

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?

- | | |
|--|---|
| <input type="checkbox"/> State agency administrator | <input type="checkbox"/> Law enforcement personnel |
| <input type="checkbox"/> School/district administrator | <input type="checkbox"/> Judge or court administrator |
| <input type="checkbox"/> School/student support staff | <input type="checkbox"/> Family member |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Youth |
| <input type="checkbox"/> School resource officer | <input type="checkbox"/> Community stakeholders |
| <input type="checkbox"/> Probation/parole officer | <input type="checkbox"/> Other |
| <input type="checkbox"/> Youth Advocate/Legal representative | |

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.

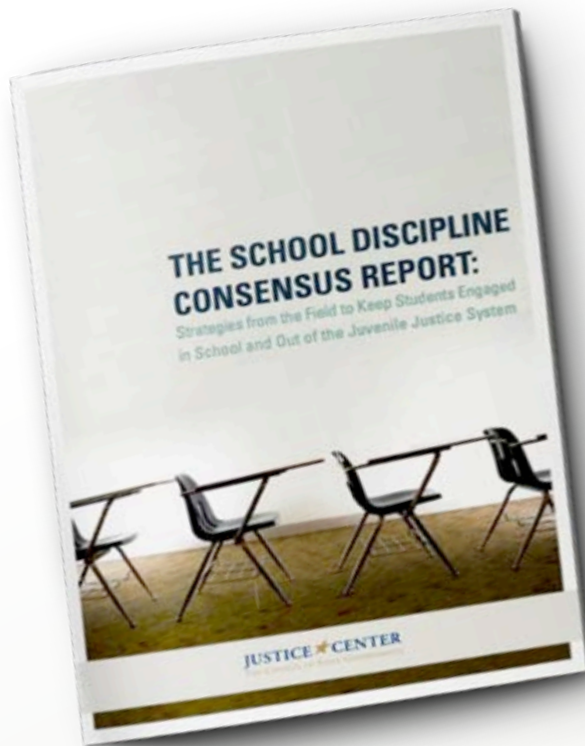
Agenda

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

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

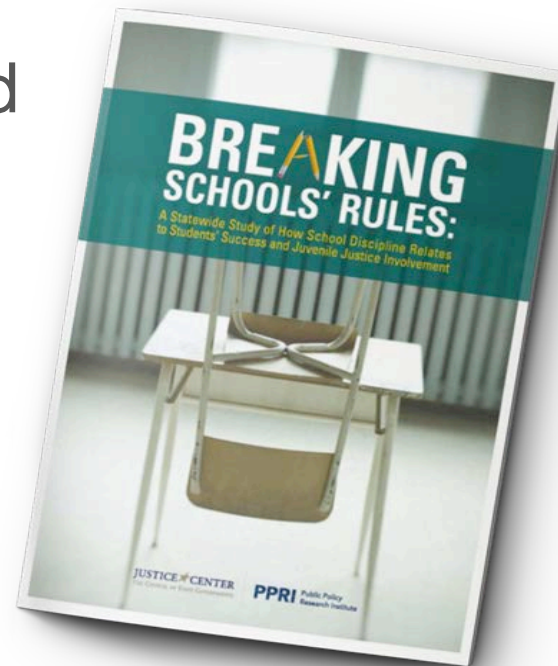
**School Discipline Consensus Report
Provides Valuable Resource for the Field**

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

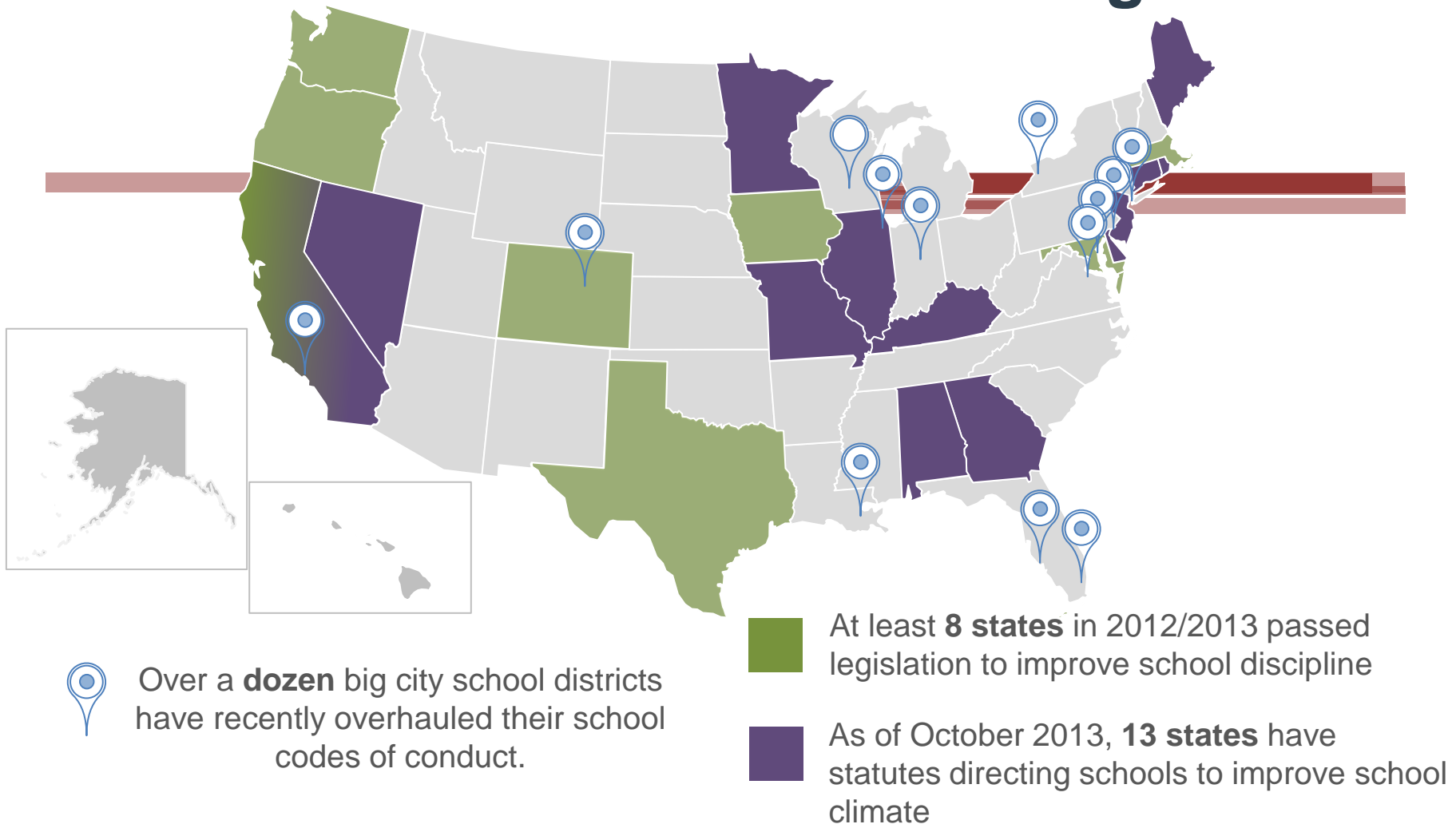


Improve high school graduation rates



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

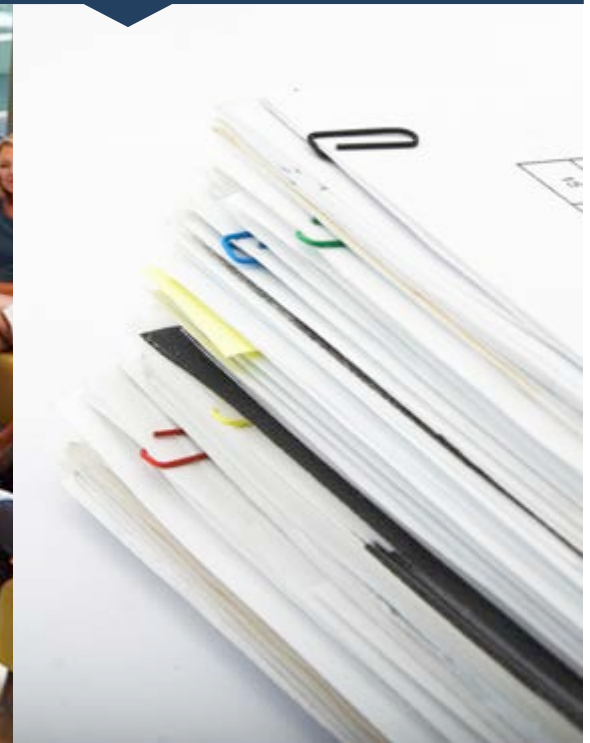
School Discipline Consensus Report Provides Valuable Resource for the Field

Spotlight: Information Sharing

Field-Driven and
Practical

Consensus-Based

Comprehensive



Partners and Funders



NoVo Foundation



Consensus Project Participants

Education



NASBE

AASA

nea

nassp

Health

MASSACHUSETTS
ADVOCATES
for CHILDREN

AIR

NASP

SAMHSA

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
 - 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

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.	Conditions for Learning, PS I and PS II			
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.	Conditions for Learning, PS I and PS II			
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.	Conditions for Learning, PS I			
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	Conditions for Learning, PS II Targeted Behavioral			

<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
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For more information, contact Nina Salomon (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 homepage of the Supportive School Discipline Communities of Practice website. The header features the logo on the left and navigation links (HOME, RESOURCES, EVENTS, COMMUNITIES, ABOUT) on the right. The main content area is divided into two columns. The left column features a large image of a teacher and students, with text about a new guidance package and a 'DID YOU KNOW?' section. The right column lists featured events with dates and times.

Supportive School Discipline
COMMUNITIES OF PRACTICE

HOME RESOURCES EVENTS COMMUNITIES ABOUT

School Climate & School Discipline: A Guidance Package

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

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

Featured Events

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

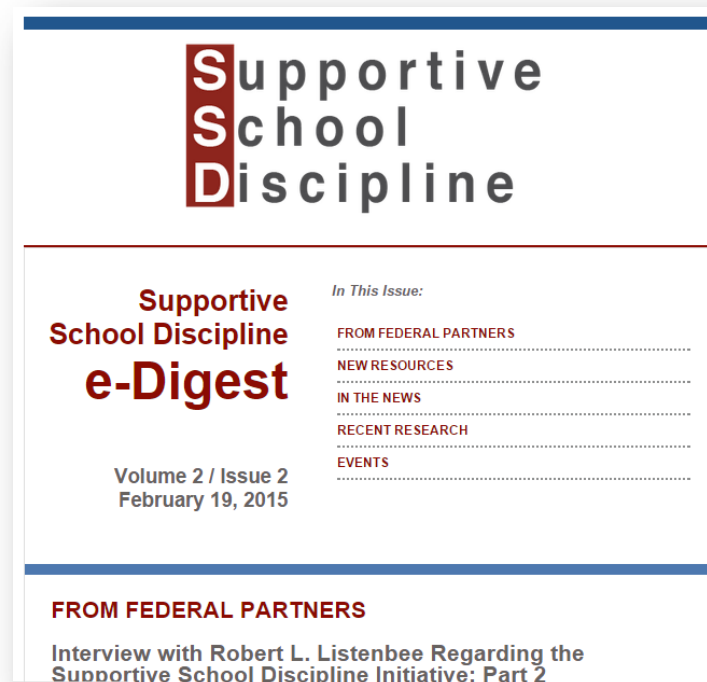
[Targeted Behavioral Interventions](#)
December 10, 2014 - 03:00 to 04:30

[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



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, and a 'SEARCH' button. Social media icons for Twitter, Facebook, and LinkedIn are also present. Below the navigation bar is the main header with the 'Safe Supportive Learning' logo and tagline 'Engagement | Safety | Environment'. To the right of the logo are links for '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 this image is a section titled 'Develop Effective Mentorship Skills'. To the right of the image is an 'Upcoming Event' section for the 'SSD Webinar - Resources' on March 04, 2015, with a 'Learn More' button. Below the main image is a 'TOPICS' section with a sub-section for 'Education Levels' listing 'Pre-K/Elementary School'. To the right of the topics is a 'Voices From The Field' section with a large red checkmark icon and a poll question: 'What do you think has the GREATEST influence on teenage perceptions of what a healthy relationship is? — February 2015'. There are buttons for 'Learn What Experts Think' and 'Share Your Experiences'.

View Resources by Topic GO SEARCH

Safe Supportive Learning
Engagement | Safety | Environment

Training and TA Events Topics & Research States and Grantees Stay Connected About

Upcoming Event
SSD Webinar - Resources
March 04, 2015 - 03:00pm EST
Learn More

Develop Effective Mentorship Skills

DO YOU HAVE A QUESTION?

TOPICS
Education Levels
Pre-K/Elementary School

Voices From The Field
What do you think has the GREATEST influence on teenage perceptions of what a healthy relationship is? — February 2015
Learn What Experts Think 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

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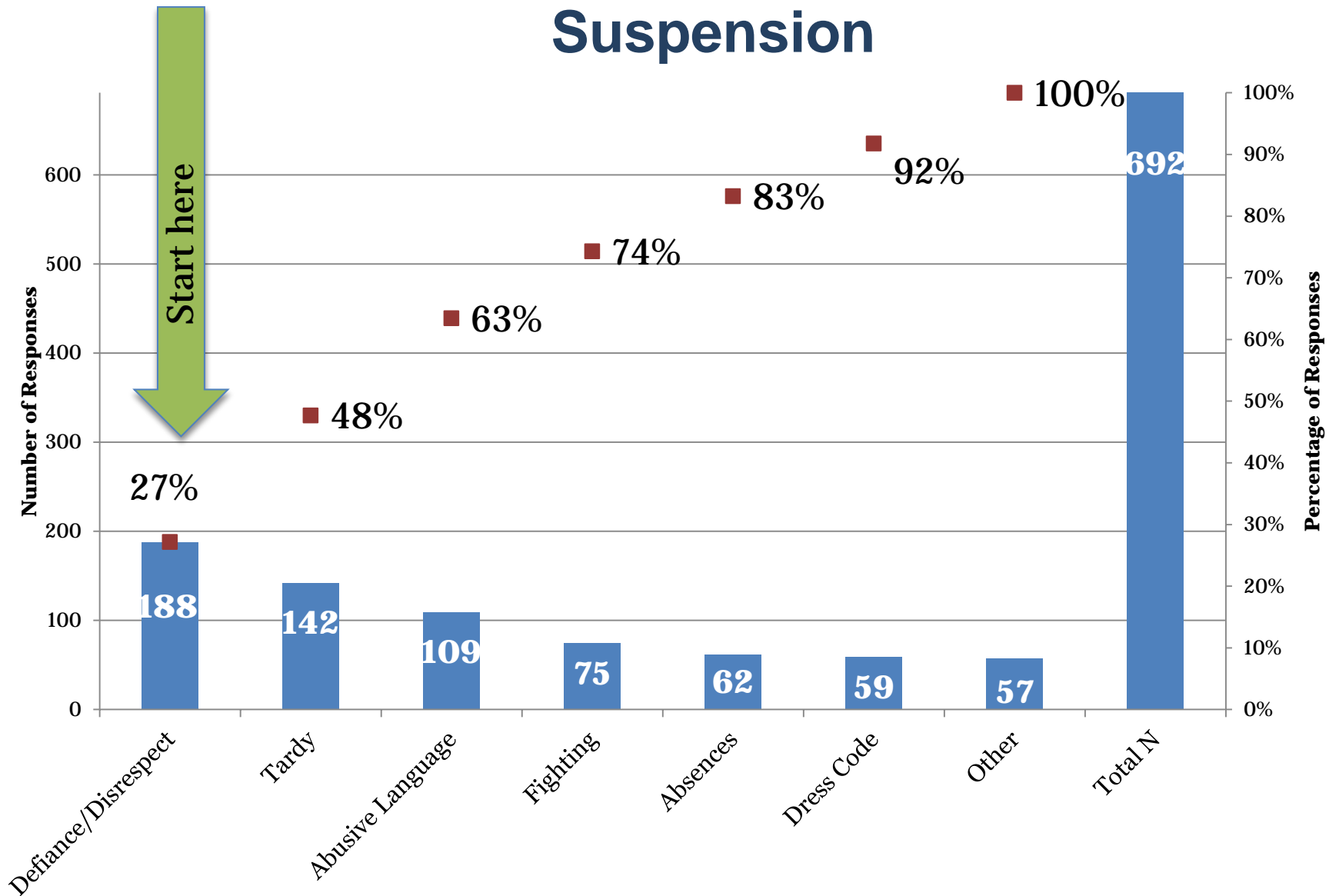
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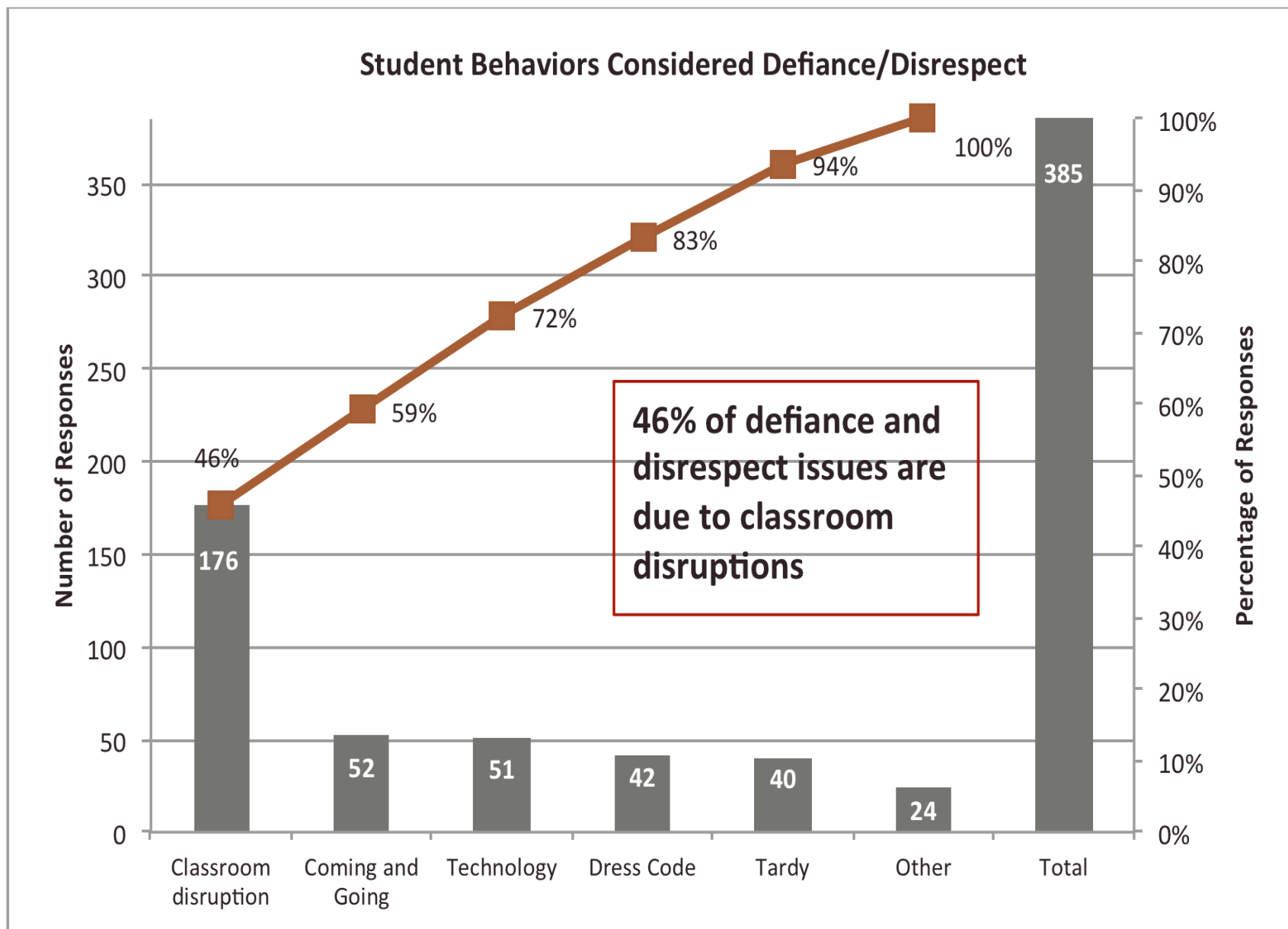


Decisions in *Motion* IS³ Toolkit 2 Addressing Discipline



Student Behaviors Leading to Suspension

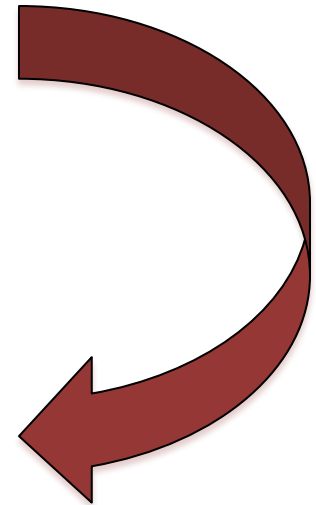




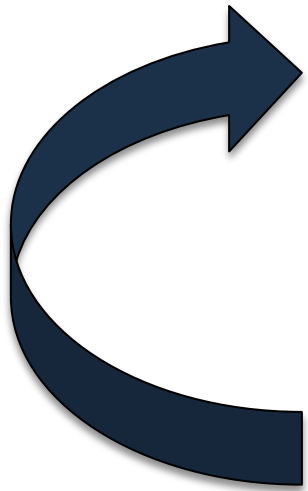


Plan the Work

- 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. IS³ Index Range and Description

Index Range	Description
30-36	Schools with an IS ³ 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 ³ 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 ³ 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 ³ 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



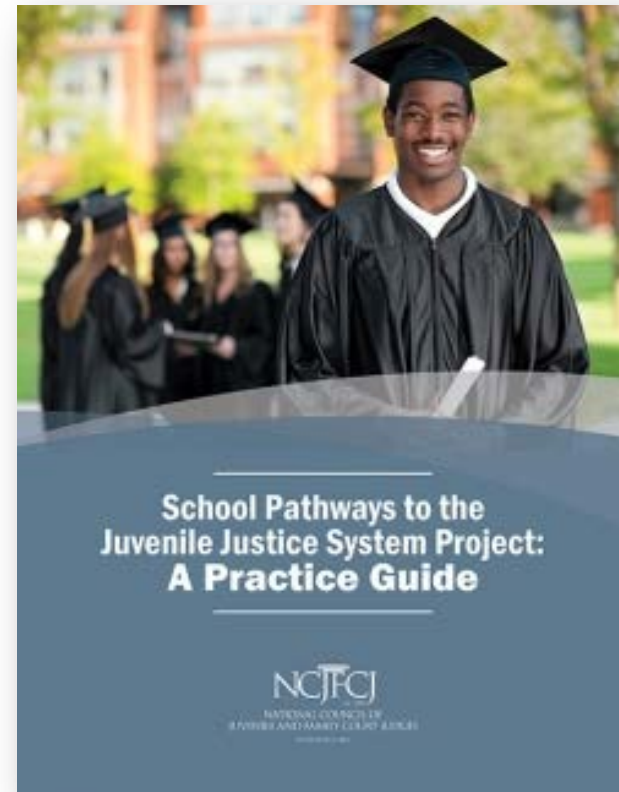
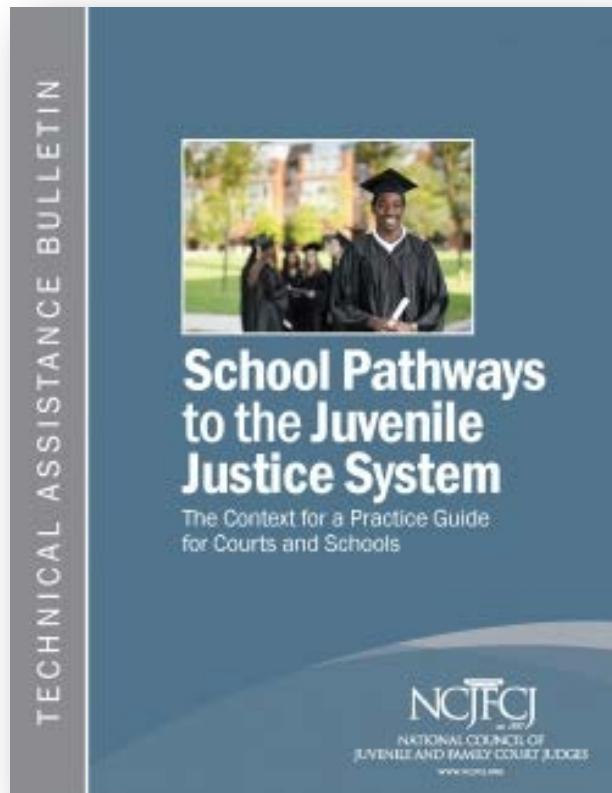
NATIONAL COUNCIL OF
JUVENILE AND FAMILY COURT JUDGES

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

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

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 courts 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.¹ 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 2014.² According to Delaware's Kids Count, the total youth population was just over 203,000 at the end of FY2013.³

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

¹ National Working Group on Foster Care and Education. (2011). *Education in the Lifeline for Youth in Foster Care*. Available at www.nwgfce.org/Research/Publications/pdf/EducationalOutcomesFacilitator.pdf.

² December 17, 2014 Weekly Report, Delaware Division of Family Services.

³ delaware.kidscount.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
and www.ctsbdi.org

Connecticut School-Based
Diversion Initiative

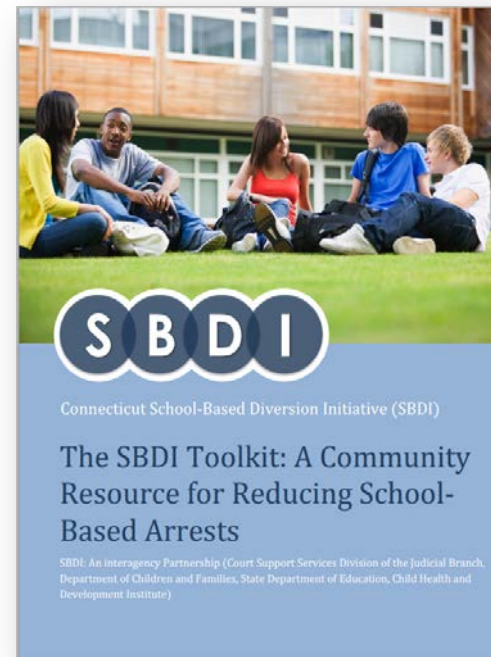


Child Health and
Development Institute
of Connecticut, Inc.

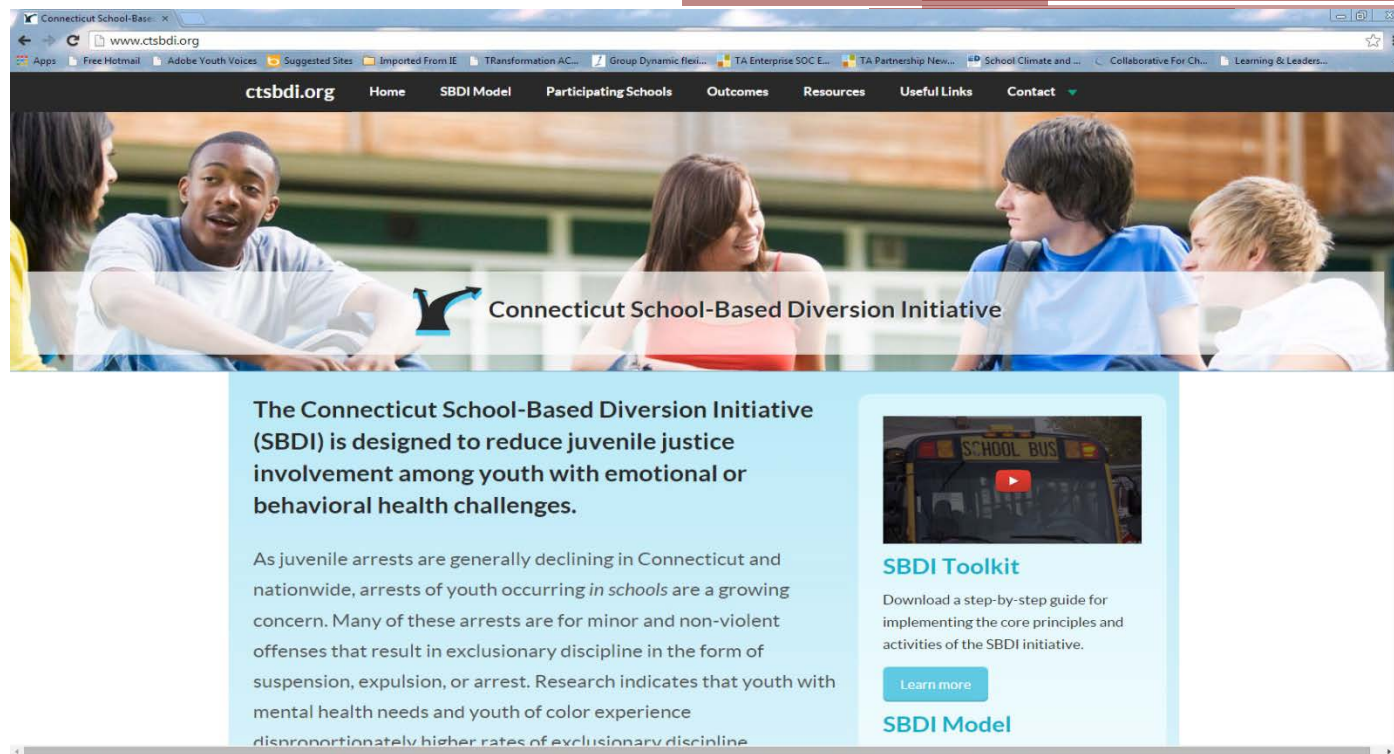


SBDI Toolkit

- 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



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
- *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

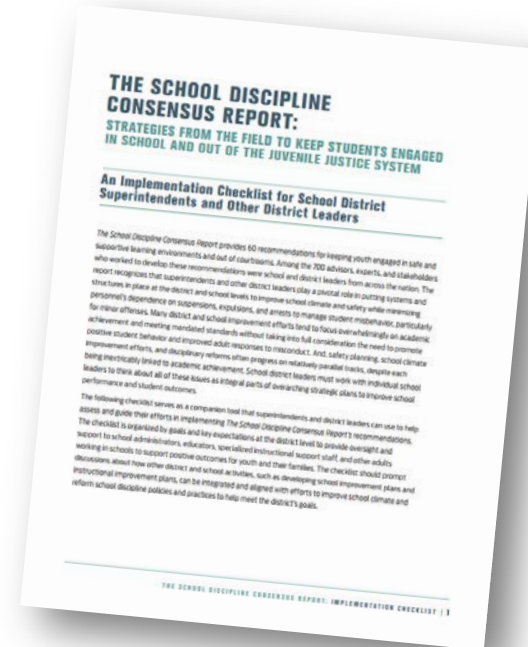
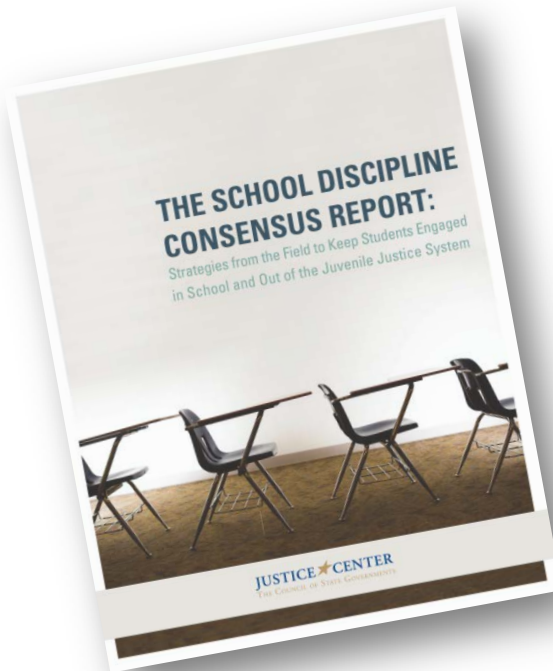
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SSD Webinar Series Summary on the School Discipline Consensus Report

- 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.

To Access the School Discipline Consensus Report

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



For More Information

- Archive of all SSDI webinars
www.nttac.org/index.cfm?event=trainingCenter.Homepage
- School Discipline Guidance Package: 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



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 18th 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>