

District and Schoolwide Discipline and Student Support: Challenges and Remedies

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?

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

DAY ONE AGENDA

Gathering

Welcome, Introductions, Outcomes and Agenda Review

Teams will have an opportunity to examine why each challenge contributes 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.

- 1 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.
- 1 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.
- 2 The Challenge:** A lack of clear and enforceable schoolwide rules that sit side-by-side a District Code matrix of infractions and consequences

- 2 The Remedy:** A plan and rationale for implementing a few universal rules in the District for elementary, middle, and high schools
- 3 The Challenge:** Classroom student removal polices (and office disciplinary referrals) that are too discretionary and offer no follow-up protocols to close the loop
- 3 The Remedy:** A student removal protocol with explicit conditions for its use and specific follow-up protocols for both the student and the teacher

Team Planning Time

Review of tomorrow's agenda, questions, and closing

DAY TWO AGENDA

Gathering

Outcomes and Agenda Review

Teams will have an opportunity to examine why each challenge contributes 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.

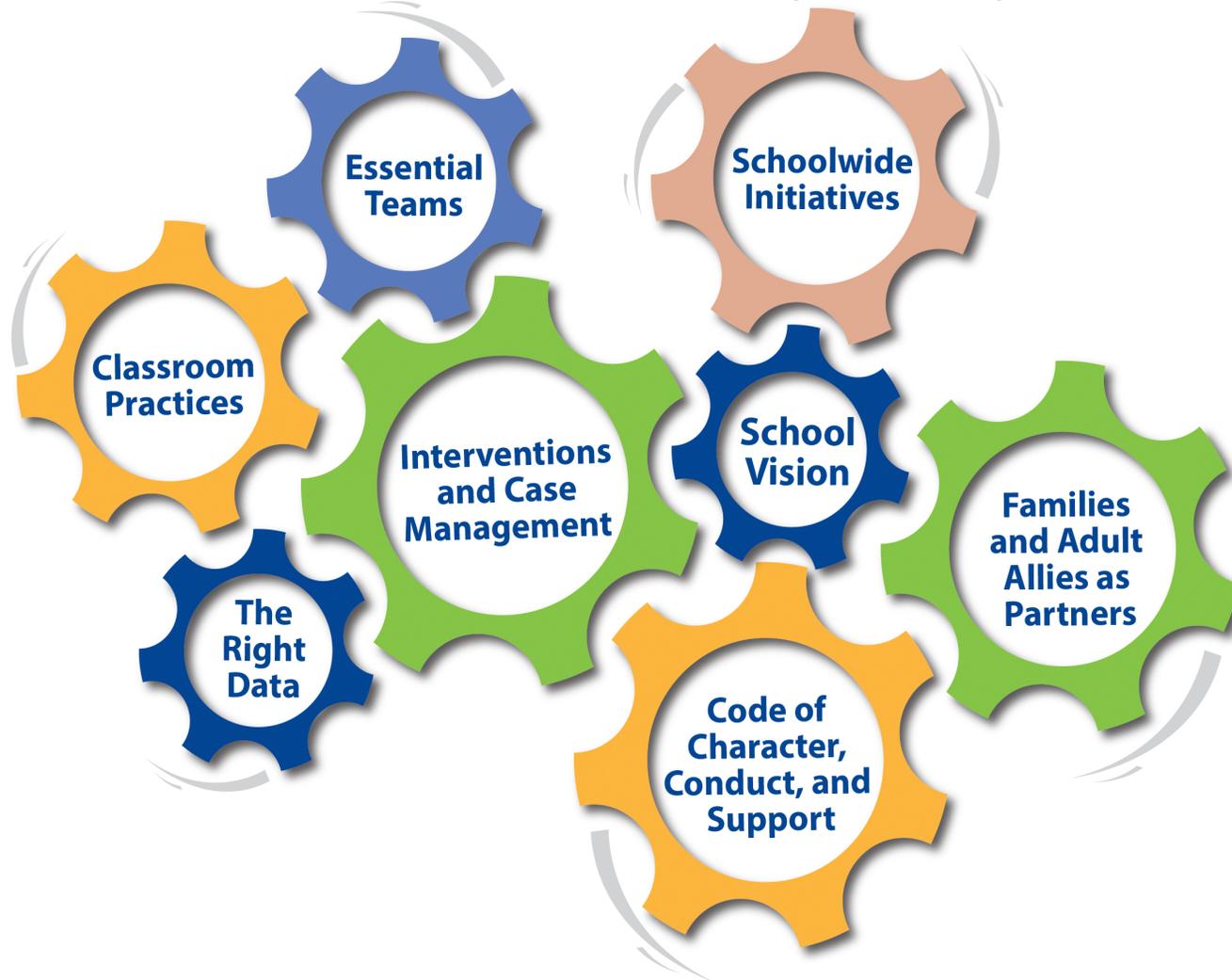
- 4 The Challenge:** Few predictable, standardized, and timely interventions that are both restorative and accountable
- 4 The Remedy:** Five accountable and restorative interventions that address 90% of disciplinary infractions
 1. Use of "Reflect, Repair, and Re-Connect" protocols, restorative questions 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
- 5 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
- 5 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

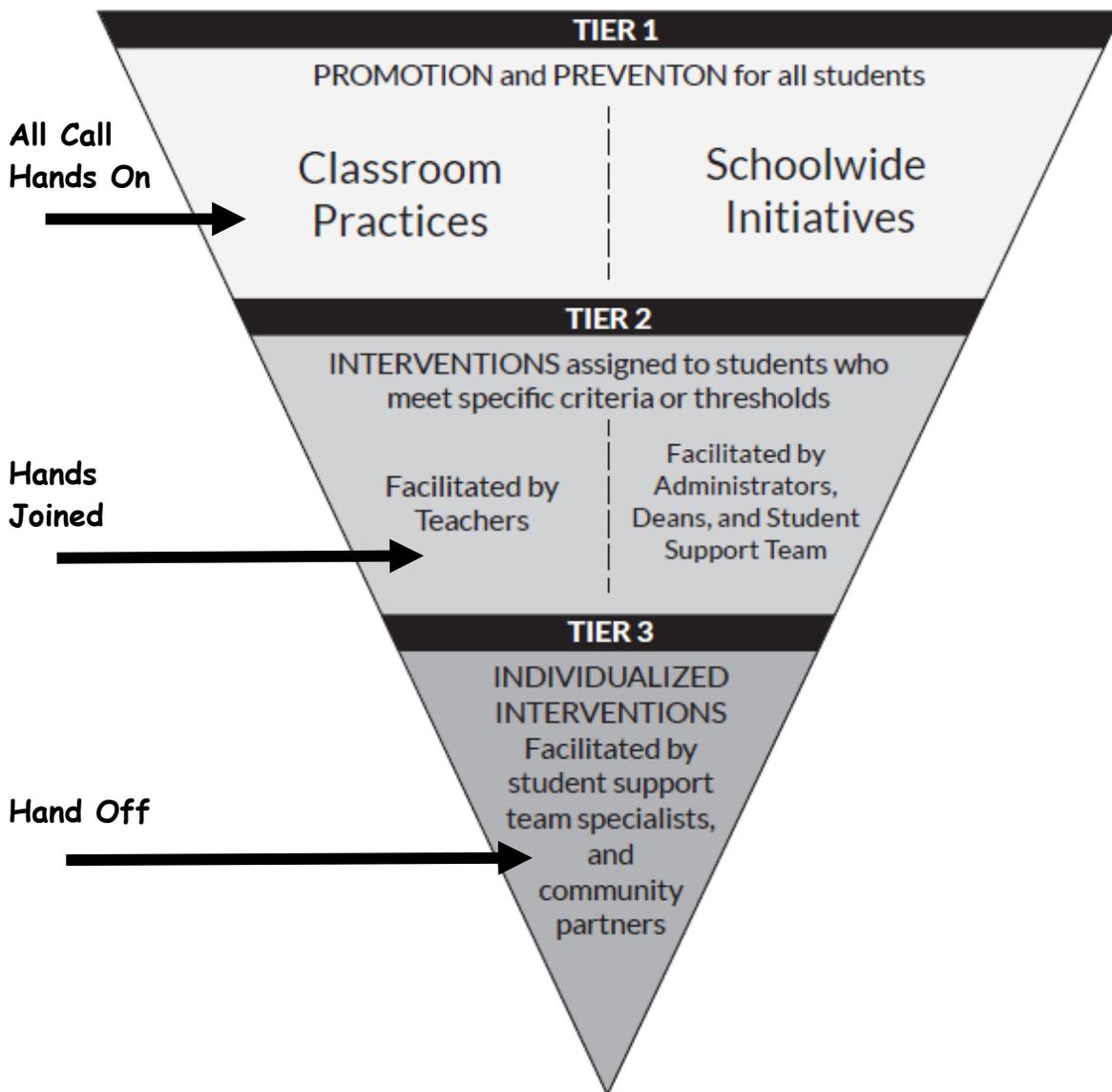
Discipline and Student Support Structures and Systems (The Gears) Are Interdependent

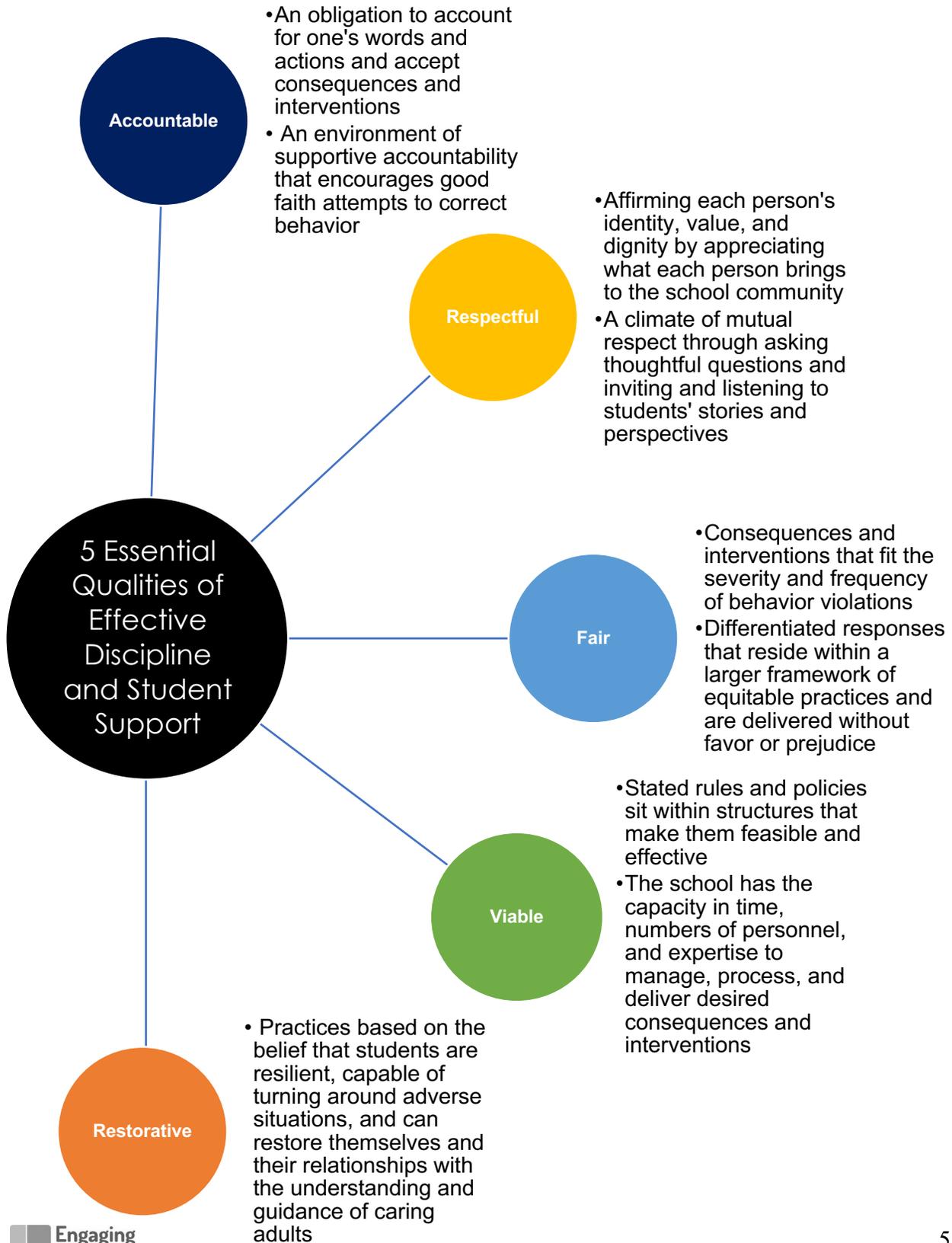


Multi-Tiered System of Academic, Behavioral and Mental Health Supports

Different groups of students need different amounts and kinds of time, attention, instruction, and supports to behave responsibly and succeed academically.

A Three-Tiered System of Support







Restorative

CORE BELIEFS AND MINDSETS

- All adults support students' development of **social and emotional competencies**.
- The school community puts **caring relationships** front and center and prepares students to engage in **responsible citizenship**.
- **A listening school** fosters a **culture of conferencing** among and between students, staff, administrators, and families.
- **Restorative questions** are used to understand the impact of one's behavior on others, solve problems, repair harm, mend relationships, and make things right.
- Everyone agrees to **move beyond past incidents and grievances** to re-set and get a fresh start.
- **Parents are valued partners** who support their children's academic, social, and emotional development, participate in family conferences, and support their children to follow-through on their plans and restorative actions to improve their behavior and academic performance.
- **Language of school vision (mission, core values, and code of conduct)** aligns with key elements of a restorative and accountable school culture.

CORE SKILL SETS

- Responsive Listening • Open and Honest Sharing
- Reflection • Collaborative Problem Solving • Managing Conflict
 - Depersonalizing Unwanted Behaviors • Self-Assessment
 - Kindness and Empathy

CORE PRACTICES

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Personal Check-ins and Positive Touch-Points 2 Academic and Behavioral Check-Ins 3 Morning Meeting / Classroom Circle 4 Problem Solving Circle 5 Return Conference with Teacher after Send-Out from Classroom 6 Behavioral and Academic Problem Solving and Planning Conference | <ol style="list-style-type: none"> 7 Turning Around Course Failure Protocol 8 Student-Student Mediation 9 Student-Teacher Mediated Conference 10 Behavior Replacement and Social Skill Building 11 Bullying / Harassment Caucus and Conference Protocol 12 Restorative Group Conferencing 13 Suspension Re-entry Protocol |
|--|--|

Developing Learning and Life Competencies

Students develop positive **MINDSETS** that set the stage for...

A **mindset** is a set of deeply held assumptions and beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. Mindsets set the stage for academic engagement and developing Learning and Life Competencies. Self-identification with the values of schooling and the roles of a learner will influence the attitudes and perceptions a student holds in relation to his/her learning and academic performance. When students feel that school and school work have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. This boosts students' confidence about their day-to-day experiences and fires up hope in their future. The examples below provide a range of entry points for conversations with students.

EXAMPLES:

- School and school work have value for me.
- I belong to an academic community.
- I approach tasks with positive expectations and an open mind.
- I accept challenges, take academic risks, and push myself to excel.
- My ability and competence grow with my effort.
- I express curiosity, enthusiasm, or personal interest in what I am learning.
- I cultivate personal talents, values, and positive qualities of character.
- I have hope in a positive future I can make for myself.

Learning and strengthening four key **SKILL SETS**

1. Self-Awareness
2. Self-Management
3. Social Efficacy
4. Academic Efficacy

That incorporate specific **LEARNING AND LIFE COMPETENCIES**

Aligned to specific **DESIRED TARGET BEHAVIORS / UNDERSTANDINGS** that strengthen positive **MINDSETS**

Learning and Life Competencies for School Success		
Skill Set	Competency	Desired Target Behaviors in the Classroom
Self-Awareness	I know myself.	<p>I can accurately assess my feelings, behavior, interests, values, and strengths through my experiences.</p> <p>I am aware of my identities as a human being, a learner, and a member of the school community.</p> <p>I am aware that my beliefs and mindsets impact my capacity to learn and be skillful.</p> <p>I know when I have done the right thing and when I mess up.</p>
	I am aware of skills, behaviors, and attitudes that help me.	<p>I can name and describe the benefits of skills, behaviors, and attitudes that help me be a good student and a good person.</p> <p>I know what motivates me.</p> <p>I know when it is important to follow rules and norms of acceptable behavior.</p>
Self-Management	I manage my emotions and personal needs.	<p>I name and assess my emotions accurately.</p> <p>I recognize others' emotions.</p> <p>I express emotions skillfully even when I feel mad, frustrated, or disrespected.</p> <p>I manage my anger and upset feelings by using strategies to cool down and regain my equilibrium.</p>
	I exhibit self-control and impulse control.	<p>I follow rules, routines, instructions, and procedures.</p> <p>I can delay personal gratification until I fulfill my short-term responsibilities and assignments.</p> <p>I sustain my focus and pay attention throughout the activity or task.</p> <p>I work silently without bothering others.</p> <p>I accept help, feedback, correction, or consequences with good will.</p>
	I demonstrate perseverance and resiliency.	<p>I persist in my effort until I "get it" and finish the task.</p> <p>I use problem solving strategies to work things out.</p> <p>I pursue and sustain efforts to complete long-term tasks and achieve long-term goals related to my future.</p> <p>I can right myself and bounce back even when I experience temporary setbacks, failure, or adversity.</p>
Social Efficacy	I communicate effectively	<p>I use school-appropriate language and present myself to others in a civil manner.</p> <p>I listen respectfully and paraphrase/summarize or question before speaking.</p> <p>I resolve conflicts in ways that meet important needs and interests of individuals or the group.</p> <p>I use positive, non-aggressive language to express myself and get what I need.</p> <p>I take initiative to ask questions, ask for help, or probe for deeper understanding when I'm stuck.</p> <p>I can verbalize and present my ideas, my values, and my needs to others effectively.</p>
	I foster healthy relationships.	<p>I am friendly, helpful, courteous, and good humored with others.</p> <p>I greet people in a friendly manner when they say 'hello' to me.</p> <p>I focus my attention on people who are speaking to me.</p> <p>I say 'please' and 'thank you' as a common courtesy.</p>

Learning and Life Competencies for School Success		
Skill Set	Competency	Desired Target Behaviors in the Classroom
Social Efficacy	I demonstrate respect and empathy.	<p>I make an effort to understand the words and actions of others.</p> <p>I respect dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom.</p> <p>I accept other viewpoints respectfully and appreciate individual and group similarities and differences.</p> <p>I stand up for others when their rights, identity, or dignity are violated.</p> <p>I interrupt or call attention to incidents of bullying, harassment, prejudice or teasing.</p>
	I cooperate and participate.	<p>I work cooperatively with others and do my fair share of the work.</p> <p>I actively participate, share, and work for high performance in small and large groups.</p> <p>I put the goals of the group ahead of my own needs and don't let others distract me.</p> <p>I work effectively with different students.</p>
	I demonstrate social and civic responsibility.	<p>I volunteer to take on leadership roles or extended responsibilities in a group.</p> <p>I take responsibility for my words and actions and can identify the impact of my behavior on others.</p> <p>I do positive things to make class a good place to learn.</p> <p>I make responsible choices by predicting consequences of different behaviors.</p>
Academic Efficacy	I invest in quality work.	<p>I make sure that I know the criteria for high quality work and ask questions if I don't.</p> <p>I complete quality work regularly: in-class and at home.</p> <p>I attempt each part of the question, task, assignment, or test.</p>
	I organize to learn and study.	<p>I attend class every day and arrive to class on time.</p> <p>I manage my materials and organize myself so I'm ready to learn from the start of class to the end of class.</p> <p>I organize, manage, and prioritize my time and tasks so I can meet my academic responsibilities.</p> <p>I read directions first and re-read if I don't understand.</p> <p>I use a range of study strategies to remember important information, master important skills, and understand critical concepts.</p> <ul style="list-style-type: none"> • I use rehearsal strategies to repeat important information out loud, rewrite it multiple times, or underline and edit important notes. • I use practice strategies to complete multiple samples of a model problem that are error-free and create my own practice problems. • I use organizational strategies to sort, chunk, prioritize, or diagram related information. • I use elaboration strategies to make meaningful connections between new and more familiar information, provide details and examples, summarize and explain big ideas, principles, or processes. • I use comprehension strategies to check my understanding of what I have read or viewed.
	I set goals and self-assess.	<p>I set specific academic goals.</p> <p>I monitor my progress toward achieving academic goals.</p> <p>I assess and discuss my academic progress through monitoring my grades, written and oral self-reflection, and conferencing.</p>

Seven Restorative Questions

When an interpersonal conflict, concern, or problem arises, use these questions:

1. What happened? What was your role in what happened?
(This question encourages students to take responsibility and own their behavior.)
2. What were you thinking and feeling at the time?
(This question supports students to identify thoughts and feelings that may have triggered their behavior.)
3. Who else was affected by this? How?
(This question supports flexible thinking and helps students take the perspective of the other and reflect on the impact of their behavior.)
4. What are you thinking/feeling now?
(This question encourages students to reflect on the incident after the emotional charge has dissipated and the student is in a calmer emotional state that enables him to think.)
5. What do you want to do to make things right?
(This question encourages the student to take action that shows or expresses regret or remorse or decide on a solution that meets important needs of everyone involved.)
6. What can I (others) do to support you?
(This question reassures the student that you and others want to support a successful resolution to the problem.)
7. When a situation like this comes up again, what actions might you take next time?
(This question encourages students to take what they have learned and apply it to similar situations in the future.)

Glossary of Terms

Circle: A process that brings together individuals in a circle format where everyone can be seen and heard. Teachers facilitate circles informal circles in the classroom to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns. Student support team members and administrators facilitate circles to bring conflicting parties together to resolve conflicts, repair harm, heal relationships and provide support to address serious incidents.

Consequence / School Sanction: A signal to the student that their actions are unskillful, inappropriate, or unacceptable. Consequences should be timely, predictable, standardized and proportional (fair) the severity and frequency of the violation. Examples include:

Submission of referral, parent notification; a conference with parent, dean, student support team member and student; a school hearing with the principal, student and parent; ISS, OSS

Intervention: A set of restorative actions and processes that communicate “we believe you can turn your behavior and your performance around and we will help you.” Interventions should be timely, predictable, and standardized. They support students’ goals and plans to get back on track and their capacity to reflect on and correct their behavior, learn and demonstrate desired target behaviors, and experience classroom success. Examples include:

Restorative conferences; progress monitoring; behavior replacement; mediation, small group skill building, individual and group counseling.

Threshold: The number or severity of infractions that prompt a consequence and/or intervention. Thresholds should be unambiguous, easy to recognize and document, and trigger immediate action. Examples include:

1 physical altercation = mediation or restorative circle and possible ISS or OSS

5 cumulative tardies = owed time before school, at lunch, or after school

5 submitted referrals for the same behavior = ½ day to full day in ISS that includes an intervention

3 referrals for the same student submitted by one teacher = a student-teacher mediation

Student Send-Out: A staff member may send out a student from the classroom or other location when a student behaves in a way that seriously jeopardizes her/his own safety or the safety of others. Students are not sent out of the classroom for Level 1 behavior concerns.

Student Support Center: The Student Support Center (SSC) provides behavioral support, resources, skill building, and crisis prevention and intervention under the supervision of the school social worker.

Student Support Team: The team includes all student support staff (administrators, counselors, social workers, special education case managers, student behavior aides, etc.) who work collaboratively as one coherent team—sharing data, using the same common language, committing to the same goals and approach to discipline and student support, and engaging in the same set of practices that support personal, social, and academic efficacy and improved student behavior and academic performance.