

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

Guiding Principle 3: *Equity and Continuous Improvement*



This event will start at 3:30 p.m. E.T.

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

Guiding Principle 3: *Equity and Continuous Improvement*



Linda Rosen, Program Manager, OJJDP
Joyce Burrell, Project Director, STTAC

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

SSD Webinar Series

What's
scheduled
next?

Webinar Topic	Description	Dates
School Discipline Laws and Regulations	Review the content of the compendium, discuss latest trends in policymaking related to school discipline, and feature a practitioner who is implementing a new policy.	June 11

All SSD Webinar events are archived. To view today's presentation and previous presentations, go to:
<http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>.

Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

Event Feedback

At the end of the presentation, a series of event feedback questions will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact OJJDP's State Training and Technical Assistance Center at sttac@air.org.

Polling Question #1

Which of the following best describes your role?

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

Polling Question #2

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

- Fairness and equity in school discipline
- The utilization of school discipline data to inform future decision making
- Supportive school discipline approaches other jurisdictions are implementing to address school discipline reform
- Approaches being implemented by jurisdictions to continuously improve supportive school discipline skills in school staff

Agenda

1 Overview of School Discipline Guidance Package and Guiding Principles Document

2 **Action Step 1:**
Speakers: James Bell (Director, W. Haywood Burns Institute) and Anne Gregory (Associate Professor, Graduate School of Applied and Professional Psychology, Rutgers University)

3 **Action Step 2:**
Speakers: Rebecca Fitch (Project Manager for the Civil Rights Data Collection, U.S. Department of Education) and Russ Skiba (Director, Equity Project, Indiana University, Center for Evaluation and Education Policy)

Tracking Guide

- Designed to use during the webinar.
(Download from file pod or event's webpage.)
- After hearing each action step overview, discussion, and responses to your questions, you can take notes.

Tracking Guide

Action Step 1: Train all school staff to apply school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, or at-risk students.

<p>What Are You Already Doing?</p>		<p>Selection of Related Resources</p> <p>Webinars:</p> <ul style="list-style-type: none"> • Civil Rights in the Classroom: Understanding the Needs of Sexual Minority and Gender Non-Conforming Youth, Part 1 http://www.maec.org/equity/webinars.html#oct12 • Civil Rights in the Classroom: Special Education, Discipline and Homelessness, Part II http://www.safeschools.info/images/stories/Mid-Atlantic-Equity/SLIDES-CivilRights-April-26-2012.pdf • Equity by Design Podcast Series http://qlec.education.iupui.edu/podcasts/ • Mid-Atlantic Equity Consortium Webinar Series http://www.maec.org/equity/webinars.html • Rethinking Juvenile Justice http://www.meac.org/podcastArchives.html • Supportive School Discipline Webinar Series http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series • Understanding and Overcoming the Challenges Faced by Lesbian, Gay, Bisexual, Transgender, Questioning and Intersex Youth – Webinar Series https://www.nftac.org/index.cfm?event=trainingCenter.traininginfo&eventID=10&from=training&dtab=1
<p>How Is It Going?</p>	<ul style="list-style-type: none"> □ Going well □ Needs more work □ Haven't started 	<p>Training:</p> <ul style="list-style-type: none"> • Positive School Discipline Course for School Leaders http://positiveschooldiscipline.promoteprevent.org/course/team-users-guide http://positiveschooldiscipline.promoteprevent.org/course <p>Guides:</p> <ul style="list-style-type: none"> • Module 19: Key Issues in Discipline http://nichcy.org/laws/idea/legacy/module19 • IDEA Partnership Dialogue Guide for IDEA 2004 Discipline Regulations http://www.ideapartnership.org/index.php?option=com_content&view=article&id=840&oseppage=1
<p>What Would You Like to Do Next?</p>		<p>Briefs:</p> <ul style="list-style-type: none"> • Equity by Design: Engaging School Communities in Critical Reflection on Policy http://qlec.education.iupui.edu/assets/files/2013_5_1_PolicyBrief_FINAL.pdf • Equity by Design: Using Peer-Mediated Learning to Advance Equity for All Students http://qlec.education.iupui.edu/assets/files/2013_5_1_PMLBrief_FINAL.pdf • How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions http://www.indiana.edu/~atlantic/wp-content/uploads/2014/03/Disparity_Interventions_Full_031214.pdf <p>Other:</p> <ul style="list-style-type: none"> • Compendium of Federal School Climate and Discipline Regulations http://www2.ed.gov/policy/gen/guid/school-discipline/appendix-2-compendium-of-laws-and-regulations.pdf • Program to Reduce Behavioral Infractions and Referrals to Special Education http://cs.oxfordjournals.org/content/27/1/53.extract • Equity Guide to Crime, Violence, and Discipline Incident Data

Today's Host



David Osher, Ph.D.

Vice President, American Institutes for
Research; AIR Institute Fellow; Senior
Advisor, Health and Social Development
Program

Today's Guests



James Bell
Director, W.
Haywood Burns
Institute



Rebecca Fitch
Project Manager, U.S.
Department of
Education



Anne Gregory
Associate
Professor, Rutgers
University



Russ Skiba
Director, Equity Project,
Indiana University

Overview of School Discipline Guidance Package and Guiding Principles Document

School Discipline Guidance Package

www.ed.gov/school-discipline

- Dear Colleague Letter
- Guiding Principles: A Resource Guide on Improving School Climate and Discipline
- Directory of Federal School Climate and Discipline Resources
- Compendium of School Discipline Laws and Regulations
- Overview of SSDI

Other related resources: webinars, federal data, FAQs, postcard, monthly e-Digest



Guiding Principles

A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

What Are the Guiding Principles?

A resource guide outlining **three priorities** for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline.

The Guiding Principles do not set forth any legal requirements or require States, districts, or schools to take action.

However, the principles reflect the U.S. Department of Education's experience working with safe and supportive schools across the country, a review of research, and consultation with the field.



Guiding Principles

A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

What Are the Guiding Principles?

The three Guiding Principles are:

- Create positive climates and focus on prevention;
- Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
- Ensure fairness, equity, and continuous improvement.

Action Step 1



David Osher



James Bell



Anne Gregory

Action Step 1

Train all school staff to apply school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, or at-risk students.

- Ensure that the entire course of the disciplinary process is free from discrimination under federal civil rights laws.
- Equip staff to apply discipline using individualized approaches.
- Understand your legal obligations under the federal civil rights laws.

Discussion with James Bell



Discussion with Anne Gregory



School-Based Interventions for Reducing Disparities

Effective schools offer equity-oriented prevention and intervention to “resolve and educate” not “deport and discipline”

- To prevent discipline disparities offer:
 - Supportive relationships, academic rigor, culturally relevant and responsive teaching, and bias-free classrooms and respectful school environments.
- To intervene when conflict occurs:
 - Problem-solve, engage youth and families, and reintegrate students after conflict.

Fair and Equitable Application of Discipline Policies and Practices

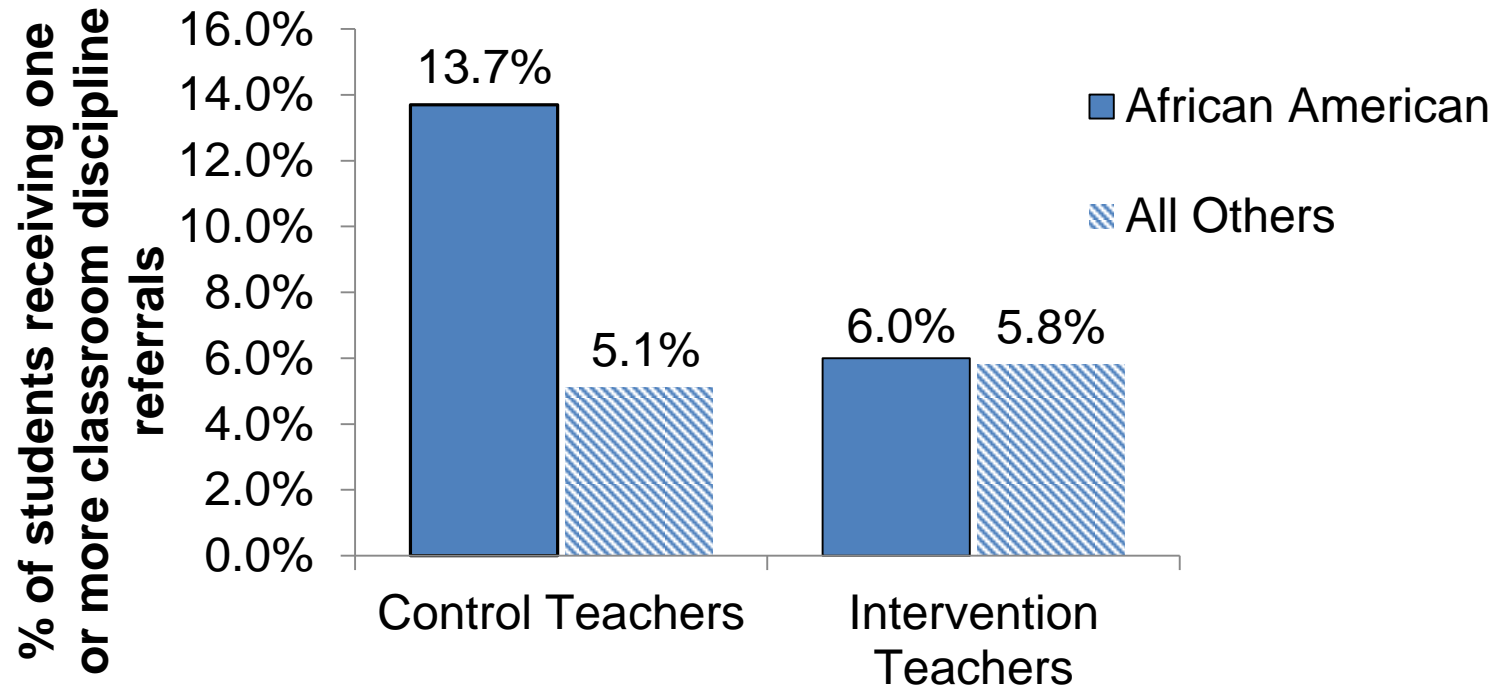
- Individuate
 - Get to know your students as individuals. Build trust to reduce misunderstanding.
- Slow Down
 - Watch out for your own reactivity when making decisions in the face of conflict.
- Self-reflect and Self-correct
 - Learn about how your “distorted” lenses can affect how you perceive students of color. Few are immune from the pervasive negative messages about and stereotyping of youth of color.

The *My Teaching Partner-Secondary* (MTP) Professional Development Program

- Sustained coaching over the whole school year
- Focused on teachers' interactions with students as viewed through regular video-recorded instruction
- Rigorous based on research/theory and the Classroom Assessment Scoring System

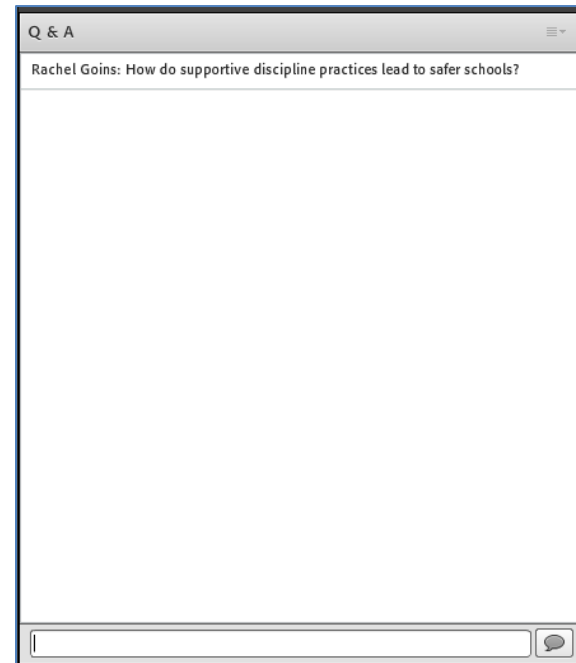
MTP-S was developed at the University of Virginia. <http://curry.virginia.edu/research/centers/castl/mtp> Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A., & Lun, J. (2011). An Interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 19. 1034-1037.

The *My Teaching Partner-Secondary** Eliminated the Racial Discipline Gap in Classrooms



Findings are forthcoming in Gregory, A., Allen, J., Mikami, A., Hafen, C., & Pianta, R. (in press). The promise of a teacher professional development program in reducing racial disparity in classroom exclusionary discipline. In D. Losen (Ed.). *Closing the Discipline Gap*. New York: Teachers College Press.

Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

Action Step 2



David Osher



Rebecca Fitch



Russ Skiba

Action Step 2

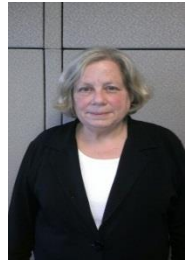
Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

- Regularly evaluate each school's discipline policies and practices
- Establish procedures for regular and frequent review and analysis of the data
- Use the data, analysis, and community feedback to develop a plan of action

Polling Question #3

- Have you looked at your discipline data?
 - Yes
 - No

Discussion with Rebecca Fitch



About the Civil Rights Data Collection

- 2011-12 CRDC was the first universal data collection since the 2000 CRDC.
- The 2011-12 CRDC included:
 - Approximately 16,500 school districts
 - Approximately 95,600 schools
 - Long-term secure juvenile justice facilities

About the Civil Rights Data Collection (cont.)

- Discipline data encompasses race/ethnicity, ELL, and sex for the following indicators:
 - Corporal punishment
 - In-school suspension
 - One out-of-school suspension
 - More than one of-of-school suspension
 - Expulsion with educational services
 - Expulsion without educational services
 - Zero tolerance expulsion
 - Referral to law enforcement
 - School-related arrests
 - Preschool Suspension & Expulsions (new 2011-12)
- Separate identical data was collected for students with and without disabilities.

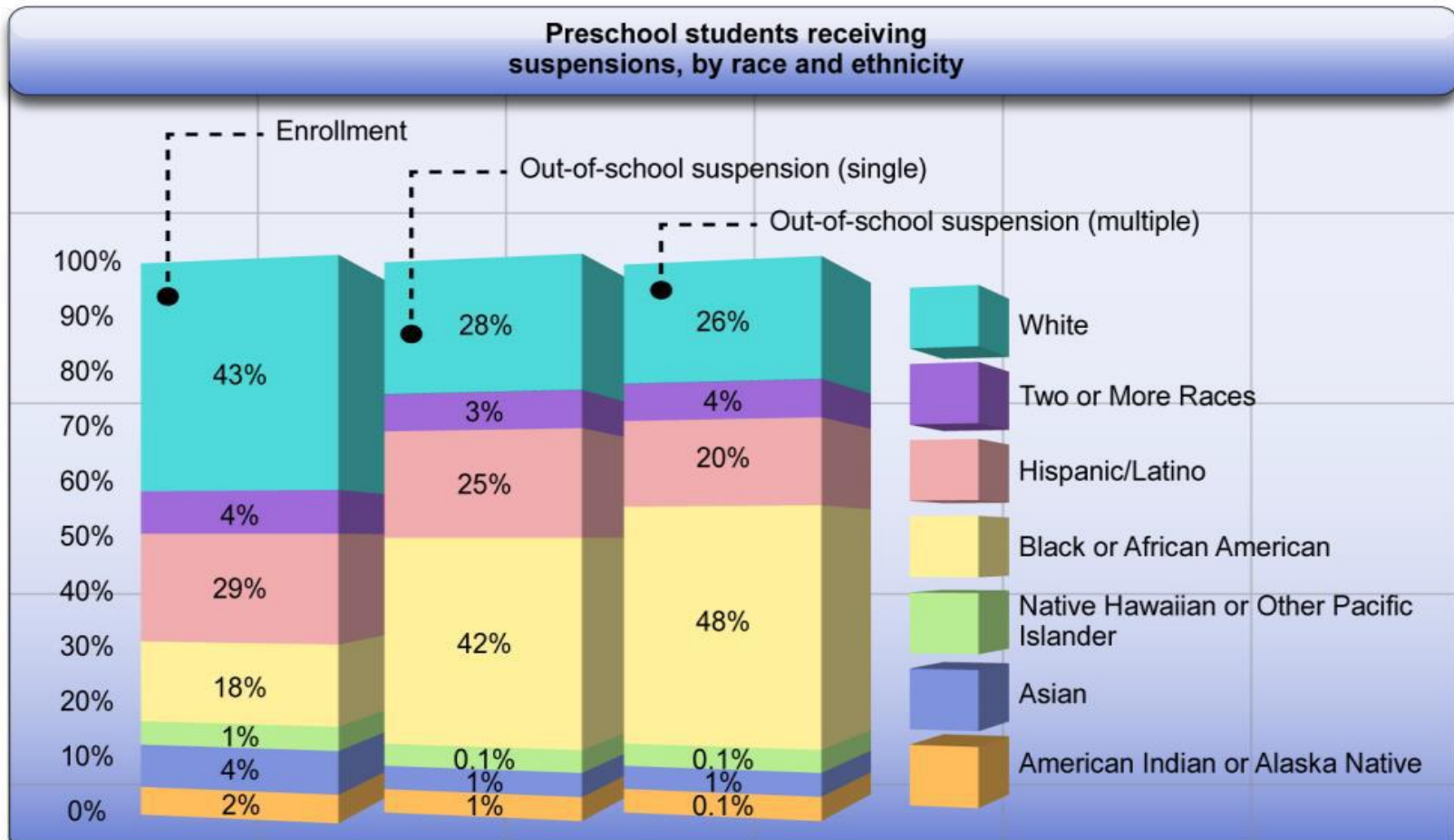
About the Civil Rights Data Collection (cont.)

CRDC collects many other indicators that address access to educational opportunities, including:

- Restraint and seclusion
- Bullying and harassment
- Teacher experience
 - Teachers – first year teaching
 - Teachers – second year teaching
- Teacher absences
 - More than 10 days during school year
- Retention
 - K-12 retention for each grade

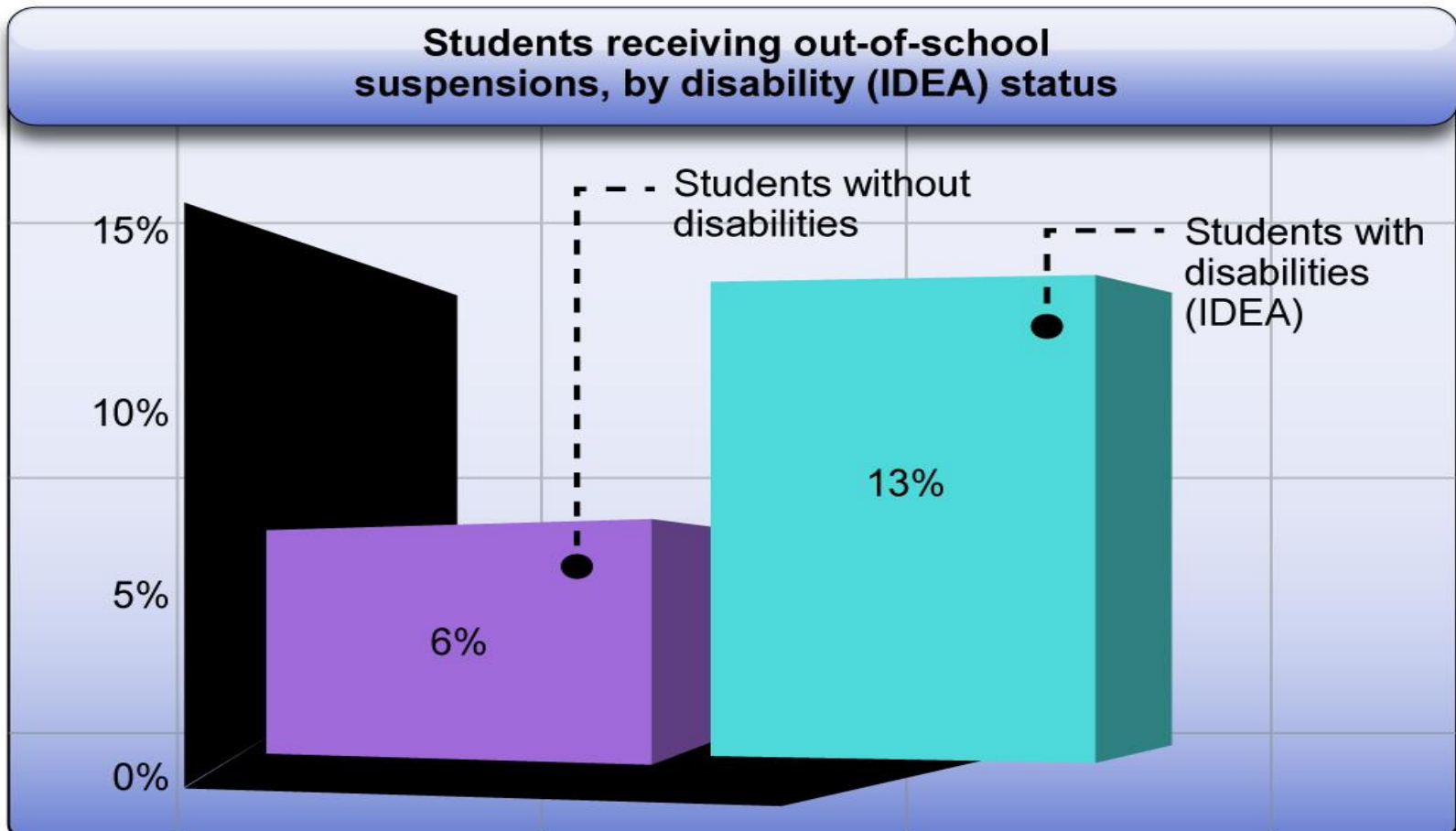
2011-12 CRDC Data Findings

Racial Disparities Start Early in Discipline.



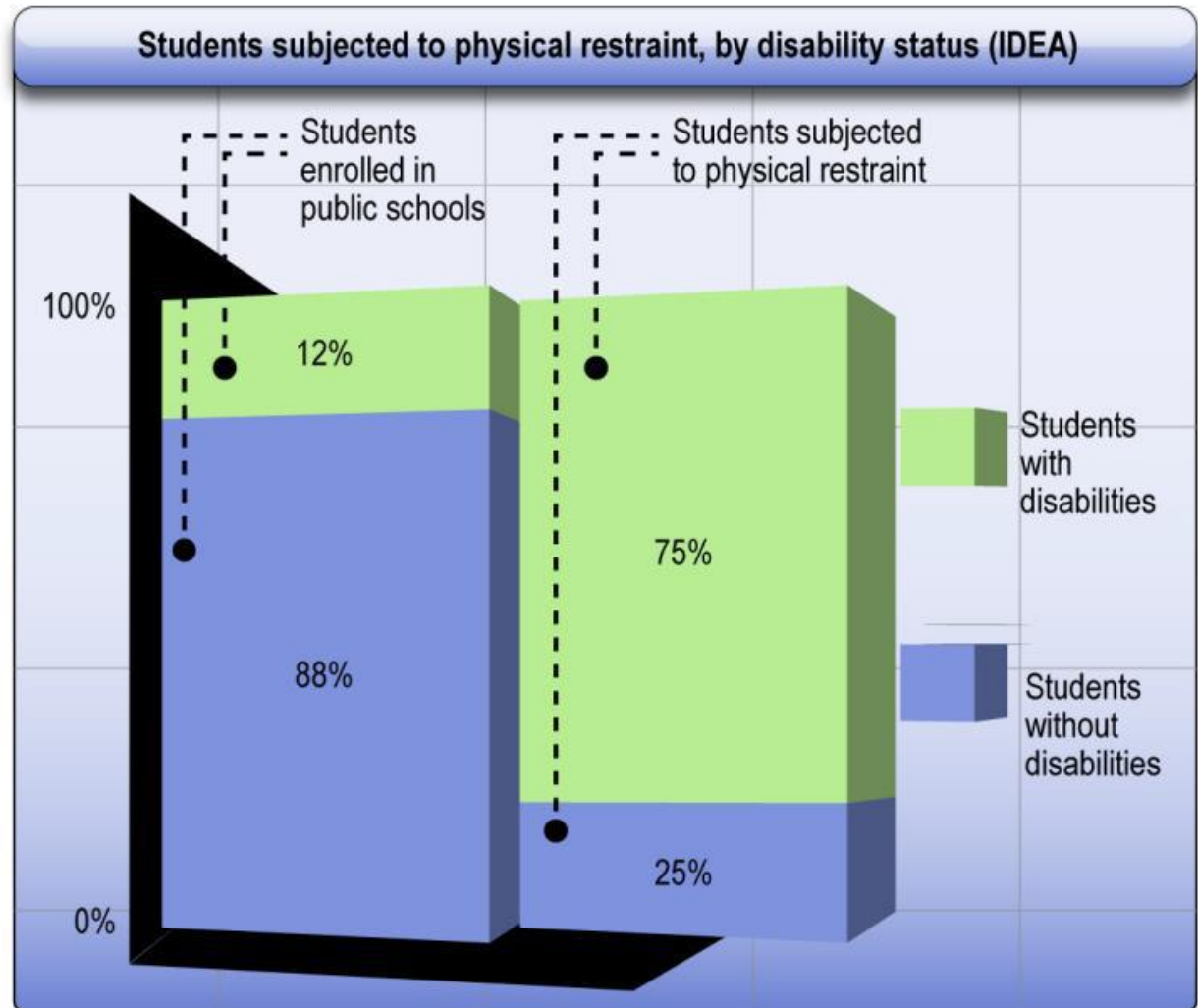
2011-12 CRDC Data Findings

Students with Disabilities Are More Than Twice As Likely to Be Suspended.



Students with disabilities are 12% of public school students, but 75% of students are subjected to physical restraint and 58% are subjected to seclusion.

Twenty-five states have more students with disabilities restrained than the national average.



Using the CRDC

Go to <http://ocrdata.ed.gov>

School & District Search

Custom Charts & Detailed Data Tables

State and National Estimations

Additional Resources

FAQs/User Guide


Office for Civil Rights(OCR)

Do you know the CRDC includes data about...

- * Enrollment Demographics
- * Prekindergarten
- * Math & Science Courses
- * Advanced Placement
- * SAT/ACT
- * Discipline
- * School Expenditures
- * Teacher Experience


[Looking for the 2011-12 CRDC?](#)

CIVIL RIGHTS Data Collection



Wide-ranging education access and equity data from a sample of our nation's public schools.


Quick Access



2009 District or School Reports

- Find school- or district-level summaries
- Access all data for a single school or district


→



Detailed Data Tables

- View and compare data across multiple schools and districts
- 2000, 2004, 2006, and 2009 CRDC data


→



View Longitudinal Data (Coming Soon)

- Explore data trends over time

→




State and National Estimations

- Download 2000, 2004, 2006, and (2009 Coming Soon)

→

Using the CRDC Find Data for Your School(s).



CIVIL RIGHTS Data Collection

ED.gov | CRDC > School/District Search

School & District Search

Custom Charts & Detailed Data Tables

State and National Estimations

Additional Resources

FAQs/User Guide

Office for Civil Rights(OCR)

Do you know the CRDC includes data about...

- Enrollment Demographics
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- Discipline
- School Expenditures
- Teacher Experience

[Looking for the 2011-12 CRDC?](#)

Find School(s)
Find District(s)

Basic Search (Please see user guide for additional search tips)

To find the school you are looking for, enter one or more criteria and click 'School Search'

School Name:

Street Address:

City:

Zip Code:

School District:

NCES School ID:

Distance: (Miles from ZIP)

Survey Year:

State (Choose):

Tennessee

Texas

Utah

Vermont

Washington

West Virginia

OCR Regional Offices

- Eastern - Boston
- Eastern - New York
- Eastern - Philadelphia
- Midwestern - Chicago
- Midwestern - Kansas City
- Southern - Atlanta
- Southern - Dallas
- Southern - District of Columbia

Additional Search Options (click to expand) +

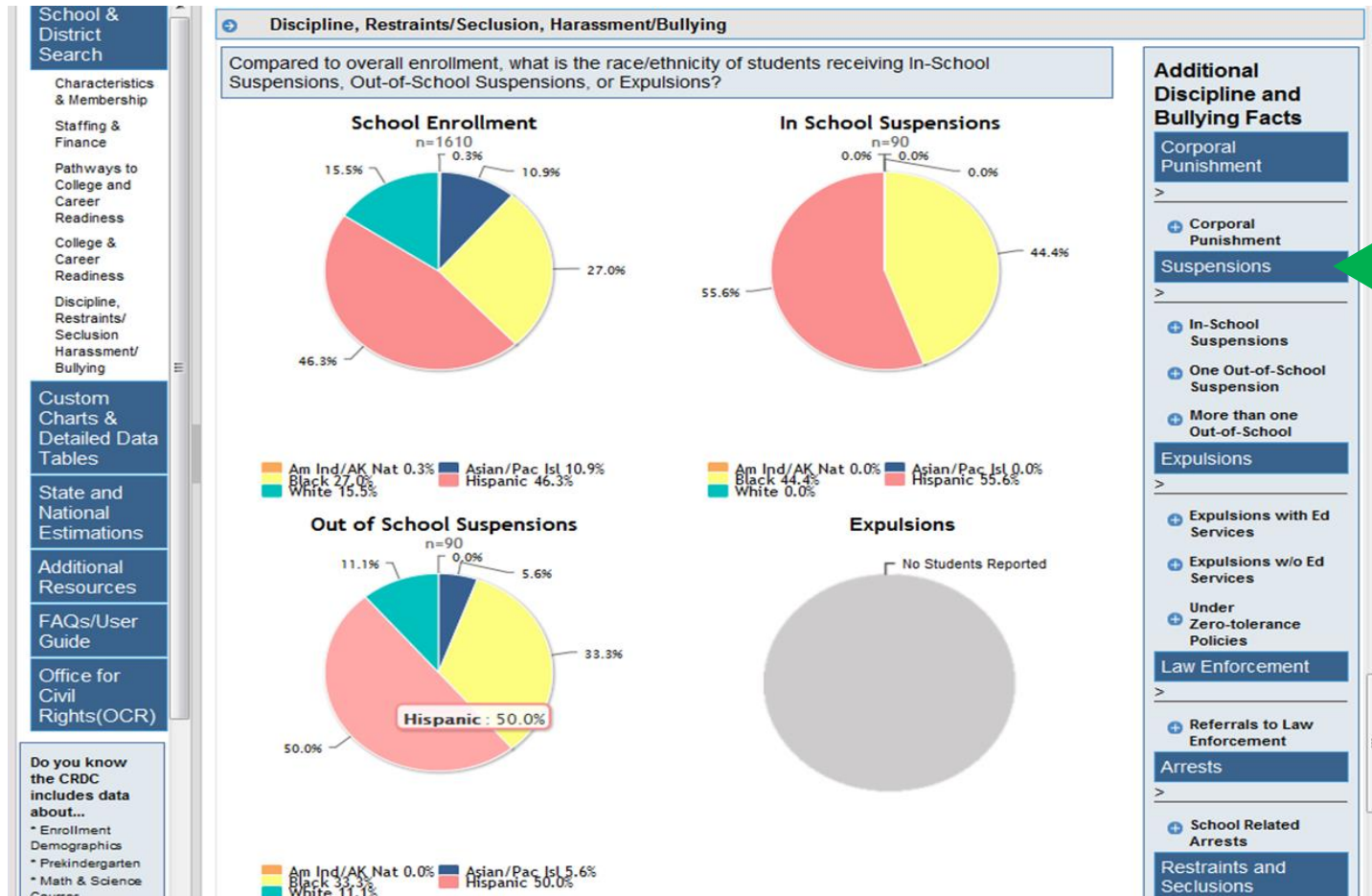
1 Records Returned for School Search Results

Click on the school or district name to view the associated profile.

Values shown below are displayed as percentages (except Total Enrollment) *All columns are sortable*

District	School Name	State	Total	American Indian/ AK Native	Asian / Pacific Islander	Black	Hispanic	White	LEP	IDEA	504
ARLINGTON CO PBLC SCHS	WAKEFIELD HIGH	VA	1610	0.3	10.9	27.0	46.3	15.5	26.1	17.1	0.3

Using the CRDC Explore Rates of Disciplinary Actions.



Using the CRDC Expand Your Search.

The screenshot shows the 'Additional Search Options' section of the CRDC search tool. It is divided into several categories of filters:

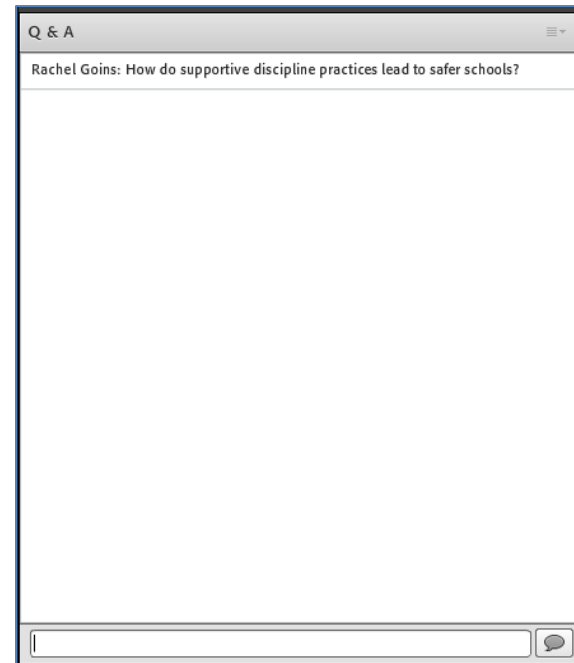
- District and Membership Metrics:** Includes filters for '# Schools in LEA', 'Contains Title I Schools', 'Contains Alternative Schools', 'Contains Charter Schools', 'Contains Magnet Schools', and 'Contains Juvenile Justice Facilities'. Each has radio button options for Yes, No, and Not Applicable.
- Enrollment:** Features an 'Add Enrollment Filter' button and a dropdown for 'Race' (set to 'Black') with a 'Less Than' filter set to '30 %'.
- College and Career Readiness:** Includes filters for 'Contains Schools with Gifted/Talented Programs', 'Contains Schools that Offer AP', and 'Contains Schools that Offer Advanced Math or Science'. Each has radio button options for Yes, No, and Not Applicable.
- SAT/ACT Outcome Rate:** Features an 'Add SAT/ACT Filter' button.
- Staffing and Finance:** Includes filters for 'Average Student to Teacher Ratio', '% First or Second Year Teachers', and '% Certified Teachers', each with a 'Less Than' dropdown and input field.
- Discipline, etc.:** Features an 'Add Discipline Filter' button and a dropdown for 'Race' (set to 'Black') with a 'Greater Than' filter set to '60 %'.

On the left side, there is a navigation menu with links for 'National Estimations', 'Additional Resources', 'FAQs/User Guide', and 'Office for Civil Rights(OCR)'. Below these are links for 'Do you know the CRDC includes data about...' and 'Looking for the 2011-12 CRDC?'. Green arrows point to the 'National Estimations' link, the 'Enrollment' dropdown, and the 'Race' dropdown in the Discipline section.

Discussion with Russ Skiba



Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

To Access the School Discipline Package

www.ed.gov/school-discipline

The screenshot shows the ED.gov website interface. At the top, there is a search bar and navigation tabs for Funding, Policy, Research, News, and About ED. The main content area is titled "GENERAL School Climate and Discipline" and features a video player with a play button. Below the video player, there is a "GUIDANCE PACKAGE" section with two items:

- Dear Colleague letter**
Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.
[English \[PDF, 587\]](#) | [En español \[PDF, 644K\]](#)
- Guiding Principles [PDF, 1MB]** Prólogo de Secretario Arne Duncan [En español \[PDF, 314K\]](#)
Guidance document which draws from emerging research and best practices to describe three key principles and related action steps that that can help guide state- and locally controlled efforts to improve school climate and school discipline.

On the right side of the page, there are sections for "How Do I Find...?", "Popular Searches", "Teachers", "Parents & Families", "Preschool-12 Reform", "College Affordability", "Get Connected" (with links to Facebook, YouTube, Twitter, and Email Updates), and "Related Topics" (with a link to Key Policy Letters).

For More Information

- See *Selection of Related Resources* in the Principle 3 Webinar Tracking Guide, by action step.
- See the [Directory of Federal School Climate and Discipline Resources](#) for a comprehensive lists of resources, by resource type.

For Assistance

The logo for STTAC (Office of Juvenile Justice and Delinquency Prevention's State Training and Technical Assistance Center) features the letters "STTAC" in a bold, white, serif font, set against a dark brown rectangular background.

OJJDP State Training and
Technical Assistance Center

Office of Juvenile Justice and Delinquency Prevention's State Training
and Technical Assistance Center (STTAC)

U.S Department of Justice

www.juvenilejustice-tta.org

The logo for Supportive School Discipline Communities of Practice (SSDCOP) features the words "Supportive School Discipline" in a bold, sans-serif font, with "Supportive" and "Discipline" in red and "School" in black. Below this, the words "COMMUNITIES OF PRACTICE" are written in a smaller, black, sans-serif font.

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>

Reminders

- Register for the next SSD Webinar on June 11, 2014 at 3:30 p.m. ET.
 - <http://juvenilejustice-tta.org/event/ssd-school-discipline-guidance-package-compendium-school-discipline-laws-and-regulations>
- Sign up for the monthly SSD E-Digest. The next issue will be released on May 14th!
 - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>
- *We need your help!*
 - Please complete the series of polling questions that will now appear on your screen to provide feedback on today's event.