

Best Practices in School Discipline Workgroup Meeting

The purpose of this workgroup is to identify school discipline best practices and the professional development needs of teachers, administrators, and school resource officers to implement these practices.

Agenda

February 27, 2013

9:00 - 9:30 Networking and Refreshments

9:30 - 10:00 Updates from the Membership

-Code of Conduct workgroup looked at definitions and highlighted the ones that are redundant in the MD Records Manual. The group talked about developing a tiered system. What behaviors would be minor vs. major? Disrespect was a huge issue that was discussed. Meeting notes will be posted to their Wiki and the MSDE page.

-Subgroup work will start in the coming months. Please sign up today, but please sign up if you have not already. We did not have enough participation to have the first subgroup meetings today.

-Emergency Planning Update- MSDE has been reviewing all of the plans in the State this month.

-Literature review started and Dr. Dorman will post them to Docushare for our access.

-The video clips of our presentations will be posted to Docushare as well as the PowerPoint presentations, notes, and handouts.

Best Practices Workgroup Sign Ups:

WHAT: Research/Policy – Dr. Sally Dorman sdorman@msde.state.md.us

WHAT: Evidence Based Practices – Prevention and Intervention – Andrea Alexander
aalexander@msde.state.md.us

HOW: Professional Development – Martha Essenmacher messenmacher@msde.state.md.us

Presentation Focus Questions

What challenge(s) did you set out to address?

What intervention(s)/approach did you take to meet the challenge?

What data/evidence did you collect to demonstrate effectiveness of the intervention(s)/approach?

10:00 -10:45 Presentation 1: Views from the Field: Dropout Prevention and Intervention in Maryland

Presenters:

Robert Murphy, School Completion and Alternative Programs Specialist, MSDE

-1.2 million students drop out each year, nationally. In 10 years, that is about 12 million people.

-Those with HS diplomas live longer.

-94% of the kids murdered under age 25 in San Francisco were high school dropouts.

-Maryland Dropouts: 17% of 2011 inmates under 25 are high school graduates. 50% of Social service recipients are dropouts. Annually about 1,000 middle school students drop out per year.

-Survey of 500 DJS kids – many could not remember the last time they attended school.

-“It’s the sum. Not the ‘aftermath.’”

-We have to look at dropouts in a different way. It is the endgame. How we look at it impacts how we deal with it. It is not a one-time event – it is a process and there are many indicators along the way that lead to the one-time event of dropping out.

Reasons students withdrawal (2006-2012)

-Lack of interest (on grade level but chooses to leave – motivation)

-Whereabouts unknown – this rises consistently

-Academic (behind academically)

-Economic Reasons (employment) – this goes up by 100 students per year – it is rising consistently

Indicators are not root causes!

Attendance

Indicator

If a student does not come to school, they will not graduate.

25% of Hispanics and African Americans are absent 20+ days

Conduct

What is the purpose of suspension?

-teach

-punish

-change behavior

-give the adults a break

-send a message to the other staff members

What message do we send?

-you do not belong

-you are not wanted here

-we have lost control

-you get on our nerves

It depends on your perspective regarding this message – parents, teachers, and administrators all have different responses.

The number of suspensions **TRIPLES** between 5th and 6th grades.

-We talk about articulation programs, but we often do not get students ready for the developmental changes to take them to the next level.

-The training teachers receive is content focused in the upper grades.

90% of the Suspensions are:

-disrespect/insubordination

-fighting

-Other

What challenge(s) did you set out to address?

What intervention(s)/approach did you take to meet the challenge?

What data/evidence did you collect to demonstrate effectiveness of the intervention(s)/approach?

MSDE:

- Dropout Resource Guide
- Alternative Programs Resource Guide
- Discipline Reform
- Senate Bill 362
 - Local school system plans on managing students required to stay in school at 17/18
 - Wiki page for interventions and ideas
 - Community topics

Keys to secondary and tertiary interventions

Dropout and Early Warning Systems

- (1) EWIMS System
- (2) EWS Tools

- Identify students who are at risk of dropping out of school.
- Support and monitor at-risk students through school-wide strategies and targeted interventions.

COMMENTS:

- We need to focus on fixing the schools (not fixing the students).
- A lot of disruptions are adult-caused.
- We are not addressing our students instructionally.
- It starts at the pre-service training level for teachers. The teachers are coming into our LEAs without the knowledge of self-reflection and ability to differentiate. We need to continue to dialogue and not work in silos.
- We have an OFFICE REFERRAL PROBLEM. You can chart where your problem is coming from. Suspensions show you have an office referral problem.
- In our buildings, administrators know, which teachers need support and change in their discipline attitudes.
- Research can be summed up: The more referrals made by teachers, the more students get suspended. The reason why is because administrators want to have a positive school climate where teachers feel supported and don't complain.
- This is an instructional issue. Students have roles and so do teachers.
- It is a HUMAN thing – some students go through an entire school day without having anyone speak to them.
- Many teachers want the older, docile student from the past who valued the “sage on the stage.”
- Office referrals are often a cry for help – perhaps it is better to go see the school counselor.
- What supports do teachers need and how do we put them in place?
- Prince George's County has an Education that is Multicultural (ETM) workgroup that is working on cultural sensitivity. How do we link ESEA Common Core training, SLO training, and this? It cannot be siloed. We don't spend enough time talking about the socio-emotional issues that impact student learning and achievement.

Go to www.betterhighschools.org/ews.asp to download the free reports and tools. They do webinars to train you on using the tools.

Maryland is a majority minority state. Hispanic population is growing – 5% last year.

Jennifer Audlin, MATL, Spanish Teacher & Hispanic Community Liaison, Dulaney High School, Baltimore County Public Schools

- 19th year teaching Spanish
- We need to get more on top of having a program to support Hispanic students and their families BEFORE we lose them.
- This is her first real formalized year of the program.
- Percentage of Hispanic Population Growth has increased in Baltimore County and will continue to rise. This is why we need to be proactive in addressing their needs.
- Dulaney's population is projected to double.
- 34% of Hispanic students in the state of Maryland drop out every year.
- We need to change something about our system to make these students more successful.
- We need to compare students to their peers.
- She wants to look at raising all of the groups up so that we can be at the highest level of achievement possible.

The goal of the Hispanic Support Network is:

- (1) To increase engagement among the underserved Hispanic population
- (2) To address the whole child

Program Initiative #1: Spanish for Spanish Speakers Course

-it is almost a credit-recovery program that fulfills a requirement and provides support and contact.

Program Initiative #2: College Interns

- four Dulaney graduates who have walked in their shoes and serve as peer mentors/tutors
- they have been trained by the AVID Office
- they are paid a stipend

Program Initiative #3: High School Interns

- Hispanic, bilingual and college-bound
- peer mentors and role models
- each assists a small group of students in the SSS class

Program Initiative #4: Field Trips

- Fall Team Building Field Trip
- Late Spring Leadership and Team Building with rising 9th graders from feeder middle schools
- Towson University trip to meet with the Latino Student Group, financial aid, scholarships, college entrance, tour

Program Initiative #5: Check & Connect Mentoring Program, National Evidence Based Program

- 3 Spanish teachers, 2 Biology teachers, 1 English teacher, 1 Guidance Counselor, 1 ESOL Family-School Liaison
- 1-4 students per person
- daily check-ins

Program Initiative #6: Conference Day

- 2x/school year in November and February
- Team meets with parents and student in a proactive setting to plan for future
- meeting conducted in Spanish
- Police liaison
- make referrals

- collaborative goal-setting
- 30/60/90 day follow up with students on their goals

Program Initiative #7: Parent Outreach Meetings

- 2x/school year in November and March
- held off school grounds at local church
- free dinner and child care
- meeting in Spanish
- facilitate relationship between community organizations and families in need of services

Top two concerns from Hispanic from a survey of parents:

- getting my child into college
- school safety and security

Program Initiative #8: After School Club

- meets weekly
- guest speakers, games, fun, dance lessons
- high school, career and college planning
- food at every meeting
- community service project
- joint meetings with other clubs once a month to keep them integrated in the school community

Program Initiative #9: Middle School Visits

- club members join 8th graders for pizza lunch
- interview for SSS class in May
- Leadership & Team Building Field Trip with high school students

Program Initiative #10: BCPS Juvenile Counselor

HSN Program Coordinator

- Attendance Committee
- Dropout Prevention
- SST

Inside every student is a GRADUATE!

3 additional schools will implement the program next year. The funding is through a grant from BCPS' Office of Equity and Assurance.

The range is very diverse. It is all about being culturally proficient with the group. In future presentations, perhaps introduce the fact that there is a great range in the Hispanic population.

Some students weren't sure if they were "Hispanic enough" to participate – many of them have mixed backgrounds.

"I am used to seeing students from the inside out – not the outside in." – Jennifer Audlin

AP focus in the Spanish Courses is a definite need. They would need a separate curriculum. The AP Spanish Language College Board course is written for non-native speakers.

Impact on Discipline:

- creative consequences
- just started collecting data since this is the first official year

10:45-11:00 Q&A

11:00 -11:15 Break-if needed

11:15-12:00 Presentation 2: Creating a Restorative School Community

Presenter:

Barbara S. Grochal, Director School Conflict Resolution Education Programs, Center for Dispute Resolution (C-DRUM), University of Maryland Francis Carey School of Law

-Go to the website and join the mailing list to get future grant opportunities. www.cdrum.org redirects to <http://www.law.umaryland.edu/programs/cdrum/index.html>

-It takes a village. How do you create a Restorative School Community?

It is focused on giving students a reason to want to come to school. It addresses many of the PBIS structures.

They have provided conflict resolution grants to schools for 10 years (and they have worked with 22 of the 24 LEAs in Maryland).

Prevention Tools:

1-Dialogue Circles (teacher sits and is part of a circle of student sharing....talking piece is part of the sharing....Name and Say one thing that lights you up)

2-Peer Mediation

Kathryn B. Rockefeller, J.D., Director, Mediation & Conflict Resolution Center at Howard Community College

-They convene a conference every year on Restorative Justice.

-They partner with the school system, library, courts, etc.

-Restorative Dialogue is something they do for the Police Department. On a first arrest, juveniles have the option of diversion and participating in a Restorative Dialogue or Reflection. Use the 5 restorative questions to go through....

What happened?

What were you thinking at the time it happened?

What have you been thinking since it happened?

Who was affected by your actions? (broaden perspectives)

What can you do to make things a little more right?

Christina Krabitz, Assistant Principal, Homewood Center, Alternative Public School, Howard County
www.communityconferencingcenter.org

-Once they all hear each other, students are able to respect each other in a very different way. They feel like people.

-Circles can bring the group to a few Action Items. You can think about Student Behavior and Teacher Behavior.

-Attendance has gone up since they started doing Circles.

John Matthew Hornbeck, Principal, Hampstead Hill Academy, Baltimore City

Chella Drew, Director of Restorative Practices, Hampstead Hill Academy, Baltimore City

-They are taking the whole school approach in their Title I School. They base much of this on the International Institute of Restorative Practices (IIRP).

-It is not the kids – it is the adults.

-Adults could be too emotional and reactive and unable to be proactive and look for solutions.

-They normed their vocabulary in a retreat as a school.

-You don't just send the students down to "be restored." You have to use the practice and continue to revisit it. Restorative Practices are much more than just Circles.

-DATA: Decrease in Suspensions and Detentions (33% from one year to the next) even though their enrollment is steadily going up.

-Restorative Practices DOES NOT mean there are not consequences. They have worked to norm the faculty on what merits a detention and what the intermediary steps should take place before detention.

-Teacher retention is higher at Hampstead Hill Academy because teachers are taught the skills they need for classroom management.

-This puts everyone on an equal level where everyone feels they are an important part of the community and they have a voice.

-Our kids like to come to school. Give them a reason to come to school.

QUOTE FROM BALTIMORE COMMUNITY HIGH SCHOOL:

"Teachers came to understand that it is not about punishing but how to help them (students) on the socio-emotional side. This is a significant attitude shift."

Training Money: See Timeline Handout – it includes \$

Contacts: Mediation & Conflict Resolution Center at Howard Community College (MCRC), Community Conferencing Center (CCC), International Institute of Restorative Practices (IIRP)

12:00 -12:15 Q&A

12:15-12:45 Summary of the Literature Search –

Developed by Jessica Albrecht, Meghan Finney and Lynsey Weston -University of MD School Psychology Department

Presented by Dr. Sally Dorman

Improving School Discipline in Maryland : Policies, Practices, and Professional Development

Goals:

-State Policies

-Evidence-Based Practices

-Professional Development in Maryland

All of the articles and the PPT will be downloaded to DocuShare.

-Denver Public Schools is the most promising program of phasing in School-Based Restorative Justice.

-Colorado School Discipline Task Force's Summary Report.

-There is a great need for the preventative role of School Resource Officers who have been fully trained.

-PBIS is very helpful for changing systems and practices.

-Focusing on implementation *as it was designed* is critical.

-Frame Implementation Science before we do anything else.

Align our work with INTASC Standards-Standards that relate to Behavior and Discipline

Standard 2: Learning Differences (UDL – What/How/Why of Learning)

Standard 3: Learning Environment (PBIS)

Standard 9: Professional Learning and Ethical Practice

Focus on the engagement piece – think about identity and perceptions.

Job-embedded Professional Development (JEPD)

How can leaders support this?

University of MD Students request that workgroup members recommend areas for further research individual or through the subgroup work.

Best Practices in School Discipline Workgroup

Location:

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