)
- Model MOUs/agreements between school districts and police departments
  - Denver Public Schools/Denver Police Department  
<http://www.ncjfcj.org/sites/default/files/SRO%20MOU%20Denver.pdf>
  - Hartford, Connecticut  
<http://www.hartford.gov/images/mayors/MOUPoliceAndSchools.pdf>
  - Broward County, Florida  
<http://www.ncjfcj.org/sites/default/files/Broward%20Co%20Collaborative%20Agreement%20on%20School%20Discipline%20-%20MOU.pdf>

# Tools and Supports to Improve School-Police Partnerships

- Training for SROs and Educators
  - **National Organizations**
    - National Association of School Resource Officers <https://nasro.org>
    - Strategies for Youth <http://strategiesforyouth.org>
    - International Association of Chiefs of Police <http://www.theiacp.org>
  - **State/Local Examples**
    - Colorado POST Training  
[http://www.coloradoattorneygeneral.gov/departments/criminal\\_justice/post\\_board](http://www.coloradoattorneygeneral.gov/departments/criminal_justice/post_board)
    - Florida Crime Prevention Training Institute <http://www.fcpti.com>

# Courts and Juvenile Justice

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



# Tools and Supports to Improve School-Justice Partnerships

- Juvenile Justice Collaborative Agreements  
<http://www.sog.unc.edu/sites/www.sog.unc.edu/files/Samples%20of%20Cooperative%20Agreements.pdf>
- Models for Change Juvenile Diversion Guidebook  
<http://www.modelsforchange.net/publications/301>
- Coalition for Juvenile Justice National Standards for the Care of Youth Charged with Status Offenses <http://www.juvjustice.org/our-work/safety-opportunity-and-success-project/national-standards-care-youth-charged-status>

# Additional Consensus Report Tools – District Superintendent Implementation Checklist

<p>1. The district's vision for school discipline, climate, and safety is articulated and communicated to school staff, parents, and students in the district code of conduct, employee handbook, job descriptions, and in individual school improvement and school safety plans. The vision should be clear that implementation of it will require that positive behavioral approaches, restorative practices, and social and emotional learning be embraced by all adults working with students.</p>	<p>Conditions for Learning, PS I and PS II</p>			
<p>2. The district's overall policy priorities and strategic plan reflect this vision and help meet specific school discipline, climate, and safety goals. One of these goals addresses the reduction of disproportionality in the use of exclusionary discipline practices.</p>	<p>Conditions for Learning, PS I and PS II</p>			
<p>3. District leaders meet at the beginning of each school year with some combination of school employees, community members, parents, and students to share the district's vision, goals, and priorities around school discipline, climate, and safety, and how this vision aligns with the district's broader goals for improving student outcomes.</p>	<p>Conditions for Learning, PS I</p>			
<p>4. The district develops formal partnerships with local agencies, community-based organizations, private service providers, and other external entities to build sufficient capacity to implement its vision for improved</p>	<p>Conditions for Learning, PS II Targeted Behavioral</p>			

<http://csgjusticecenter.org/wp-content/uploads/2014/06/ImplementationChecklistforSchoolDistrictSuperintendents.pdf>



## School Discipline Consensus Report Resources

The *School Discipline Consensus Report* draws on data, research, and information from a wide range of sources. Surveys, legislative issue briefs, and other materials were compiled by the CSG Justice Center to inform this report. There has also been an impressive recent focus on school disciplinary issues by government agencies, respected researchers, and organizations from across the nation. The featured resources on this site are far from exhaustive, but are meant to help orient users to the extensive research and tools available in multiple fields. In addition, the Justice Center has developed a number of materials to complement and distill key aspects of the report for different audiences. Collectively, the materials are meant to support individuals and organizations committed to providing all students and educators with safe, supportive, and engaging learning environments, while promoting the use of alternatives to suspensions, expulsions, and arrests when appropriate.

Civil Rights/Advocacy

Clearinghouses

Demonstration Projects

Federal Resources

Judicial Leadership

Research

### SCHOOL DISCIPLINE WEBINARS

- [What Works to Promote Educational Success for Youth in the Juvenile Justice System](#)
- [School Discipline Webinar for School Administrators, Educators, and Staff](#)
- [Webinar on School Discipline Consensus Report for Behavioral Health Specialists](#)

[MORE...](#)

u

### Download the Report



[Read the Executive Summary](#)

[Return to the Project Page](#)

# Overview

**School Discipline is a Hot Topic Nationally**

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

**Spotlight: Information Sharing**

# Core Principles to Guide Information-Sharing of Student-level Data

- Students and families should have information on privacy and consent
- Student record sharing is limited to those “who need to know”
- How, when, and for what reason information can be shared is clearly articulated
- Information should be safeguarded
- Provide training so youth aren’t labeled or stigmatized
- Create oversight mechanisms to ensure students are treated fairly
- People with access to information need to be aware of re-disclosure provisions
- Information-sharing is governed by federal and state laws and local regulations

# Relevant Federal Privacy Laws – 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
- Directory information can be shared without consent (name, date of birth, grade level, etc.)

# Key Exceptions to FERPA

- School officials with a legitimate educational interest
- Health and safety emergencies
- Judicial Actions
- The Uninterrupted Scholars Act – provides child welfare caseworkers with easier access to education records

# Additional Federal Privacy Laws

- Health Insurance Portability and Accountability Act (HIPAA)
- Federal Drug and Alcohol Confidentiality Laws – 42 CFR Part 2
- Child Abuse Prevention and Treatment Act (CAPTA)

# Information-Sharing Resources

- Navigating Information Sharing (NIS) Toolkit
  - <http://www.promoteprevent.org/content/navigating-information-sharing-toolkit>
- Models for Change Information Sharing Toolkit
  - <http://www.modelsforchange.net/publications/282>
- Center for Juvenile Justice Reform Information Sharing Certificate Program
  - <http://cjjr.georgetown.edu/certprogs/informationsharing/certificateinformationsharing.html>

# Thank You!



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

[www.csgjusticecenter.org/subscribe](http://www.csgjusticecenter.org/subscribe)

For more information, contact Nina Salomon ([nsalomon@csg.org](mailto:nsalomon@csg.org))

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



# Education Resources



# U.S. Department of Education Efforts



Greta Colombi

Deputy Director, National Center on Safe Supportive Learning  
Environments

Facilitator, Supportive School Discipline Communities of  
Practice



# Supportive School Discipline Communities of Practice

- Designed to assist participants of national summits on school discipline
- Provide TA to past summit participants and specific grantees (High School Graduation Initiative)
- Develop and disseminate products

# Supportive School Discipline Communities of Practice Website

The screenshot shows the website's navigation bar with the logo on the left and menu items: HOME, RESOURCES, EVENTS, COMMUNITIES, and ABOUT. The main content area features a large banner for a guidance package, a 'Featured Events' sidebar, and a 'Did You Know?' section.

**Supportive School Discipline**  
COMMUNITIES OF PRACTICE

HOME RESOURCES EVENTS COMMUNITIES ABOUT

**School Climate & School Discipline: A Guidance Package**

**The Guidance Package Includes:**

- A Dear Colleague Letter on Civil Rights and Discipline
- Guiding Principles for Improving Climate and Discipline
- A Directory of Federal School Climate and Discipline Resources
- A Compendium of School Discipline Laws and Regulations
- An Overview of the Supportive School Discipline Initiative

**DID YOU KNOW?**  
A New Guidance Package on School Climate and Discipline Was Released from the U.S. Departments of Education and Justice

**Featured Events**

[Conditions for Learning](#)  
November 19, 2014 - 03:00 to 04:30

[Targeted Behavioral Interventions](#)  
December 10, 2014 - 03:00 to 04:30

[School-Police Partnerships](#)  
January 14, 2015 - 03:00 to 04:30

[Supportive School Discipline Initiative Webinar Series: Courts and Juvenile Justice Webinar](#)  
January 28, 2015 - 03:00 to 04:30

[SSD Webinar Series Event: Getting Started](#)  
February 11, 2015 - 15:00 to 16:30

# Supportive School Discipline e-Digest

**S**upportive  
**S**chool  
**D**iscipline

---

**Supportive School Discipline e-Digest**

Volume 2 / Issue 2  
February 19, 2015

*In This Issue:*

- FROM FEDERAL PARTNERS .....
- NEW RESOURCES .....
- IN THE NEWS .....
- RECENT RESEARCH .....
- EVENTS .....

---

**FROM FEDERAL PARTNERS**

Interview with Robert L. Listenbee Regarding the Supportive School Discipline Initiative: Part 2



# National Center on Safe Supportive Learning Environments

- Designed to support states, district, and schools make school climate improvements and address high risk behaviors (bullying, substance use, violence) via the use of data and the implementation of evidence-based interventions.
- Provide training, products, presentations

# Safe Supportive Learning Website

<http://safesupportivelearning.ed.gov>

The screenshot shows the homepage of the Safe Supportive Learning website. At the top, there is a navigation bar with a dropdown menu for "View Resources by Topic", a "GO" button, a search bar with a "SEARCH" button, and social media icons for Twitter, Facebook, and LinkedIn. Below this is the main header with the "Safe Supportive Learning" logo and tagline "Engagement | Safety | Environment". To the right of the logo are several menu items: "Training and TA", "Events", "Topics & Research", "States and Grantees", "Stay Connected", and "About".

The main content area features a large image of a man and a young boy working together at a desk in a library. Below the image is the text "Develop Effective Mentorship Skills" with a small icon. To the right of the image is a blue box titled "Upcoming Event" which lists "SSD Webinar - Resources" for "March 04, 2015 - 03:00pm EST" and includes a "Learn More" button. Below the event box is a white banner that says "DO YOU HAVE A QUESTION?".

At the bottom left, there is a "TOPICS" section with a sub-section for "Education Levels" listing "Pre-K/Elementary School". To the right of this is a "Voices From The Field" section featuring a large red checkmark icon and the text "What do you think has the GREATEST influence on teenage perceptions of what a healthy relationship is? — February 2015". Below this text are two buttons: "Learn What Experts Think" and "Share Your Experiences".

# Notable Discipline Resources

- Discipline Webpage  
<https://safesupportivelearning.ed.gov/topic-research/environment/discipline>
- 2014 National Leadership Summit on School Discipline and Climate  
<https://safesupportivelearning.ed.gov/2014-national-leadership-summit-school-discipline-and-climate>
- Compendium of School Discipline Laws and Regulations for the 50 States, Washington, D.C. and the U.S. Territories  
<https://safesupportivelearning.ed.gov/school-discipline-compendium>
- SSD Webinar Series  
<http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>

# Addressing School Discipline in Iowa



Debra J. "DJ" Corson  
Trainer and Coach for IS3 High Schools

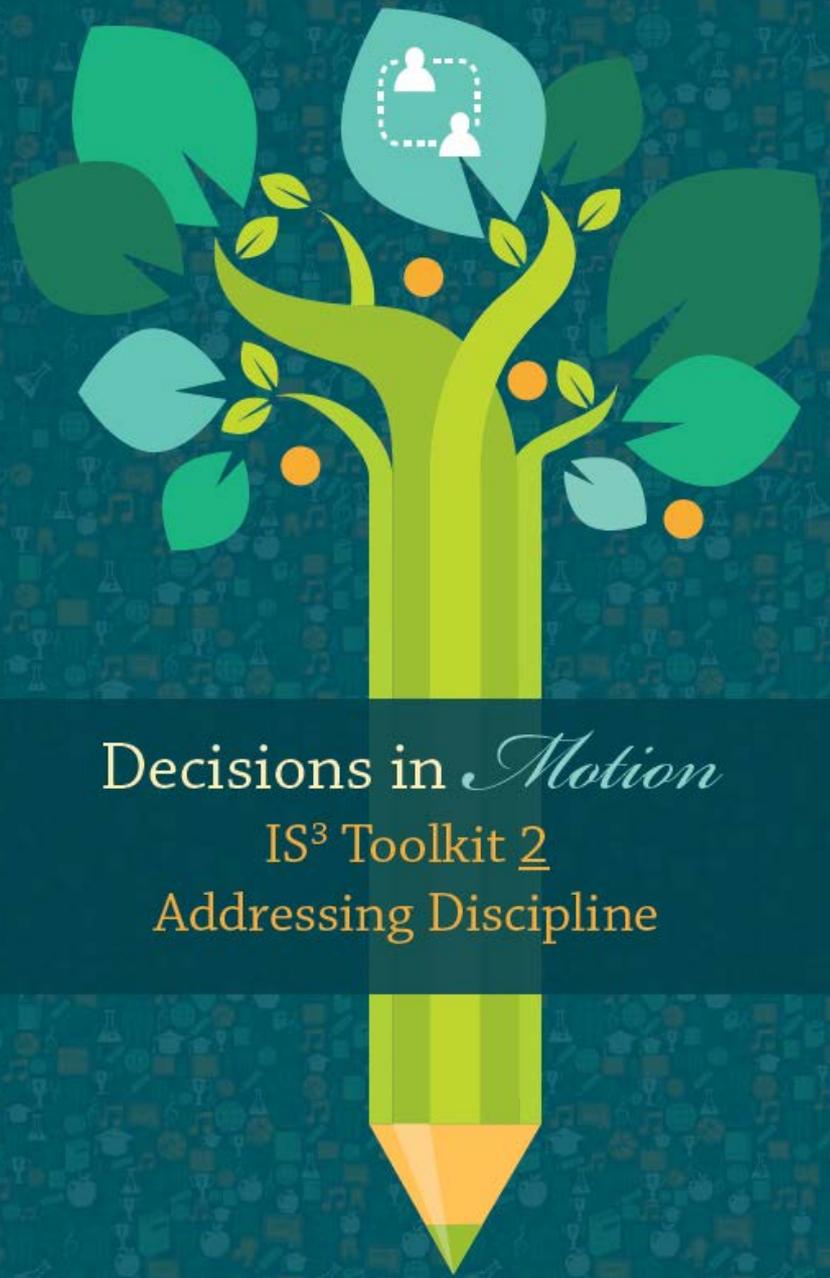
Iowa City Community School District  
**Student Discipline System**

## Beliefs Ballot

How much do you agree with the following statements? Please **circle** 1 answer for each statement. Answer as honestly as you can...your responses will be completely anonymous.

Fold your paper in half when you are finished.

Our discipline system focuses more on <i>improving school climate</i> rather than <i>reducing disruptive behavior</i> .	Strongly Disagree	Disagree	Agree	Strongly Agree
Students in our school who are positively connected to adults have fewer discipline problems.	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers who consistently engage students in learning have fewer discipline problems.	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers and administrators give greater consequences to students of color than to their white peers	Strongly Disagree	Disagree	Agree	Strongly Agree



Decisions in *Motion*  
 IS<sup>3</sup> Toolkit 2  
 Addressing Discipline

A publication of RM Consulting and the Iowa Department of Education

# Contents

**Getting Ready to Plan** ..... 2

    Using This Toolkit ..... 3

    Forming our Action Team ..... 4

    Facilitation Guide ..... 7

**Developing Your Addressing Discipline Plan** ..... 12

    Implementation Readiness Guide ..... 13

    Sample Plan..... 17

    Step 1—Determining our Area of Focus ..... 31

    Step 2—Describing the Story Behind our Data ..... 39

    Step 3—Selecting our Strategy..... 45

    Step 4—Detailing our Actions ..... 51

    Step 5— Ensuring Adults are Doing What they Need to Do..... 57

    Step 6—Knowing if We’ve Made a Difference ..... 63

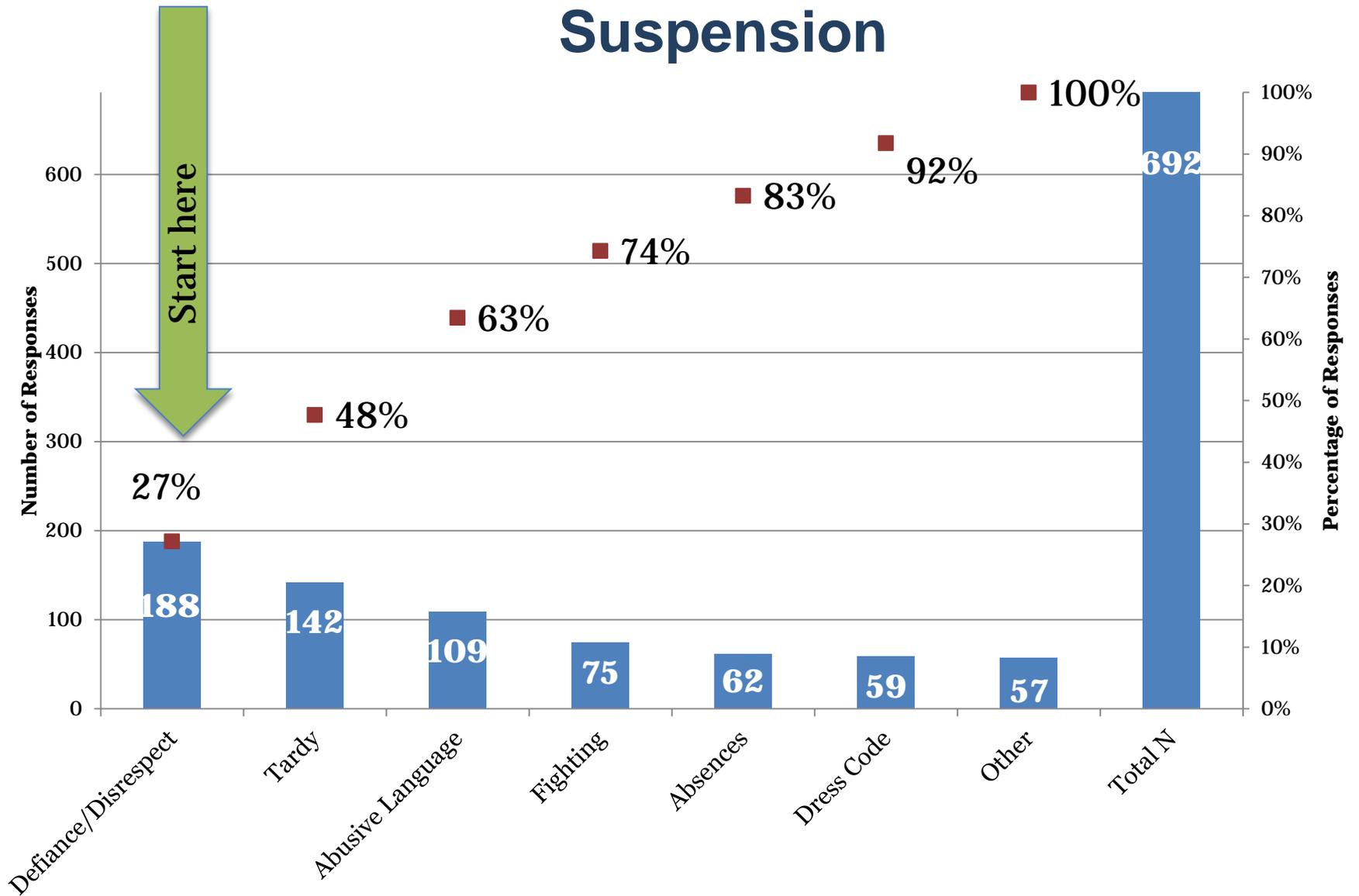
  

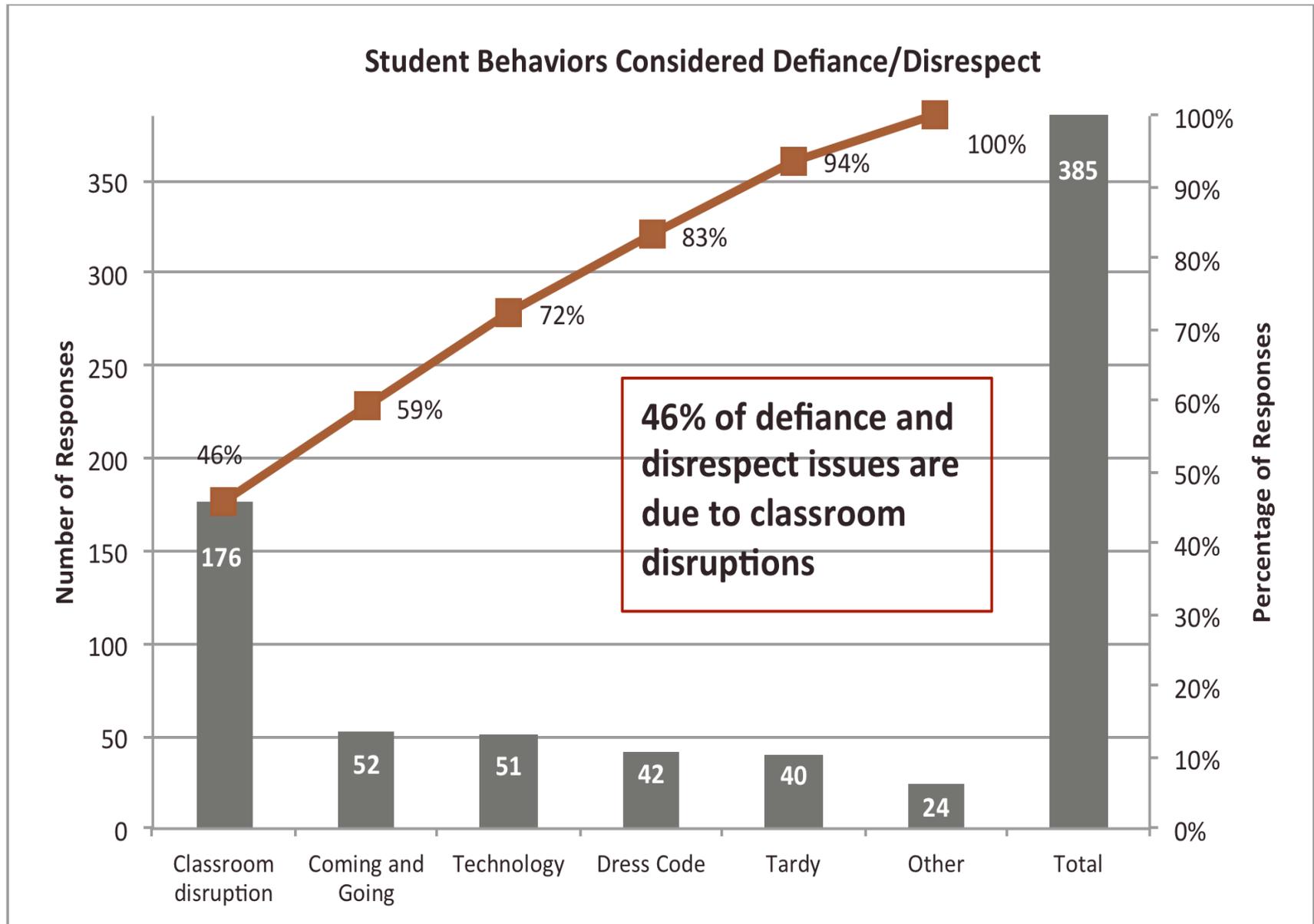
**Next Steps** ..... 68

**About the Authors** ..... 71

# Student Behaviors Leading to Suspension

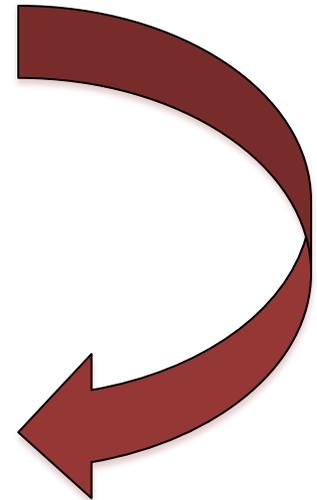




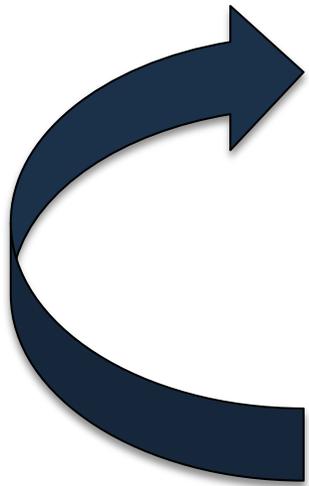


# Plan the Work

- Use data to drive strategy
- What do we have? vs. What do we want?
- Address discipline—choose ONE strategy
  - Improve Adult-student relationships
  - Engage learners in learning
  - Select incidence–specific strategy



# Work The Plan



- Design and deliver learning-centered professional development
- Are adults doing what we asked them to do?
- Are students better off because of our efforts?

Building and district staff members are proud of the measurable improvements in student achievement and the Iowa Safe and Supportive Schools Index. Ongoing efforts to increase graduation rates and decrease dropout rates as well as implementing the Iowa Core and Positive Behavior Interventions and Supports has contributed to more students being proficient in math, reading, and science and an increase in the Index from 14 in 2011 to 21 in 2014. WHS is just short of an Index of 23 which is the next target for improvement.

**Table 2. IS<sup>3</sup> Index Range and Description**

Index Range	Description
30-36	Schools with an IS <sup>3</sup> Index in this range are creating healthy school climates with optimal conditions for learning in the areas of safety, engagement, and environment. There still may be room for improvement.
23-29	Schools with an IS <sup>3</sup> Index in this range need some targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
17-22	Schools with an IS <sup>3</sup> Index in this range need intensive to targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
0-16	Schools with an IS <sup>3</sup> Index in this range need intensive support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.



# Justice Resources



# National Center for Juvenile and Family Court Judges



Cheri Ely, MA LSW  
Director for Juvenile Justice

NCJFCJ  
est. 1937

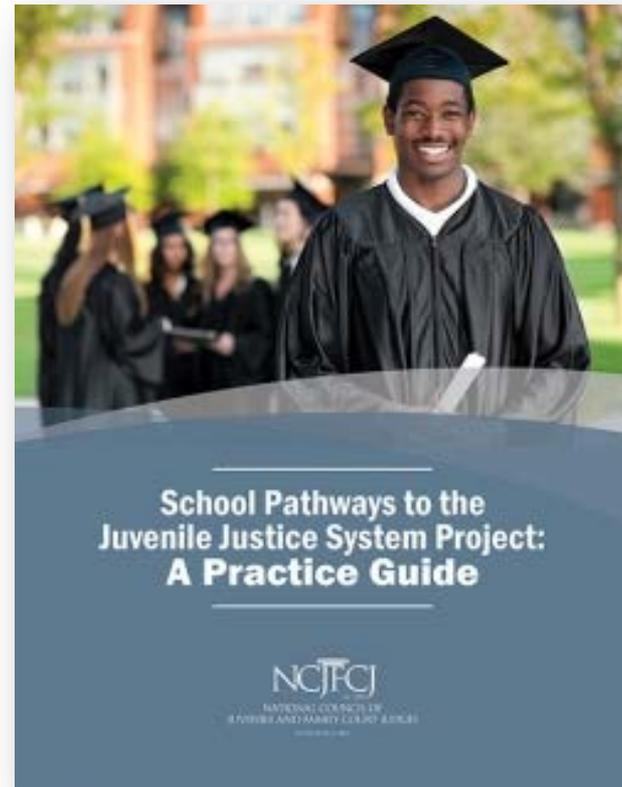
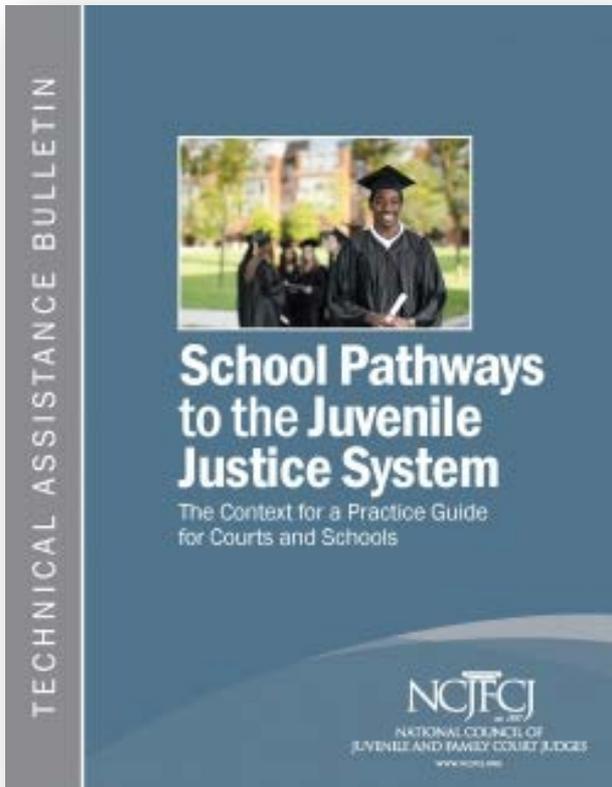
NATIONAL COUNCIL OF  
JUVENILE AND FAMILY COURT JUDGES

WWW.NCJFCJ.ORG



# School Pathways to the Juvenile Justice System

- 2012-2015
- 16 Demonstration Sites
- Judicially led collaborations between juvenile courts, school systems, law enforcement, community agencies
- Focus on reducing referrals to juvenile courts for school-based misbehaviors and expand use of positive disciplinary practices in schools



[www.ncjfcj.org/resource-library/publications/school-and-justice](http://www.ncjfcj.org/resource-library/publications/school-and-justice)



# School Justice Partnership Project

- 2015-2016
- International Association of Chiefs of Police
- National Association of State Boards of Education
- National Center for Mental Health and Juvenile Justice
- National Center for Child Traumatic Stress

# School Justice Partnership Project

- National Resource Center on School Justice Partnerships
- School Justice Partnership Institute
- Technical Assistance to local jurisdictions
- Intensive Training and Technical Assistance to 4 jurisdictions selected by OJJDP
- Webinars
- Technical Assistance Bulletins

[www.ncjfcj.org/our-work/schools-and-justice](http://www.ncjfcj.org/our-work/schools-and-justice)



# School Discipline in Delaware



Chief Judge Chandlee Johnson Kuhn  
Delaware Family Court



# Current Grant Projects

## NATIONAL COUNCIL OF JUVENILE AND FAMILY COURT JUDGES SCHOOL PATHWAYS PROJECT: DELAWARE INTERIM REPORT



### Sub-Committee Status Update & Current Recommendations

The NCJFCJ School Pathways Project provided training and technical assistance to help judicial leaders develop efforts to reduce referrals of youth to juvenile court, for school-based misbehaviors and to expand the use of positive disciplinary practices in schools. The NCJFCJ's goal for this project is to support student engagement and reduce students' school exclusion.

### Education Demonstration Project - 2014 Year-End Report

Foster youth, compared to the general student population, are more likely to be suspended or expelled, more likely to be retained or to repeat a grade, and less likely to graduate from high school.<sup>1</sup> Delaware's Department of Services for Youth, Children and Families (DSCYF) reported that in FY2013 it substantiated 1503 reports of child abuse, dependency and neglect in Delaware. In that same year, its hotline received 17,333 reports of child abuse, neglect and dependency, the largest in its history, and a 4% increase over the previous year. During the past three years, the total number of youth in foster care has fluctuated from a high of 801 in 2012 to 659 at the end of calendar year 2014.<sup>2</sup> According to Delaware's Kids Count, the total youth population was just over 303,000 at the end of FY2013.<sup>3</sup>

In light of these poor educational outcomes and the ongoing demands placed on Delaware's child welfare system, Delaware Family Court, with the support of Casey Family Programs, initiated an effort in 2013 to draw critical attention to the educational needs and overall wellbeing of children in foster care. Project partners in the collaborative effort to address these pressing issues include: the Delaware Department of Services for Children, Youth, and Their Families (DSCYF), Delaware Department of Education (DOE), Brandywine School District (Brandywine), Office of the Child Advocate (OCA), and the Child Placement Review Board (CPRB). These partners joined in launching Delaware's Education Demonstration Project (Demonstration Project) to create a replicable and sustainable model to improve the educational trajectory for children and youth in the foster care system.

The Demonstration Project began with a vision for promoting educational stability and positive educational outcomes for children and youth in foster care by making systemic improvements in the district classrooms and throughout the state. In 2014, the collaboration focused on statewide data sharing initiatives and cross-systems collaboration and training in the Brandywine School District, extending its training statewide in August 2014. In addition, the Demonstration Project added a new partner, the Woodbridge School District, as part of its efforts to pursue the implementation and tracking of concrete practice changes aimed at improving education experiences and overall well-being outcomes of youth touched by the child welfare system. Upon demonstrating and documenting local success in Brandywine and Woodbridge, effective

<sup>1</sup> National Working Group on Foster Care and Education. (2011). *Education in the Lifeline for Youth in Foster Care*. Available at [www.aare.org/resources/Publications/FullEducationalOutcomesFacilitator.pdf](http://www.aare.org/resources/Publications/FullEducationalOutcomesFacilitator.pdf)

<sup>2</sup> December 17, 2014 Weekly Report, Delaware Division of Family Services.

<sup>3</sup> [delawarekidscount.org](http://delawarekidscount.org)

# Resources



# Local Resources/Tools

- Family Court Data
- Delaware Department of Education
- Delaware Department of Justice
- Police Enforcement Agencies
- Local Colleges & Universities
- Local School Districts
- Local branches of national organizations
  - **Communities in Schools**
  - **ACLU of Delaware**
- Community Organizations

# National/Out of State Resources

- The Office of Juvenile Justice & Delinquency Prevention
- US Department of Education
- US Department of Justice
- The Council of State Governments
- ACLU
- Advancement Project
- NCJFCJ
- Supportive School Discipline Communities of Practice

# Data & Information Sharing

# Reporting Out

## School Pathways Project

- Sub-committee Updates
- End of grant year goals
- Post-grant work and goals

## Education Demonstration Project

- Collaborative partnerships
- Utilizing new data
- Creating model programs
- Compassionate Schools Training

# Inter-Agency Information Sharing

## School Pathways Project

- Delaware Department of Education
- Delaware Department of Justice
- Family Court
- Community Organizations
- School Districts

## Education Demonstration Project

- School Districts
- Delaware Dept. of Services for Children, Youth, and Their Families
- Delaware Department of Education
- Office of the Child Advocate
- Child Placement Review Board

# Funding



# Funding

- Technical Assistance vs. Financial Grants
  - Differences
    - Technical assistance as training and information sharing
    - Parameters of financial grants
  - Similarities
    - Reporting
    - Timelines

# Training



# Formal and Informal Training

## Formal Training

- Training as a form of information sharing
  - Training led by committee members
  - Cross-project training
- National training
  - SSDCoP
  - OJJDP

## Informal Training

- Diverse Working Groups
  - Shared information from different work experiences
  - Cross-jurisdictional information

# Sub-Committee Goals

- Law Enforcement/SRO
  - Update to annual SRO training that would include best practices
- Truancy
  - Visiting Teacher Checklist
    - This document would provide more insight for visiting teachers and the Justice of the Peace Court when a student comes in for a truancy violation
    - It would include any alternatives that were attempted and what interventions may/may not work

## Sub-Committee Goals (cont.)

- Disciplinary Alternatives/School Exclusion
  - Connecting with existing projects and programs in the community
  - Gathering data from school districts about school exclusion
- Racial Disparities
  - Sharing resources and possible contacts with experience in implicit bias training
  - Developing sharable information about cultural competency
- Information Sharing/Data Analysis
  - In lieu of pre-existing task forces, this group has not met

# Successes to Date

## SRO/Law Enforcement Sub-Committee

- Movement toward a unified annual training for all new SROs
- Supplemental optional SRO trainings, including racial disparities & disproportionate minority contact
- Utilizing SRO recommendations for future training opportunities

## Racial Disparities Sub-Committee

- Possible MOU recognizing the racial disparities in the juvenile justice system and encouraging cultural competency
- Implicit bias training for government agencies, school districts, and other stakeholders

# Successes to Date (cont.)

## Truancy Sub-Committee

- Justice of the Peace Court Intervention Checklist
  - Will ensure that the JP Court is the last stop, not the first
  - Will keep everyone involved aware of what has been tried
  - Includes student/family profile

## Disciplinary Alternatives Sub-Committee

- Compiling a stakeholder database
- Disciplinary alternatives trainings
  - Include feedback from participating agencies and individuals
  - Available to community members and organizations/agencies

# The Connecticut School-based Diversion Initiative (SBDI)



Catherine Foley Geib, MPA  
Connecticut Judicial Branch

Jeana Bracey, PhD  
Child Health & Development Institute



# Background

- MacArthur Foundation *Models for Change* Mental Health/Juvenile Justice Action Network facilitated by NCMHJJ
- Goals:
  - **Reduce** number of discretionary arrests, suspensions and expulsions
  - **Build** knowledge and skills among school staff and school resource officers
  - **Link** students and families to appropriate services and supports

# SBDI Model Components

- Professional development
- Community coalition building
- Discipline policy consultation

# SBDI Model Outcomes

- Decreased court referrals, suspensions and expulsions
- Increased use of mobile crisis intervention services and other supports
- Improved school discipline policy and climate

# Connecticut School-Based Diversion Initiative

Referrals to  
**Behavioral  
Health  
Service**

**UP  
94%**

Among the 18 schools that have participated in SBDI since 2010, those schools on average have reduced court referrals by 45% in their first year of participation, and have increased EMPS referrals by 94%.

School-Based  
**Court  
Referrals**

**DOWN  
45%**

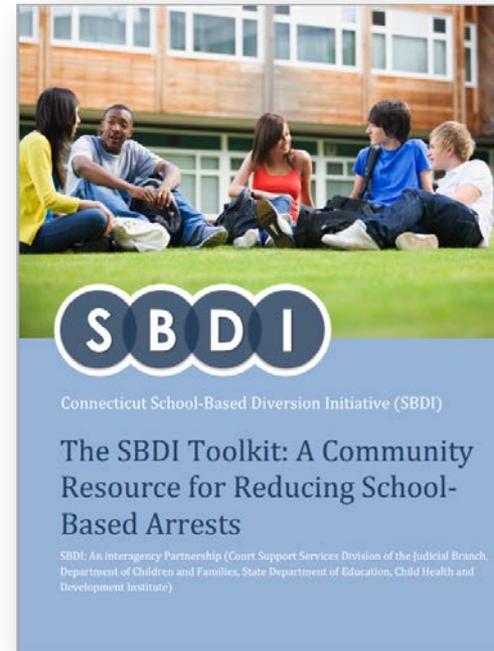
The Connecticut School-Based Diversion Initiative is helping transform school discipline and improve student outcomes. Instead of arresting and suspending children with behavior problems, SBDI schools are connecting them to community-based behavioral health services.

Learn more at:  
[www.chdi.org/sbdi](http://www.chdi.org/sbdi)  
and [www.ctsbdi.org](http://www.ctsbdi.org)

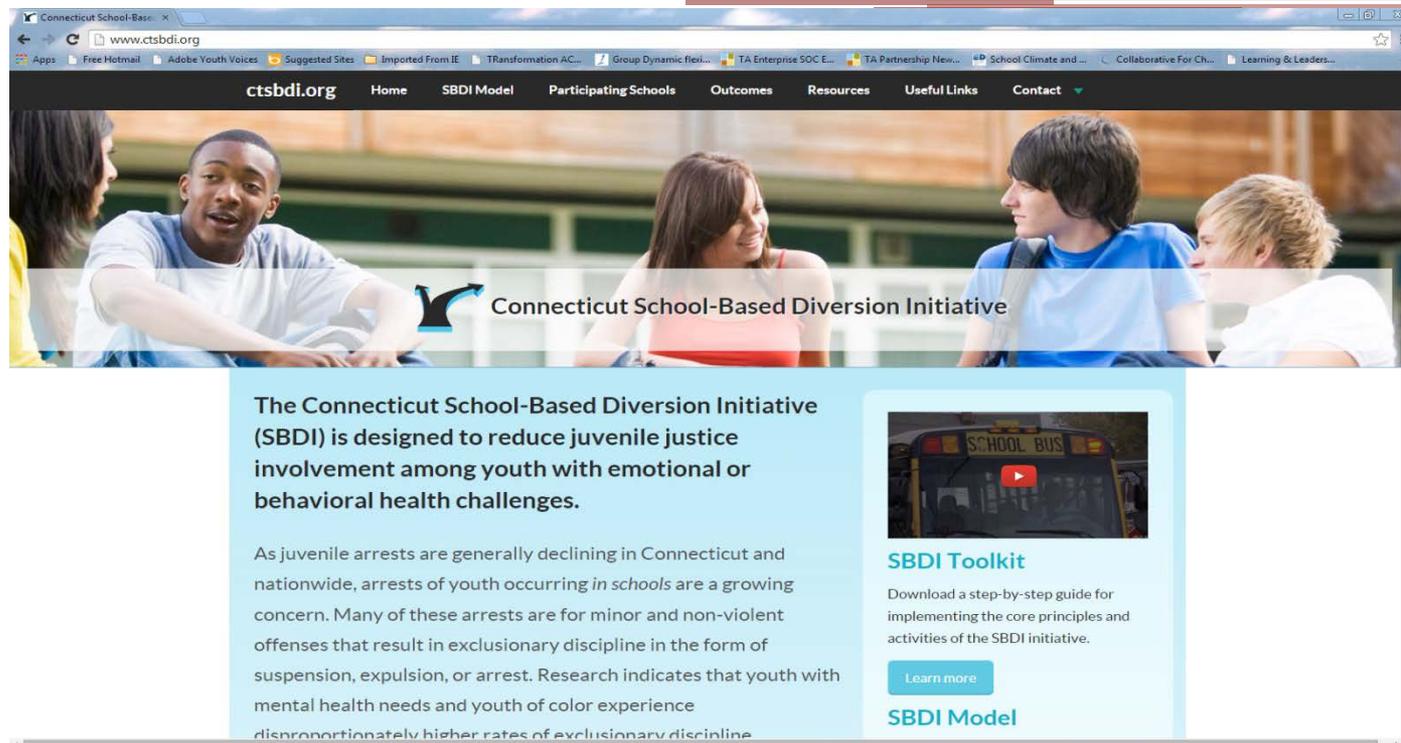
Connecticut School-Based  
Diversion Initiative

# SBDI Toolkit

- Available for **free download**  
<http://www.chdi.org/SchoolToolkit>
- Toolkit was designed for a school to **self-implement some of the core principles and activities** of SBDI



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



ctsdbi.org Home SBDI Model Participating Schools Outcomes Resources Useful Links Contact

## Connecticut School-Based Diversion Initiative

The Connecticut School-Based Diversion Initiative (SBDI) is designed to reduce juvenile justice involvement among youth with emotional or behavioral health challenges.

As juvenile arrests are generally declining in Connecticut and nationwide, arrests of youth occurring *in schools* are a growing concern. Many of these arrests are for minor and non-violent offenses that result in exclusionary discipline in the form of suspension, expulsion, or arrest. Research indicates that youth with mental health needs and youth of color experience disproportionately higher rates of exclusionary discipline.

**SBDI Toolkit**  
Download a step-by-step guide for implementing the core principles and activities of the SBDI initiative.  
[Learn more](#)

**SBDI Model**

# Data and Information Sharing

- Data for Project Monitoring:
  - Court referrals
  - School discipline
  - Site selection and buy-in
- Data for Evaluation:
  - Measure impact of program
  - Basis for funding increase
- Data for Public Education:
  - State Dept. of Education website
  - Strategic School Profiles

# Sustainable Funding

- Initial grant funding
- State agencies picked up by sharing cost
- Blended funding with collaborative oversight
- Expanded partnership as evidence increased
- Tied into larger education and criminal justice reforms

# Quality Staff Training

- Conduct needs assessment to set priorities
- Provide flexible scheduling
- Vary the structure or delivery approach
- Integrate into existing initiatives
- Recruit School-Community Partner as trainers
- Provide incentives
- Use data-driven professional development
- Build a Learning Collaborative for sustainability

# Resources

- *SBDI Toolkit* free download at <http://www.chdi.org/SchoolToolkit>
- *SBDI Website, Video and Toolkit* at [www.ctsbdi.org](http://www.ctsbdi.org)
- *Right Response CT: Schools and Police Working Together* (CT Juvenile Justice Advisory Committee-State Advisory Group)  
<http://ct.gov/opm/cwp/view.asp?a=2974&q=509812>

# Contact Information

- Catherine Foley Geib, M.P.A.  
Connecticut Judicial Branch  
[Catherinefoley.geib@jud.ct.gov](mailto:Catherinefoley.geib@jud.ct.gov)
- Jeana Bracey, Ph.D.  
Child Health and Development Institute  
[bracey@uchc.edu](mailto:bracey@uchc.edu)

# SSD Webinar Series Summary on the School Discipline Consensus Report

- Total Registered Participants
  - 2,735
- Presenters
  - 26 experts representing multiple systems and perspectives
- Questions posed by participants
  - 100
- Participants included state agency and school/district administrators, school/student support staff, teachers, SROs, probation/parole officers, youth advocates and legal representatives, law enforcement, judges and court administrators, family, youth, and other community stakeholders.



# For More Information

- Archive of all SSDI webinars  
[www.nttac.org/index.cfm?event=trainingCenter.Homepage](http://www.nttac.org/index.cfm?event=trainingCenter.Homepage)
- School Discipline Guidance Package: [www.ed.gov/school-discipline](http://www.ed.gov/school-discipline)
- Discipline Disparities Research-to-Practice Collaborative:  
<http://www.indiana.edu/~atlantic/>
- Information on School Climate Measurement:  
<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>
- Information on Program Implementation:  
<http://safesupportivelearning.ed.gov/topic-research/program-implementation>

# For Assistance



Office of Juvenile Justice and Delinquency Prevention's Center for Coordinated Assistance to States (CCAS)

U.S Department of Justice

[www.ojjdpccas.org](http://www.ojjdpccas.org)



Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>



National Center on Safe Supportive Learning Environments (NCSSLE)

U.S. Department of Education

<http://safesupportivelearning.ed.gov>



The Council of State Governments, Justice Center

<http://csgjusticecenter.org/>

# Reminders

- Register for the next SSD Webinar on providing quality education services for youth who are involved in the juvenile justice and child welfare systems, on March 18<sup>th</sup> at 3:00 p.m. ET.
  - <http://www.neglected-delinquent.org/events/nd-infocus-high-quality-correctional-education>
- Sign up for the monthly SSD E-Digest. The next issue will be released on March 18!
  - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>