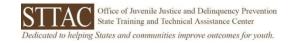# Welcome to Today's Supportive School Discipline Webinar Series Event!

Guiding Principle 3:
Equity and Continuous Improvement

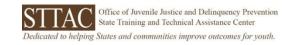*This event will start at 3:30 p.m. E.T.*

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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

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SSD Webinar Series

- Increase understanding of exclusionary school discipline & its consequences

- Provide positive alternatives to help ensure student success

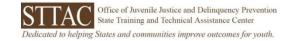- Promote fair & equitable administration of school discipline

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SSD Webinar Series

What's scheduled next?

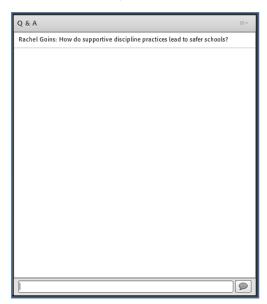| Webinar Topic	Description	Dates
School Discipline Laws and Regulations	Review the content of the compendium, discuss latest trends in policymaking related to school discipline, and feature a practitioner who is implementing a new policy.	June 11

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.
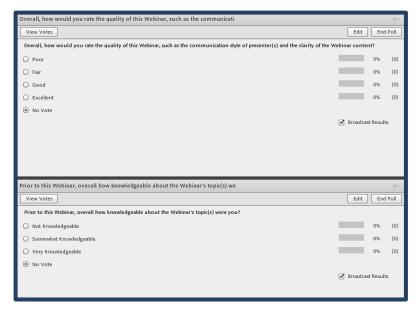
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Q&A

Event Feedback

Q & A

Rachel Goins: How do supportive discipline practices lead to safer schools?

Overall, how would you rate the quality of this Webinar, such as the communicati

View Votes | Edit | End Poll

Overall, how would you rate the quality of this Webinar, such as the communication style of presenter(s) and the clarity of the Webinar content?

○ Poor   0% (0)
○ Fair   0% (0)
○ Good   0% (0)
○ Excellent   0% (0)
⦿ No Vote

☑ Broadcast Results

Prior to this Webinar, overall how knowledgeable about the Webinar's topic(s) we

View Votes | Edit | End Poll

Prior to this Webinar, overall how knowledgeable about the Webinar's topic(s) were you?

○ Not Knowledgeable   0% (0)
○ Somewhat Knowledgeable   0% (0)
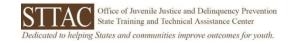○ Very Knowledgeable   0% (0)
⦿ No Vote

☑ Broadcast Results

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

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
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at sttac@air.org.

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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

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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

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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)**

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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.

		Selection of Related Resources
What Are You Already Doing?		**Webinars:** • 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://glec.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.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=10&from=training&dtab=1
How Is It Going?	□ Going well □ Needs more work □ Haven't started	**Training:** • Positive School Discipline Course for School Leaders http://positiveschooldiscipline.promoteprevent.org/course/team-users-guide http://positiveschooldiscipline.promoteprevent.org/course **Guides:** • 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
What Would You Like to Do Next?		**Briefs:** • Equity by Design: Engaging School Communities in Critical Reflection on Policy http://glec.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://glec.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 **Other:** • 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

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

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Overview of School Discipline Guidance Package and Guiding Principles Document

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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

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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.

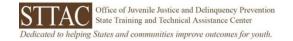STTAC Office of Juvenile Justice and Delinquency Prevention State Training and Technical Assistance Center
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What Are the Guiding Principles?

Guiding Principles

A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

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.

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Action Step 1

David Osher

James Bell

Anne Gregory

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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.

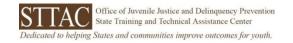- Understand your legal obligations under the federal civil rights laws.

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Discussion with James Bell

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Discussion with Anne Gregory

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School-Based Interventions for Reducing Disparities

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

- To <u>prevent</u> discipline disparities offer:
  - Supportive relationships, academic rigor, culturally relevant and responsive teaching, and bias-free classrooms and respectful school environments.
- To <u>intervene</u> 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.

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

- <u>Sustained</u> coaching over the whole school year

- <u>Focused</u> on teachers' interactions with students as viewed through regular video-recorded instruction

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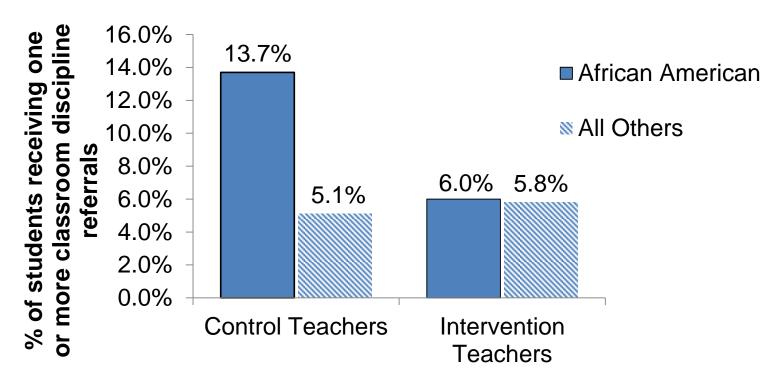
MTP-S was developed at the University of Virginia. http://curry.virginia.edu/research/centers/castl/mtp Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A., & Lun, J. (2011). An Interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 19. 1034-1037.

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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?

Q & A

Rachel Goins: How do supportive discipline practices lead to safer schools?

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

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Action Step 2

David Osher

Rebecca Fitch

Russ Skiba

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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

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Polling Question #3

- Have you looked at your discipline data?
    - Yes
    - No
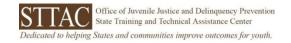
Discussion with Rebecca Fitch

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

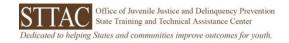   - Long-term secure juvenile justice facilities

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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.

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About the Civil Rights Data Collection (cont.)

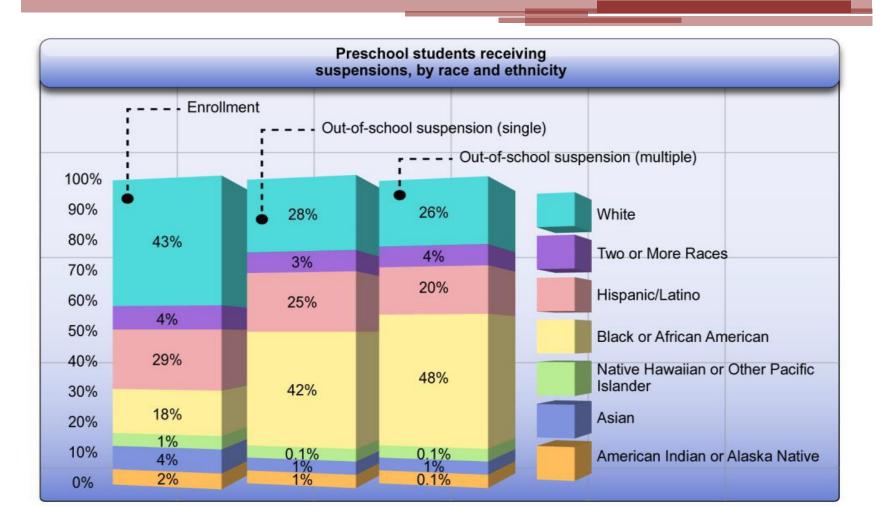CRDC collects many other indicators that address access to educational opportunities, including:

- 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
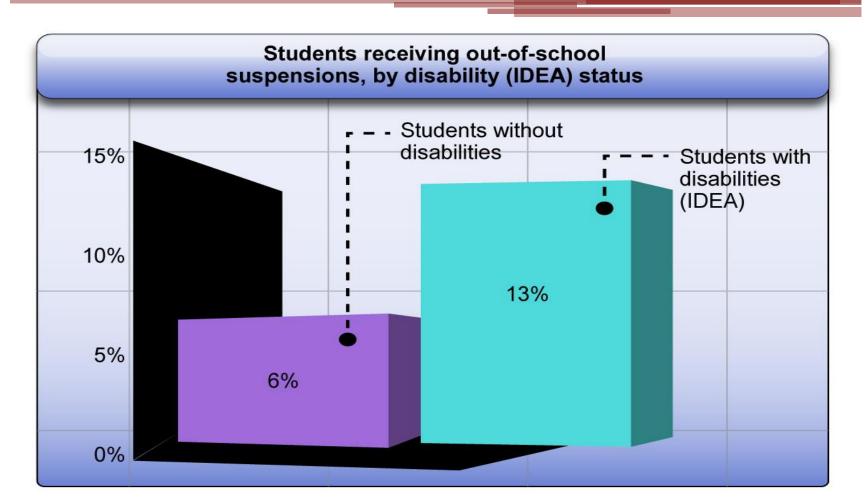- Retention
  - K-12 retention for each grade

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2011-12 CRDC Data Findings
Racial Disparities Start Early in Discipline.

Preschool students receiving suspensions, by race and ethnicity

2011-12 CRDC Data Findings
Students with Disabilities Are More Than Twice As Likely to Be Suspended.

Students receiving out-of-school suspensions, by disability (IDEA) status

- - - Students without disabilities
- - - Students with disabilities (IDEA)

6%

13%

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

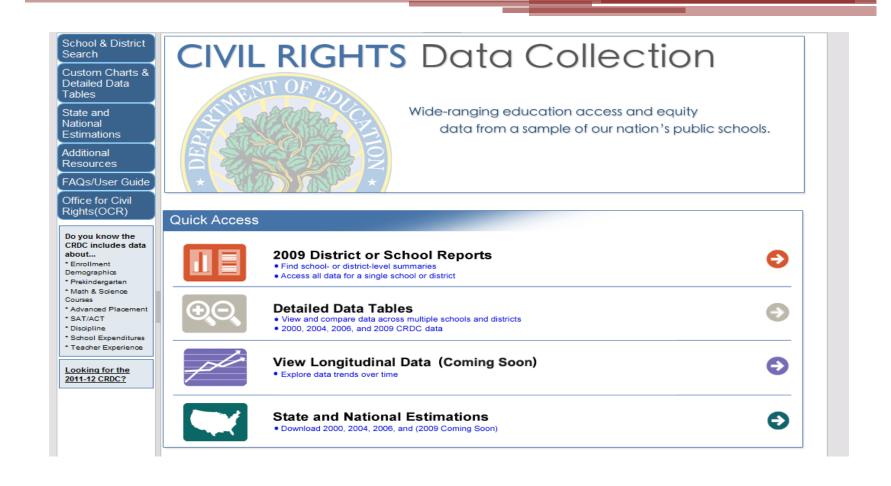Twenty-five states have more students with disabilities restrained than the national average.

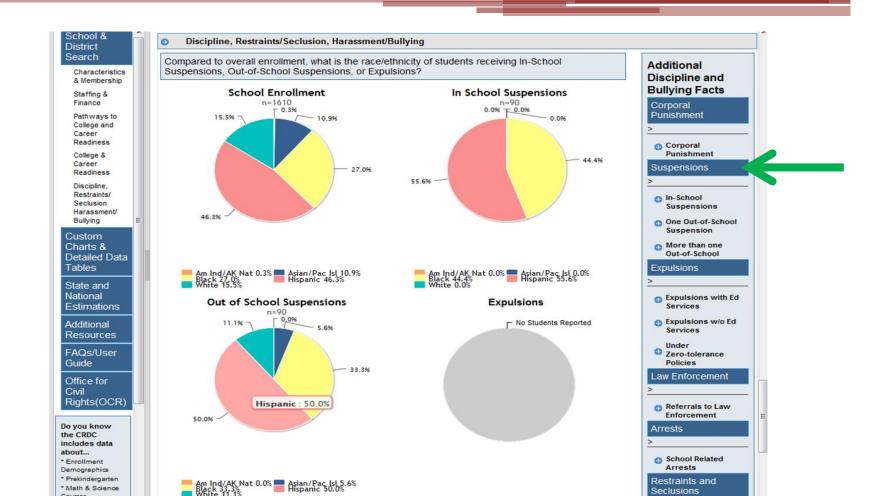Students subjected to physical restraint, by disability status (IDEA)

Students enrolled in public schools

Students subjected to physical restraint

12%

88%

75%

25%

100%

0%

Students with disabilities

Students without disabilities

Using the CRDC
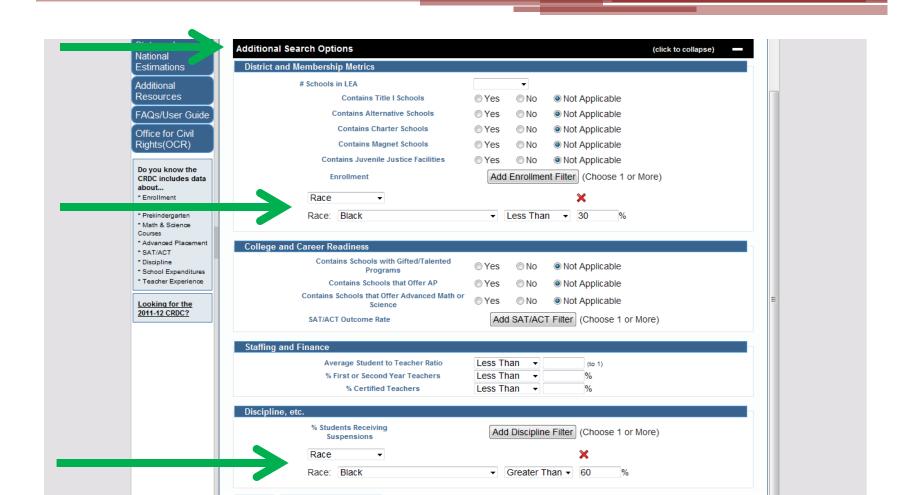# Go to http://ocrdata.ed.gov

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

Using the CRDC
Explore Rates of Disciplinary Actions.

Using the CRDC
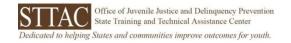# Expand Your Search.
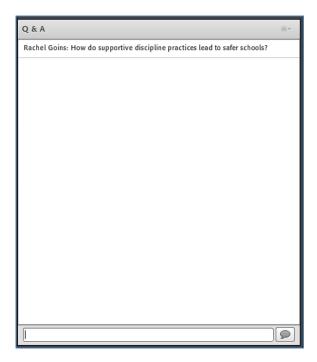
Discussion with Russ Skiba

Questions?

Q & A

Rachel Goins: How do supportive discipline practices lead to safer schools?

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

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To Access the School Discipline Package

www.ed.gov/school-discipline

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

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

    U.S Department of Justice
    www.juvenilejustice-tta.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

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.

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