Supporting Good Discipline Practices in Schools

In-Person Listening Session
February 24, 2012

Listening Session Webinars
March 14, 16, and 23, 2012

U.S. Department of Education and U.S. Department of Justice

SUMMARY

Introduction

In July 2011, the Center for State Government's Justice Policy Center released "Breaking School Rules," a research study that examined discipline in Texas and emphasized the importance of keeping children in school and learning. The study demonstrated that suspension and expulsion are not only overused but also inappropriately used to discipline children in school. The research showed that African American and Hispanic students and children with particular educational disabilities who qualify for special education were suspended and expelled at especially high rates. The report also found that when students are suspended or expelled, the likelihood that they will repeat a grade, not graduate, and/or become involved in the juvenile justice system increases significantly.

In response to the study, the U.S. Attorney General Eric Holder and the U.S. Secretary of Education Arne Duncan launched a collaborative initiative between the Department of Justice (DOJ) and Department of Education (ED) to stem the school-to-prison pipeline and advance the use of positive discipline and learning policies and practices in schools nationwide.

The initiative plans to:

1. **Build consensus** among key stakeholders about what changes are required to support good discipline.
2. **Collaborate on research and data collection** that are needed to determine what the field knows and does not know about school discipline and its impact, and what future research should study.
3. **Issue joint ED–DOJ guidance** to help schools improve their understanding of and compliance with civil rights laws and disciplinary options that lead to positive education and post-schooling outcomes.
4. **Increase capacity, awareness, and knowledge** among educators, justice personnel, and other stakeholders about evidence-based and promising student discipline policies and practices through training and technical assistance (TTA) and the provision of information and resource materials.

As part of the initiative, ED and DOJ wanted to identify high-priority resources, tools, and training products that, if created, would:

- Fill critical skills and knowledge gaps for key practitioners operating along the school-to-prison pipeline.
- Leverage the unique needs, roles, and expertise of the practitioners who will use them.
- Build on best practices for improving discipline practice.
- Not duplicate resources already available for use.

To get that input, ED and DOJ hosted an in-person listening session on February 24 and three listening session webinars on March 14, 16, and 23, 2012.

The in-person session asked 58 participants representing a diverse range of individuals and relevant organizations, including family members and youth,[1] the following questions:

1. What skills, knowledge, and professional development, trainings, tools, and resources are needed to improve discipline practices in schools? What training opportunities are currently available to fill these needs?
2. What lessons can we learn from helping schools to improve discipline practices?
3. What types of personnel are most in need of training to improve discipline practices, particularly in justice and education?

The three webinars asked a total of 166 participants[2] representing a diverse range of technical assistance providers, educators and school district personnel, and juvenile justice professionals the following questions:

1a. What skills and knowledge are needed to improve discipline practices in schools?
1b. What professional development, trainings, tools, and resources are needed?
1c. What training opportunities are currently available to fill these needs?
2. What lessons can we learn from helping schools to improve discipline practices?
3. What types of personnel are most in need of training to improve discipline practices?

Though asked separately, respondents on the three webinars largely addressed questions 1a and 1b holistically, so responses have been merged for these two questions.

In addition to their time in the listening sessions, participants at all sessions were also invited to submit additional comments via email.

This document summarizes the listening session discussions and additional comments received. It begins with an overall summary and then provides a breakdown of key themes, organized by question. [3]

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[1] See Appendix A for a list of in-person session participants.

[2] See Appendix B for a list of webinar participants.

[3] Question 1 from the in-person session was separated into three questions for the webinar listening sessions. Questions 1a–1c from the webinar listening sessions will be summarized under question 1 by subtopic.

Overall Summary

Over the course of an in-person and three virtual (webinar) listening sessions, the following themes arose as participants discussed how to support good school discipline practices:

1. Decision makers, including education personnel at all levels (State, district, school, grade), law enforcement, and community members need to be more positive and relational, and that there needs to be district- and school-wide consistency in approaches to managing student behavior, across professional and grade levels.
2. Reduce pressures on and engage staff and students by ensuring the focus on test preparation and testing is not excessive or exclusive.
3. To shift the current mindset and practices, the decision makers and a variety of other stakeholders (e.g., family, community, and social service providers) need ongoing training, including coaching, on how to develop, plan, and implement systems, policies, and practices that
    a. ensure schools are safe and supportive to prevent negative student behavior and promote academic excellence, and
    b. promote and support positive approaches to discipline when negative behaviors do occur.
4. Training should emphasize, among other things, cultural competence, social emotional learning, positive youth development, character education, and positive behavioral supports programs.
5. Because each stakeholder plays a different role in supporting good school discipline practices, training should be differentiated across roles and systems to meet unique needs and preferences, yet consistent in purpose across systems.

Summary by Question

Question 1: What skills, knowledge, and professional development, trainings, tools, and resources are needed to improve discipline practices in schools? What training opportunities are currently available to fill these needs?

As participants responded to Question 1, they addressed each component of the question and began sharing which personnel need what training. The responses from the in-person session were supplemented by responses to polling questions on the three webinars, through which respondents indicated that knowledge of *evidence-based intervention programs* is what is most needed to improve discipline practices in school; but stakeholders do not currently have this and other knowledge and skills, and they have not received needed professional development, training, tools, and resources to effectively improve discipline practices in school. Detailed responses across sessions for this question are summarized below by subquestion and role.

> *"School success can't just be test scores."*
>
> *–Jon Terry, Capitol Youth Strategies*

1a. and 1b. What Skills, Knowledge, Professional Development, Training, Tools, and Resources Are Needed?

Training for schools

Participants expressed that school personnel need training in the following seven areas:

1. *Addressing developmental needs of students when implementing academic improvement efforts*
   - Training needs to address developmental science principles and norms, including:
     - o Meeting the social, emotional, and physical developmental needs of students;
     - o Understanding why students act out to prevent responding inappropriately (in terms of cultural differences) and inconsistently;
     - o Taking a whole-child approach to discipline, learning, and assessment;
     - o Focusing on resiliency as it relates to different adolescent developmental stages;
     - o Understanding the strengths and assets of youth;
     - o Working with children in the early childhood education system and understanding their needs;
     - o Emphasizing the role of trauma as it affects behavior and developmental processes; and
     - o Employing functional assessments to inform interventions.
   - School personnel need to better understand how a test-focused school environment affects student morale, behavior, and achievement (e.g., failing to address the whole child or engage students; the negative impact of a punitive environment on academic engagement); and the impact of teacher behavior on student behavioral problems.

> *"Instead of focusing on discipline, focus on empowerment of educators and those working with young people to focus on the whole child (e.g., character quality, or restorative justice) instead of simply test scores."*
>
> *–Dara Feldman, The Virtues Project*

2. *Promoting cultural competence and addressing special population needs appropriately*
   - Professional development should foster cultural and linguistic competence (CLC) among school personnel to be better able to respond to diverse student populations.
   - Professional development and support should specifically address racial and ethnic disparities in disciplinary matters (e.g., Black youth are more likely to be disciplined for subjective reasons and non-Hispanic White youth for objective reasons).
   - Personnel should be trained to develop awareness regarding their disciplinary approaches when working with special student populations (e.g., students with disabilities; English language learners; children exposed to violence or trauma; youth in the child welfare system).
   - Training needs to focus on building understanding and skills around:
     - o The impact of poverty;
     - o Institutional racism;
     - o Youth use of technology; and
     - o Community and other environmental influences on youth and families.
   - Professional development opportunities should help teachers, school administrators, school resource officers, and other professionals understand their own implicit biases when working with children, youth, and families.

3. *Creating a healthy learning environment for students*
   - School personnel need additional training on how to foster a healthy school environment.
   - Basic information is needed for school personnel, the community, related agencies, and families to identify common signs of mental health distress in a child and how academic functioning is related to mental health functioning.
   - School personnel need to understand and accept that every child could benefit from receiving general mental health supports and provide them, which then results in reduced stigma when some youth present more serious mental health issues that need to be addressed.
   - Training topics should include:
     o Understanding the school climate;
     o Improving classroom management skills;
     o Using positive and relational approaches to discipline (versus punitive and reactive approaches);
     o De-escalating tense situations and helping students in crisis;
     o Demonstrating compassion, empathy, and conflict resolution skills;
     o Honoring student voice and perspective;
     o Linking schools and external community supports; and
     o Reaching out to families.

> *"What needs to be taught is compassion and empathy. Only then will the real needs of each child be served."*
>
> *–Rhonda Neuhas, Disability Rights Education and Defense Fund*
>
> *"Teachers must be accountable, empowered, and supported in having discipline practices that keep difficult kids in the classroom."*
>
> *– Naomi DeVeaux, DC Public Charter School Board*

4. *Implementing appropriate interventions that have demonstrated results*
   - For implementation to be successful, "buy-in" is necessary across all levels of stakeholders (legislature, State administrators, districts, schools) as well as agreement on approach.
   - Programs selected require skillful implementation. To ensure successful implementation, school personnel need to understand:
     o What evidence-based practices are and which ones are likely to address their needs in their settings;
     o The science of implementation (the process of implementing evidence-based programs and practices to meet outcomes);
     o How multi-tiered interventions can meet the diverse range of students' needs; and
     o The effects of zero tolerance policies (which have been shown to be ineffective at best and harmful at worst).
   - Professional development is needed around alternative teaching models to address youth in crisis or who are at risk of bad outcomes. Appropriate interventions should integrate the following:
     o Peer-based learning;
     o Family engagement;
     o Access to more wraparound services and supports;

- o Involving youth in extracurricular activities attached to school to develop school connectedness and a sense of self-efficacy;
- o Encouraging multicultural interactions among students; and
- o Adapting learning models for traumatized youth exposed to, or victimized by, violence.

5. *Establishing appropriate discipline policies*
- Schools must develop policies that provide a practical map to guide their disciplinary decisions. These maps must also be developed objectively, be based on best practices, and contribute to student self-discipline. To do this, school decision makers need training on how to:
  - o Engage all members of the school community in improving disciplinary practices;
  - o Review and, as necessary, revise discipline codes;
  - o Use data to identify discipline problems or gaps;
  - o Share data with stakeholders;
  - o Enforce disciplinary policies (e.g., Disciplinary Ruling Board); and
  - o Include families in disciplinary policymaking, decisions, and enforcement.
- Discipline policies and practices should be developmentally appropriate and not generalized as the only way to approach all youth (e.g., there may be a need for individualized policies and approaches for youth with serious mental health needs).

> *"Administrators and teachers [need to] handle conduct and discipline issues in classrooms and school instead of having School Resource Officers."*
>
> *–Dignity in Schools/Campaign for Youth Justice*

6. *Supporting discipline policy reform*
- Training on interactive teaching strategies, coaching, and performance feedback is needed to support the use of positive school discipline practices.
- Support for stressed school personnel, to prevent burnout, also must be provided.
- A paradigm shift needs to occur, setting expectations for positive approaches as the "norm" in schools (i.e., like the campaign to use seatbelts).
- Discipline practices need to be implemented in a consistent fashion and supported within school systems. Suggested techniques include:
  - o Creating a school-wide plan for responding to discipline issues;
  - o Implementing disciplinary responses in a consistent manner across grade levels, with necessary consideration for developmental appropriateness;
  - o Integrating programs that are currently siloed to address school discipline issues (e.g., restorative justice, Positive Behavioral Support and Interventions [PBIS], social emotional learning [SEL], character education); and
  - o Having district leadership making a commitment to keeping youth in school (i.e., no out-of-school suspensions) except for the most serious violations.

7. Collecting, analyzing, and using data
- Data can be used to help schools, and professionals see and respond to the "whole child" in context rather than to one incident in a vacuum.
- To this end, training is needed on collecting, analyzing, and using data to:
  - o Track the behaviors and contexts of youth disciplinary events;

- o Identify what resources are most needed and for whom;
- o Monitor progress that students make in prevention or intervention programs;
- o Monitor progress schools make in addressing discipline issues;
- o Understand the context of the child's home environment, community conditions, or other related issues such as the child's previous victimization; and
- o Ascertain if and why behaviors and youth are disciplined inconsistently (i.e., which behaviors are being overdisciplined or underdisciplined and for which youth).

Respondents broadly indicated that in order for the aforementioned trainings to be successful, systems need to provide sufficient substitute time to effectively deliver professional development. This could include:

- Providing teachers and staff with enough time to attend regular trainings and also to be able to practice the techniques learned in training;
- Ensuring that trainings occur at times when there is planned downtime for other purposes (e.g., classroom planning, holidays);
- Utilizing a variety of modalities to provide training of varying duration and frequency, based on individual need and preference (e.g., online courses and webinars, peer education, coaching, mentoring); and
- Recognizing what resources are needed and for what purposes to reinforce training and support teachers in its implementation.

Training for students

Students are the primary stakeholders of their school environment. In order to empower students to be responsible for their actions and be active participants in establishing positive support options, students need to learn:

- What school climate is;
- Skills to express compassion and empathy and resolve conflict;
- How to regulate emotional responses and become self-disciplined
- Empowerment principles;
- Peer mediation skills; and
- How to express themselves appropriately.

"Everyone should not receive the same training in schools – different levels of training [are needed] for different positions and expectations."

– Mary Louise Embrey, National Association of School Nurses

Training for families

To support family involvement in planning and reform efforts related to school discipline, families can benefit from training on:

- Finding opportunities to get involved with their child's school;
- How to effectively advocate for their children; and
- Sharing responsibility with schools in addressing discipline issues and policies.

Training for other school personnel, agencies, and community institutions

Training is also needed for other groups who either directly or indirectly affect disciplinary courses of action or outcomes. Other school personnel, agencies, or community institutions that have relationships with schools, teachers, or students and their families, need training on:

- The dissonance between the rules of survival in the community versus "school rules";
- Designing a continuum of interventions and supports collaboratively; and
- Disseminating success stories, in lieu of negative reporting.

Training for court and law enforcement

In addition to general training on best practices, developmental science, and age-appropriate alternatives to punitive discipline, prosecutors, district attorneys, police officers, judges, school resource officers (SROs), and policymakers, need specific training on:
- Crisis Intervention Training (CIT) to prevent introduction of students into the justice system for problems that can be managed at school or home; and
- Redefining the role of SROs to play a more supportive role in school discipline practices.

Training needed across stakeholder groups

Participants acknowledged the need to train across stakeholder groups rather than only in the siloed areas listed above.
- There was a recognized need for sustainability training that would work with the following groups:
  o States and legislatures to adopt broad training requirements that are sustainable beyond grant cycles and reach a broad audience;
  o Courts to help institutionalize practices that complement the training being done in schools; and
  o Advocacy groups, coalitions, and other relevant community groups to create a common conversation around the need for training in areas that can affect school discipline issues.
- Stakeholders need cross training to:
  o Learn how to effectively communicate with each other and to create a shared language around school discipline;
  o Increase collaboration on school discipline;
  o Utilize the natural (and often free) resources available in the community;
  o Create action plans that span providers, courts, and schools; and
  o Learn from the experiences of frontline staff.
- Trainings should be open to all community members so that community capacity continues to build and practices are supported throughout the community and across stakeholders.

Tools and resources needed

A range of tools and resources are needed to support successful discipline policy and practice reform, including:
- Discipline data that are collected annually and can be disaggregated to (1) monitor and evaluate discipline policies and practices and (2) publicize results;
- Community- and school-based mental health services;
- Collaborative support/enforcement mechanisms between the local departments of justice and education;
- Funds for training and programs;
- Teacher evaluations that address how teachers handle disciplinary matters;
- Guidance that clarifies disparate impact violations; and
- TTA focused on overall process and systems change.

1c. Resources Currently Available To Fill These Needs

The following are examples or opportunities mentioned as being available to respond to the suggestions above.

- Communities of practice (COP)
- Collaboration with universities
- Numerous conflict resolution training resources that are available across the country

Specific resources mentioned include:

o Positive Behavioral Intervention and Supports (PBIS);
o Response to Intervention (RTI);
o Character Education Partnership (CEP) trainings and frameworks;
o Life Space Crisis Intervention (LSCI), from the Council for Exceptional Children/CBBD;
o Cristo Rey Network schools model about the school -to-college and career pipeline;
o Virtues Project's Gifts of Character Initiative (GSC) (View video of student served by the program: http://www.youtube.com/watch?v=iWoy9b6td98);
o National Association of State Boards of Education school discipline concept paper. It describes its upcoming program activities, including information gathering and awareness building; policy-oriented resource and publication development; information sharing media; partnerships; technical assistance; and conference discussions (for more information, see concept paper);
o "Why Try"—character education program based on PBIS;
o "Know Your Rights" training conducted peer to peer—models talk about institutionalized racism, the school-to-prison pipeline, and progressive discipline policies;
o Compassionate School Model (Washington State); and
o Responsive Classroom: http://www.responsiveclassroom.org

> *"[It is] hard to get families engaged when the only time they're contacted is when their kid is in trouble; involvement needs to happen much earlier than that."*
>
> *– Margaret Kinsell, Statewide Parent Advocacy Network*

Question 2: What lessons can we learn from helping schools to improve discipline practices?

During this portion of the session, the participants shared lessons they have learned based on their experience in the system or working to improve the system. The discussions focused on how positive approaches are related to effectively addressing problem student behavior, the importance of engaging all stakeholders in the learning community, the need for active partnerships between stakeholders, and the importance of data-based decision making.

Again, responses from the in-person session were supplemented by polling results from the webinars. Webinar participants set the stage for this discussion by indicating that (1) training in the implementation of appropriate interventions that have demonstrated results is what is most needed to improve discipline practices in school, but (2) there are not sufficient training opportunities in such interventions. Also related to trainings, respondents, in reflecting on lessons learned from their efforts to improve school discipline, iterated that ongoing professional development series built into the work

schedule are the best method for delivering and receiving TTA on improving discipline practices. Finally, through the webinar polls, participants shared that the active participation of all relevant stakeholders holds the most promise for improving discipline practices.

Detailed responses to this question are listed below by the themes discussed.

Effectively Addressing Problem Behavior with Positive Approaches to Discipline[4]
The following perspectives were shared regarding positive approaches to discipline.

- The vast majority of exclusionary school disciplinary actions are responding to behavior that is not dangerous or violent. Developing good responses to dangerous behavior and the prevention of such behavior should be discussed, and it is important that our efforts are improved.
- Positive approaches to discipline and proactive support are largely effective in preventing problem behavior (e.g., positive behavior supports, restorative justice, conflict resolution, SEL character education, mental health supports).
- Decision makers should understand that discipline issues cannot be separated from academic achievement. For example, a focus on safety and punitive approaches to discipline often backfire by reducing instructional time and educational opportunities.
- Discipline is an adult action in response to a student behavior; how adults respond needs as much scrutiny as the student behavior that initiated the disciplinary action.
- Implicit bias can negatively influence the discipline choices teachers and staff make in the absence of training on self-awareness of their biases.
- More coordination is needed between schools, courts, and the juvenile justice system. Interventions should involve buy-in from these groups so that all key stakeholders are on the same page.
- Too many negative actions toward students are taken in the name of "school safety." While many people believe that removing students with problem behaviors (through suspension or expulsion) improves school safety, it just moves the problem out into the community, and these exclusionary approaches are less effective at addressing school safety than positive approaches.
- It is best to cut off the school-to-prison pipeline at the very beginning by using positive methods to reduce the rate of referrals for disciplinary action and by reducing the percentage of students in early grades who are referred to special education for behavioral concerns.

Engaging All in a School's Learning Community[5]
The following thoughts were discussed in relation to the larger learning community.

- All people—adults and students alike—require opportunities to experience social and emotional learning. This includes students with disabilities, mental health problems, and gifts; families; and others.

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[4] See (1) *Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives To Zero Tolerance* by Chris Boccanfuso and Megan Kuhfeld (Child Trends): http://www.childtrends.org/Files/Child_Trends-2011_03_01_RB_AltToZeroTolerance.pdf ; (2) *Building Schools Where Kids Learn: What is the Best Option?* By Bazelon Center for Mental Health Law: http://www.bazelon.org/LinkClick.aspx?fileticket=7doDu_74KKc%3D&tabid=348.

[5] See *How Children with Serious Mental Health Problems Are Treated in our Schools—And How to Fix It by* Bazelon Center for Mental Health Law: http://www.dentoncountyfederation.org/images/File/BazelonBriefLeftOut.pdf.

- To have any significant shift in discipline practices, teachers, administrators, and parents all need training in agreed-upon expectations and responses.
- Cultural and linguistic competency (CLC) must be taught to all school personnel and must promote awareness of implicit bias; regular professional development opportunities are needed to extend initial training.
- All school staff (including bus drivers, counselors) and community members need to be trained and committed to interventions and approaches.
- If just one or two of these key stakeholder groups are uninvolved (administration, teachers, other school staff, students, parents, community members, etc.), then efforts at positive change are not likely to be successful.

Active Participation of Stakeholders
Collaboration on reforming discipline practices allows everyone to experience the process and find value in participating. Participants shared the following ideas about engaging stakeholders.
- Collaborative efforts need to occur:
  - between schools and families;
  - within schools (administration, faculty, support staff);
  - between the courts and the schools; and
  - between schools and communities.
- Educational leadership and stakeholder "buy -in" are essential. Active community participation is needed, not outsiders just brought in for training.
- Schools, school districts, or local education agencies can play a leadership role in developing partnerships with the juvenile justice community or child welfare agencies so that there is shared ownership of, and influence regarding, the implications of certain discipline policies; in particular those that exclude kids from schools.
- Family involvement means families are not contacted only when there is a problem. Parent engagement is hard and you have to work at it all the time.
- Without training and partnership, law enforcement may not make the shift [to positive approaches and collaboration] even if school leadership does.
- At the implementation level, interactive teaching strategies are commonly used as part of effective character education and social-emotional learning programs. These strategies include role-playing exercises, group discussion, mentoring and role modeling, as well as active forms of learning. The collaborative principles these programs are based upon should inform discussions about discipline policy and positive supports.
- There needs to be school-wide consistency and institutionalization of approaches to managing student behavior, across professional levels (administration, support staff, teachers), across grade levels, and within levels (e.g., consistency among teachers who are teaching the same kids). And teachers and administrators need concrete examples of things they can do and a variety of acceptable options to manage student behavior.

> *"We have such high demands on us academically. It is so hard at times to meet the needs of the students academically, but we teach both "life" and "academics".*
>
> -Todd Denoyer, Texas
>
> *"Discipline problems often stem from trauma children are experiencing. Look to healing the whole child and get to the root of the behavioral problems"*
>
> –Rhonda Neuhas, Disability

Data-Based Decision Making

Decisions should be founded upon evidence and experiences documented by schools. More specifically:

- Data systems work; they provide a coherent process for "early warning," developing benchmarks, selecting appropriate interventions, and informing fidelity of implementation assessments.
- Groups such as "Discipline Committees" can decrease incidence of suspension and expulsion and promote less harsh tactics for conflict resolution.
- Messaging to communities should emphasize the "self-interest" argument that supportive discipline alternatives pay off in the form of benefits for all, not just the student. For example, promoting attendance instead of focusing on truancy reduces the rate of students becoming involved in the juvenile justice system.

> *"In addition to incentivizing and encouraging alternatives to discipline, focus on taking exclusionary and discriminatory practices off the table as an option."*

Question 3: What type of personnel is most in need of training to improve discipline practices, particularly in justice and education?

For the final formal question of each listening session, participants expanded on what they had already shared. While many participants, especially through the webinar polls, emphasized the importance for teachers, administrators, principals, superintendents, and school board members, they expressed that no matter the role, there is a need for coaching and ongoing support in addition to initial training. They also reiterated the importance of training all stakeholders on (1) positive approaches to discipline that can prevent negative behavior and address negative behaviors when they occur, (2) getting buy-in from all stakeholders through partnership, (3) using data to track process and outcomes, and (4) differentiating training to each group. In addition, for some of the personnel they mentioned previously, they specified the kinds of differentiated training needed and mentioned additional personnel who also require training. Below is a list by personnel type with additional areas of training needed for some.

- **Teachers and para-educators**—classroom management, addressing behavioral and learning needs of students with disabilities and other special characteristics (e.g., foster youth)
- **School resource officers**—critical incident training
- **Administrators/principals/superintendents**—including support staff and family in IEP process, address transition of students who are in the child welfare and juvenile justice systems
- **Prosecutors, district attorneys, police officers, and judges**—deciding what to prosecute/charge
- **Prison/Juvenile justice personnel**
- **Guidance counselors**—de-escalating, coordinating restorative justice, advocating for youth
- **Other school support staff, including nurses, janitors, office staff**
- **School boards**
- **Personnel from charter, magnet, other types of public schools**
- **State and Federal policymakers**—enforcing guidance, disseminating success stories

Closing

To close the sessions, participants were asked to share what had not been discussed but what they thought was critical to consider when supporting good discipline practices in schools. Below is a list of those final thoughts.

- **Money/resources/sustainability** efforts need to be prioritized.
    - Funding streams (e.g., Race to the Top program at the U.S. Department of Education) should prioritize efforts to promote alternatives to harsh discipline (e.g., requiring a decrease in rates of suspensions or expulsions; reducing number of court referrals).
    - Substantive discussions about reallocation of funds are needed to redirect the trend toward increasing resources every year for SROs, metal detectors, etc.
- **The language we use** lends power to a problem (e.g., connotation of referring to schools as "dropout factories" and "school-to-prison pipeline" versus "Safe Schools without Seclusion") or a solution (e.g., taking a positive perspective and, instead of "discipline," thinking about "conduct" and "self-control").
- **Some learning systems silo children** by ability (e.g., gifted versus special education students). This affects the school climate.
- **The U.S. Department of Labor should be part of this conversation**, with its connection to the underemployment and unemployment of young people.
- **Adults should be perceived as allies**—not adversaries—in their relationships with students.
- **There is a need for more youth voice** in the discussion of this issue.

Appendix A: In-Person Session Participant List

Organization	
Access to Justice Initiative, U.S. Department of Justice	Disability Rights Education and Defense Fund (DREDF)
Alice Deal Middle School	Gay, Lesbian, and Straight Education Network (GLSEN)
Alliance for Educational Justice	Georgetown Center for Juvenile Justice Reform
American Association of School Administrators	Huff-Osher Consulting
American Civil Liberties Union (ACLU)	Mississippi Delta Catalyst Roundtable
American Institutes for Research (Center on Response to Intervention)	NAACP Legal Defense and Educational Fund, Inc.
American Institutes for Research (NDTAC)	National Association of School Nurses
American Institutes for Research (State Training and Technical Assistance Center)	National Association of Secondary School Principals
American Progress	National Association of State Boards of Education*
American School Counselor Assoc.	National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center
Appleseed Network	National Council for Independent Living
Bazelon Center for Mental Health Law*	National Education Association
Capitol Youth Strategies	PBIS Maryland
Center for Health and Health Care in Schools	RMC Arlington
Center for School Mental Health (UMD)	School for Conflict Analysis Change Resolution
Character Education Partnership	School Social Work Association of America
Child Trends*	Statewide Parent Advocacy Network of New Jersey (SPANN)
Children's Defense Fund	The Council of State Governments
Coalition for Juvenile Justice*	The Virtues Project*
Community Oriented Policing Services (COPS) Office	University of the District of Columbia School of Law

Council for Children with Behavior Disorders	University of Maryland
Council for Exceptional Children/CBD	Whole Childs Program, ASCD
Council of Parent Attorneys and Advocates	Youth Educational Alliance of Washington, DC
DC Public Charter School Board	Youth United for Change of Philadelphia, PA
Desis Rising Up and Moving (DRUM)	

Did Not Attend, but Submitted Comments

Organization

Bazelon Center for Mental Health Law

Coalition for Juvenile Justice (CJJ)

University of California Los Angeles (UCLA)

Center for Civil Rights Remedies

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* Representative also submitted feedback via email following the meeting.

Appendix B: Webinars Participant List

March 14, 2012		
Organization		
Center for Children's Law and Policy	Institute on Violence and Destructive Behavior	Nevada Department of Education
Council of Chief State School Officers (CCSSO)	Juvenile Justice Coalition of Minnesota	paxUnited
Educators for Social Responsibility	Kent ISD and CASE	

March 16, 2012[6]		
Organization		
8th JD Youth Court	Florida Department of Juvenile Justice	PA Council of Chief Juvenile Probation Officers
Area Education Agency 267	Fort Hays State University	Peekskill Youth Bureau
Ball State university	Hampton City Schools	Peekskill High School
Barrington School District #220	HBM Special Services Cooperative	Pennsylvania School Boards Association
Bismarck Police Dept	Independence Mental Health Institute (IMHI)	Pueblo City Schools/SSHS
Brooklyn Park Middle School	Iowa Department of Education	PUSD
Broome-Tioga BOCES	Iowa Juvenile Court Services Office	Racial Justice Initiative of TimeBanks USA
Caddo Career & Technology Center	Jefferson County Public Schools	Rancocas Valley Regional High School
CADRE	JustChildren Program, Legal Aid Justice Center	Sacred Pathways
Campbell County School District	Juvenile Court	Safe Schools Healthy Students
Cass County Sheriff's Office	Kansas Advisory Group on Juvenile Justice	Santa Fe Public Schools
Chester Upland School District	Kentucky Dept. of Juvenile Justice	School of Public Affairs, Baruch College-CUNY
Children's Integrated Services	Lone Grove High School	School Success Task Force

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[6] Due to technical difficulties, approximately 40 participants were able to access only the audio portion of the March 16, 2012, webinar. As a result, these individuals are not represented here.

Citizens Committee for Children	Metropolitan State College of Denver	Springville CSD
Columbia County Board of Education	Minnehaha County State's Attorney's Office	Student Mental Health, Cache County School District
Council of State Governments Justice Center	Missouri Office of State Courts	Successful Schools, Inc.
Crawford County Community Schools	Muscogee County School District	The Education Law Project
CSU East Bay	National Association of State Boards of Education	Twin Rivers USD
Deposit Central School District	National Center for Mental Health Promotion and Youth Violence Prevention	Vera Institute of Justice & FACJJ
Dept of Criminal Justice Services	New Philadelphia High School	Vermont Agency of Human Services
Des Moines Public Schools	North Gwinnett High School	Voyageur Academy
DHS-Division of Youth Services	Oberlin Elementary School	Wauwatosa School District
Douglas County Nevada Juvenile Probation Dept.	Ohio Juvenile and Adult Services	West Long Branch Schools
East Baton Rouge Parish School System	Ohio SAG member, Alt. Rep. to FACJJ	Wyoming Children's Law Center
Five Town Communities That Care	Olympic ESD 114	
Florida Atlantic University	Omaha Public School	
Florida Department of Education	OSPI	

March 23, 2012

Organization

Activists With A Purpose	Louisiana Department of Education	Region III ESC
Carter Center	Marist College	Seattle Public School District
Cuero ISD	Massachusetts Department of Elementary and Secondary Education	State of Alaska
Eudora Public Schools	New York Department of Education	TeamChild

Grand Forks Police Dept	Next Generation Education Solutions	UWM/MPS
Jackson Public Schools	Patterson Buchanan Fobes Leitch & Kalzer	Washington Department of Education
LDOE	Prince George's County Public Schools	

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Appendix C: Polling Questions With Answer Options

- Stakeholders have the skills and knowledge needed to improve discipline practices in schools.
    - o Strongly Agree
    - o Agree
    - o Disagree
    - o Strongly Disagree
- Which skills and knowledge are needed **MOST** to improve discipline practices in school?
    - o Understanding of related rules and regulations
    - o Ability to promote cultural competence and address special population needs appropriately
    - o Knowledge of evidence-based preventative programs (e.g., social emotional learning, positive behavior supports, character education)
    - o Knowledge of evidence-based intervention programs (e.g., restorative justice, conflict resolution)
    - o Ability to implement a sustainable program with fidelity
    - o Ability to collect and analyze related data to identify, implement and evaluate efforts
    - o Understanding of relationship between discipline, school climate and academic achievement
- Stakeholders have received needed professional development, training, tools, and resources to improve discipline practices in school.
    - o Strongly Agree
    - o Agree
    - o Disagree
    - o Strongly Disagree
- What professional development, training, tools, and resources are **MOST needed** to improve discipline practices in school?
    - o Addressing developmental needs of students when implementing academic improvement efforts
    - o Promoting cultural competence and addressing special population needs appropriately
    - o Creating a healthy learning environment for students
    - o Using data to identify needs
    - o Knowledge of evidence-based preventative programs (e.g., social emotional learning, positive behavior supports, character education)
    - o Knowledge of evidence-based intervention programs (e.g., restorative justice, conflict resolution)
    - o Implementing appropriate interventions that have demonstrated results
    - o Establishing Discipline Policies
    - o Supporting Discipline Policy Reform
    - o Other
- There are sufficient training opportunities available to meet those needs.
    - o Strongly Agree
    - o Agree
    - o Disagree
    - o Strongly Disagree

- Are personnel receiving the training they need to improve discipline practices?
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
- Based on the lessons you have learned, which is MOST promising in improving discipline practices?
    - Effectively Addressing Problem Behavior with Positive Approaches to Discipline
    - Engaging All in a School's Learning Community
    - Active Participation of Stakeholders
    - Data Based Decision Making
    - Other
- Based on the lessons you have learned, what are the best methods for delivering/receiving the T/TA on improving discipline practices? (Select all that apply.)
    - In-person training
    - Online training modules (self paced)
    - Web-based training sessions
    - Ongoing professional development series built into the your work schedule
    - Coaching
    - Learning communities or communities of practice
    - Peer-to-peer exchange (face-to-face or through digitally based platforms)
    - Other
- Which personnel need training the MOST? (Select no more than 2.)
    - Teachers and para-educators
    - School resource officers
    - Administrators/principals/superintendents
    - Prosecutors, district attorneys, police officers, and judges
    - Prison/Juvenile justice personnel
    - Guidance counselors, school psychologists, and social workers
    - Other school support staff, including nurses, janitors, office staff
    - School boards
    - Personnel from charter, magnet, other types of public schools
    - State and Federal policy makers
- Which personnel are MOST critical in improving discipline practices. (Select only 1.)
    - Teachers and para-educators
    - School Resource Officers
    - Administrators/principals/superintendents
    - Prosecutors, district attorneys, police officers, and judges
    - Prison/juvenile justice personnel
    - Guidance counselors, school psychologists, and social workers
    - Other school support staff, including nurses, janitors, office staff
    - School boards
    - Personnel from charter, magnet, other types of public schools
    - State and Federal policy makers