Sustaining School Climate and Culture

Chicago Grantees Meeting
April, 2012
The Multi-Tiered System Of Support
LEADERSHIP
Culture and Climate Team

Safe and Supportive Schools

- Vince Omni, Coordinator
- Tiffany Ellerman, Admin. Asst.
- Bonnie Houk/Lisa Chaney, Evaluators

PCEP

- Bonnie Houk, Grant Writer
- Sue Kidd, Coordinator
- Cindy Patton, Consultant
- Tierney Kirtdoll, Admin. Asst.
- Jeannette Nobo, Asst. Direct.
- Compass Evaluation
Partnerships

- Ks. Education Service Centers
- Ks. Attorney General
- Ks. Dept. of Health and Environment
- Ks. Institute for Peace and Conflict Resolution
- Ks. Center for Safe and Prepared Schools
- Ks. Parent Information Resource Center
- Ks. Highway Patrol

- Character Education Partnership
- Institute for Excellence and Ethics
- Ks. Black Educators Association
- Ks. School Counselors Association
- Ks. Dept. of Commerce
- Ks. Board of Regents
EMPOWERING

THE

CULTURE
Kansas Multi-Tiered System of Support (MTSS)

**Behavior**
- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design
- Supplemental targeted function-based interventions
- Small groups or individual support
- Frequent progress monitoring to guide intervention design

**Academics**
- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design
- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

**All students, All settings**
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

**KSDE - July 2007 Draft**
KSA 72-8256

Requires schools to:

1. Adopt and implement a plan to address bullying and cyber bullying.
2. Adopt policies prohibiting bullying.
3. Adopt and implement a plan to address bullying that includes training provisions for staff and students.
4. Upon request, the state board shall assist in the development of grade appropriate curriculum for character development programs.
BOE Motions Adopted
Dec. 2010

• Anti-Bullying Awareness Week
• Statement from the BOE on the Serious Nature of Bullying
• Included “character development” in BOE mission statement
• Development of Model Social-Emotional Character Development Standards
Anti-Bullying Awareness Week
October 3rd-9th

I pledge to be a hero and take a STAND
Speak out against bullying ★ Tell an adult when you see someone being bullied ★ Always set a good example ★ Notice when others are left out ★ Don't let your friends bully others

Career

8th Grade

Skill Development

Occupational Specializations

Pathway K&S

Cluster K&S

Engagement
CURRICULUM

AND

INSTRUCTION
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

Anti-bullying, Harassment & Intimidation Strategies

~15%

~5%
CEP’s Eleven Principles
of Effective Character Education™

By Tom Lickona, Ed.D.
Eric Schaps, Ph.D.
Cathrina Lewis, Ph.D.

© Character Education Partnership, 2003
Culture of Excellence & Ethics™ Tools

Performance Character & Moral Character

From Smart & Good High Schools (Lidzka & Davidson, 2005)

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www.excellenceandethics.org
Power2Achleve™ for Schools: Kansas PCEP 2011-2012

Toolkit for Teachers on Teaching Students to Collaborate with Efficiency & Effectiveness

Toolkit for Teachers on Developing the Mindset of Growth & Resiliency in Students

**Power2Achleve™ Foundations**

- Participate in an intentional culture of excellence
- Manage priorities & reduce stress
- Acquire the mindset of growth & resiliency
- Possess emotional intelligence & integrity
- Collaborate with efficiency & effectiveness
- Realize the potential for excellence
- Live a balanced, purposeful & fulfilling life

Formative Assessment Incorporated in Foundations Units

Culture of Excellence & Ethics Assessment Survey:
Student & Faculty Pretest

Culture of Excellence & Ethics Assessment Survey:
Student & Faculty Posttest

© 2010 Institute for Excellence & Ethics, Inc
Developed and delivered in partnership with the Center for the 4th & 5th Rs
<table>
<thead>
<tr>
<th>Academic Achievement/School Attendance</th>
<th>Relationships/ Self Esteem</th>
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<tbody>
<tr>
<td>Positive Action (U)</td>
<td>Connections: Relationships and Marriage (11th &amp; 12th grade) (U)</td>
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<td>Say it Straight (U)</td>
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<td>Project SUCCESS (S)</td>
<td>4th R Curriculum (U)</td>
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<td>Safe Dates (U)</td>
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<td>Substance Abuse Prevention &amp; Intervention</td>
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<td>LifeSkills Training (U)</td>
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<td>Orebro Prevention Program (parent program) (U)</td>
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<td>American Indian Life Skills Development/Zuni Life Skills Dev. (S)</td>
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<td>Care, Assess, Respond, Empower (CARE) (S)</td>
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<td>Teenage Health Teaching Modules (U)</td>
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<td>Too Good for Drugs &amp; Violence (U)</td>
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<td>Taking Charge (I)</td>
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<td>Truant Recovery Program (I)</td>
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Kansas Social, Emotional, and Character Development Standards

December 2011 DRAFT
SECD Planning Team
Personal management and relationship skills are vital in all aspects of learning and of life.

Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.

Effective social, emotional and character development skills support academic achievement in students and constructive engagement by staff, families and communities.

Students learn best in a respectful, safe and civil school environment where adults are caring role models.

Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in a whole school Social, Emotional, and Character Development (SECD) programming.
College and Career Ready Goal

Students who are college and career ready must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success.
Kansas Social, Emotional, and Character Education Standards

- Social Awareness
- Interpersonal Skills

- Core Principles
- Responsible Decision Making and Problem Solving

- Self-Awareness
- Self-Management

- Social Skills Development
- Personal Skills Development

Character Development
Common Core Formatting

**Social, Emotional, Character Development Standards**

**Strands**

- **Character Development**
  - 1. Core Values
  - 2. Responsible Decision Making And Problem Solving.
  - **Grade-Level Standards**
    - Knowing
    - Doing
  - K-2 / 3-5 / 6-8 / 9-12

- **Personal Development**
  - 1. Self-Awareness
  - 2. Self-Management
  - **Grade-Level Standards**
    - Knowing
    - Doing
  - K-2 / 3-5 / 6-8 / 9-12

- **Social Development**
  - 1. Social Awareness
  - 2. Interpersonal Skills
  - **Grade-Level Standards**
    - Knowing
    - Doing
  - K-2 / 3-5 / 6-8 / 9-12
SAFE AND SUPPORTIVE SCHOOLS GRANT

- Safe Schools Conference
- Round 1 grantees: 15 schools ($850,000)
- Fall Counselor Conference
- School Violence Hotline
- Safe Schools Manual
- MTSS Symposium - behavioral strand
- New Approaches to Classroom Discipline and School Climate
- Kansas Center for Safe and Prepared Schools
- Social-Emotional Character Development Standards
- Kansas Parent Information Resource Center
- Kansas Black Educators Conference
- RFP for Bullying Prevention Support Hotline
Accountability and School Improvement
Kansas accreditation is:

\[ Q + P = A \]
1. A school improvement plan
2. An external assistance team
3. Local assessments aligned with state standards
4. Teachers trained in state standards and assessments
5. In assessed areas, all teachers must be certified
6. Board policies meet 91-31-34
7. Local graduation requirements that meet state requirements
8. Curricula that meet the regent’s admission requirements
9. Elementary and middle schools that offer computer literacy, counseling services, fine arts, etc.
10. Secondary schools that offer business, FACS, etc.
11. Policies ensuring compliance with other accreditation regulations and laws
• % at standard or above in reading and math
• 95% taking the state assessments
• Attendance rates at or above 90%
• Graduation rates at or above the state standard
21st Century Accreditation

Presented to the Kansas Board of Education by Brad Neuwenswander and Tom Foster Kansas State Department of Education

13 Sept. 2011

prezi by Tony Moss
What strategies are we using to engage students?

Not only "are our students leaving high school college and career ready" but how are schools accomplishing this?

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<tr>
<th>Relationships</th>
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<th>Responsive Culture</th>
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Kansas Social, Emotional, and Character Education Standards

- **Social Awareness**
  - Interpersonal Skills

- **Character Development**
  - Core Principles
  - Responsible Decision Making and Problem Solving

- **Personal Skills Development**
  - Self-Awareness
  - Self-Management
Common Core Formatting

**Social, Emotional, Character Development Standards**

**Strands**
- Character Development
  - 1. Core Values
  - 2. Responsible Decision Making And Problem Solving.
  - K-2 / 3-5 / 6-8 / 9-12
- Personal Development
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  - 2. Self-Management
  - Knowing
  - Doing
  - K-2 / 3-5 / 6-8 / 9-12
- Social Development
  - 1. Social Awareness
  - 2. Interpersonal Skills
  - Knowing
  - Doing
  - K-2 / 3-5 / 6-8 / 9-12

**Anchor Standards**
(Big Ideas Across Grade-Levels)
### 21st Century Accreditation

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**CD**: Character Development Standard  
**PD**: Personal Development Standard  
**SD**: Social Development Standard
## Kansas Safe and Supportive Schools Continuum

### Conditions for Learning (CFL) Index

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<td>Substance Abuse</td>
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<td>Wellness</td>
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“If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals.”