

District and Schoolwide Discipline and Student Support: Challenges and Remedies

Dates: October 18-19, 2018; 9 am – 3:30 pm

Place: Assembly Hall, 7208 Falls of Neuse, Raleigh (NCSBA Building)

Engaging Schools Consultant: Carol Lieber

Project Summary

During two decades of intensive partnerships with districts and schools, Engaging Schools has identified five challenges most likely to contribute to disciplinary recidivism and overuse and disproportional use of punishment and exclusionary sanctions. This institute will take a granular look at these five challenges, empower district teams to assess their current responses to these challenges, and offer five specific “fixes” that any district or school can implement to improve district and schoolwide discipline and student support.

Participants will address this essential question: What changes in district discipline codes and school handbooks have the greatest impact on reducing student recidivism and reducing overuse and disproportional use of exclusionary school sanctions?

Background

Engaging Schools collaborates with educators to create school communities where each and every student develops the skills and mindsets needed to succeed and make positive contributions in school, work, and life. We provide professional development and resources with practical strategies that integrate academic, social, and emotional learning and development. We specialize in collaborations with middle and high schools in urban settings.

Engaging Schools creates, disseminates, models and teaches core practices that reduce educational disparities and facilitate equal access to quality instruction and opportunities for students. Engaging Schools offers a research-based, youth development-oriented approach. This comprehensive approach helps schools build a positive climate and culture, a disciplined and supportive learning environment, and personalized, high-performing classrooms that promote healthy development and academic success for each and every student. Since the early 1980s, Engaging Schools has accumulated a wealth of experience facilitating the change process and much practical expertise in creating positive and engaging learning environments in schools.

Major Activities

During this two-day institute, district teams will have an opportunity to examine challenges that contribute to ineffective and inequitable discipline practices; assess their current policies and

practices related to the challenge; examine exemplary policies from revised Codes of Conduct that address the challenge; learn the steps involved in developing and implementing a revised policy; and engage in “next steps” planning.

Day One Draft Agenda

- Gathering
- Welcome, introductions, outcomes and agenda review
- **The Challenge:** A vague understanding of a District’s goals and vision for discipline and student support without a sense of explicit staff roles and responsibilities that support a District’s vision
- **The Remedy:** A walk-through of a 90-minute induction session for all staff that provides a clear vision for establishing a respectful, fair, restorative, accountable, and viable system of discipline and student support
- **The Challenge:** A lack of clear and enforceable schoolwide rules that sit side-by-side a District Code matrix of infractions and consequences
- **The Remedy:** A plan and rationale for implementing a few universal rules in the District for elementary, middle, and high schools
- **The Challenge:** Classroom student removal polices (and office disciplinary referrals) that are too discretionary and offer no follow-up protocols to close the loop
- **The Remedy:** A student removal protocol with explicit conditions for its use and specific follow-up protocols for both the student and the teacher
- Review of tomorrow’s agenda, questions, and closing

Day Two Draft Agenda

- Gathering
- Outcomes and agenda review
- **The Challenge:** Few predictable, standardized, and timely interventions that are both restorative and accountable
- **The Remedy:** Five accountable and restorative interventions that address 90% of disciplinary infractions
 1. Use of “Reflect, Repair, and Re-Connect” protocols, restorative questions, and apologies
 2. Problem-solving and planning conferences
 3. Student-student and student-teacher mediated conferences
 4. Restorative group conferences
 5. Assigned student support coach and six-week success plan for students with multiple attendance, academic, behavioral, and mental health challenges
- **The Challenge:** No clearly prescribed classroom management strategies that teachers are expected to use to promote positive behavior and prevent 90% of low-impact behaviors from becoming major disciplinary incidents
- **The Remedy:** Development of a promotion and prevention toolbox that all teachers are expected to use
- Team planning time

- Integrating and organizing
- Closing and written feedback

Outcomes

District teams will walk away with:

- A deep understanding of five ineffective policies that are most likely to contribute to recidivism and overuse and disproportional use of punishment and exclusionary sanctions
- Five concrete changes in policies and practices using examples from revised Codes of Conduct that have a proven track record of significantly improving student outcomes and improving school climate and culture
- A set of sample documents that teams can use to implement these changes
- A plan for mapping out a series of “next steps” that reflect your team’s priorities for improving district and schoolwide discipline and student support

Consultant Bio

Carol Miller Lieber is a national leader in integrating principles of personalization and youth development into everyday practices and structures for middle and high schools. As a senior district and school coach for Engaging Schools, she supports districts, schools, principals, leadership teams and faculty in middle and high schools to embed the five R’s:— rigor, relevance, relationships, responsibility, and readiness for college and career.

Facilitating academic success, healthy development, and postsecondary aspirations for every student has been at the heart of her work for over 40 years. Carol has taught students at all grade levels, co-founded a small urban secondary school in 1973, and served as a faculty member at Washington University, University of Missouri, and Lesley University. She is the author of many books and other publications, including *Making Learning REAL*, *Getting Classroom Management RIGHT*, *The Advisory Guide*, and “Increasing College Access through School-Based Models of Postsecondary Preparation, Planning, and Support.” She is a co-author of *Shifting Gears: Recalibrating Schoolwide Discipline and Student Support*. Carol earned a B.A. in Social Sciences and Education from American University and an M.A.T. in English from Webster University.