



Staff Report on Student Behavior Management

February 20, 2018



What are our guiding principles?

We will contribute to the well-being, safety, and success of all of our students in all of our schools.

We will provide safe, supportive, and joyful learning environments.

Students, teachers and leaders—working with families and community partners—will foster safe, supportive, and joyful learning environments that emphasize acceptance and inclusion for all students in all schools.



What do we better understand from 2016-2017?

We better understand the need to ensure that teachers and principals get more support for student behaviors.

- **2017-2018: we set school site goals to decrease suspensions while providing direct leadership support focused on de-escalation strategies**

We learned that our students' behaviors had various origins which require specialized training for school leaders , teachers, and school staff.

- **2017-2018: we are supporting school leaders by providing professional learning opportunities including but not limited to the following: trauma informed practices, social and emotional learning and restorative practices.**

We will best serve our schools when our district teams are better aligned to support the work of student behavior on a more collaborative and consistent basis through the use of data.

- **2017-2018: we are increasing access to information**



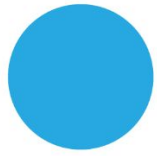
What are our primary responses to behavior challenges?

Exclusionary discipline:

Any type of school disciplinary action that removes or excludes a student from the student's usual educational setting. Two of the most common exclusionary discipline practices at schools include **suspension and expulsion** but also includes in-house, TRAICE satellite, buddy teacher classroom.

Restorative discipline:

Disciplinary action that provides a setting and opportunity for the person who committed the harm and the harmed to communicate and devise an agreed upon resolution coupled with a healthy way to re-enter the learning environment.



What has discipline traditionally looked like?

HIGH-LEVEL OVERVIEW OF PAST PRACTICES

Student swears at a teacher	5-10 days suspension
Two students fight	10 days suspension
Student skip school/truant	3-5 days suspension
Student under the influence	10 days suspension
Failure to follow minor sanction	10 days in school detention or 3 day suspension



What are restorative practices?

Restorative Practices is a set of principles and practices inspired by indigenous values used to build community, respond to harm/conflict and provide individual support for individuals in need.

By building, maintaining and restoring relationships between members of the entire school community, we can create an environment where all individuals thrive.

EXAMPLE: In the past, responses to student conflicts with other students, teachers and staff typically rendered a punitive measure that left little to no room for reflection, repair and restoration.

Schools are now using restorative practices to foster stronger lines of communication regarding the harm done and a collaborative approach to repairing the harm.



Resolving disciplinary situations in action

Incident A:

Two elementary students were fighting on the playground. The teachers on duty broke up the fight and brought both students into the principal's office.

Resolution A:

The principal reviewed the situation, heard from both students and allowed the student's to explain how they should have handled the situation differently. Both received 3 days suspensions. In addition, students were asked how their actions affect other students feeling safe at school and ways they can resolve this situation in the future. Students apologized to classmates and teachers. School put systems and a plan in place for students to talk to adults for help.

Incident B:

Several students were in the hallway and late for class. The school leader told students to get to class. Students began to go to class while one student refused to go and argued with the school leader. The school leader told the student they would have to go to Traice Satellite now that they have not gone to class and then the student refused to go there and cursed at the school leader.

Resolution B:

School leader contacted student's family for a conference. Student was assigned TRAICE Satellite for a longer period of time. Student's family agreed to shadow student at school for a few days after the incident to build relationship between school and home.

Incident C:

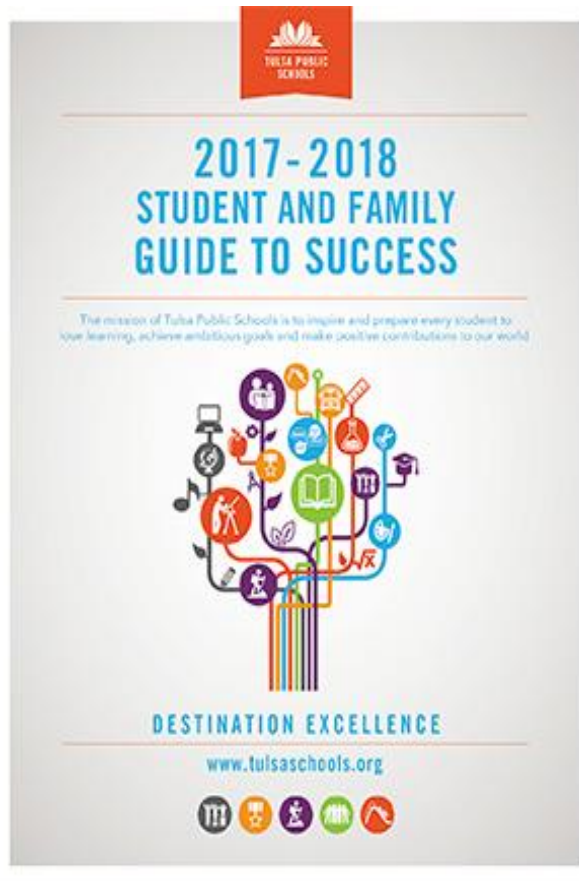
The class was sitting in their seats when a student came in late. The student walked in and threw food at another student laughing. The food hit another student in the room who got up embarrassed and both students began to argue and disrupt the class.

Resolution C: Both students were sent to the Dean. Students families were contacted and success plan was written for the student throwing food. Staff implemented a plan for student to be observed during breakfast (not bringing food out of cafeteria) and student agreed to plan as well as cleaning up the classroom after the incident. the student also apologized to the class and other student.

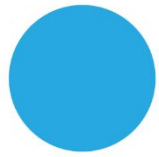


Clear and consistent behavioral expectations

What is the Behavior Response Plan?



- Guidelines for school teams to respond to behavior issues
- Details all disciplinary infractions and an array of consequences
- Details alternative options
- Supports and resources for families



What are some of the disciplinary responses schools use?

- Parent/guardian conference
- In-school disciplinary response
- Restorative Conference
- Student/Teacher Conference
- Parent/Guardian Conference
- Team Conference
- Detention
- Short term out of school suspension based on the totality of circumstances
- Long-term out of school suspension based on the totality of circumstances
- Referral
- Community Service
- Student Success Plan and a Behavioral Intervention Plan
- Change of placement (alternative setting)



What changes have been made to the BRP?

204: Excessive Referrals



Deleted

211: Fighting



300: Fighting

212: Use or possession...



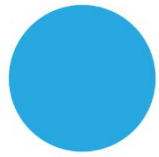
313: Use or possession...

215: Skipping or cutting Class



111: Skipping or cutting Class

*** 2017-2018 There were no changes to specific codes and interventions.**

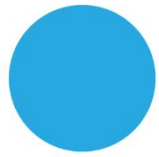


How are decisions made about behavior responses and classroom management?

Schools develop their own school-wide handbook based on the unique needs of each school community.

Schools implement various procedural and behavioral tiered intervention strategies for their sites.

Schools develop strategies aligned to the behavioral response plan.



What tools do teachers use to manage behavior?

No Nonsense Nurturing is a 4 step model that creates a safe and predictable classroom environment through the building of life altering relationships. It is **not a mandated** tool for schools to use.

It is a non-scripted tool that includes:

- 1) positive narration
- 2) relationship-building
- 3) precise directions
- 4) incentive and consequence plan.

Schools have autonomy to use other tools to support classroom management and improved student behavior:

Teach Like A Champion

The Get Better Faster Guide

PBIS (Positive Behavior Intervention Supports) Strategies

First Days of School - Harry Wong

Leader in Me

Tool Box





Three critical areas that foster positive student behaviors

Safety: Schools and school-related activities where students are safe from violence, bullying, and harassment. School focus is on decreasing exclusionary practices

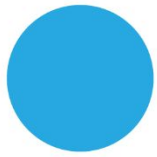
Environment: Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear and fair discipline policy that focuses on Restorative Practices

Engagement: Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community utilizing social emotional learning strategies



Student accountability and consequences





The “Four R” process of support

Review
(What happened?)

Responsible
(Accountable)

Reconcile
(Mend/Lesson
Learn)

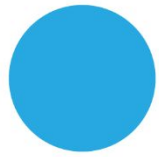
Restore
(Transition)

Suspension Data as of Feb. 15, 2018

	2017-18 YTD		2016-17 (through 2/12/17)		2015-16 (through 2/12/16)	
	Suspensions	Days	Suspensions	Days	Suspensions	Days
Grades PK-5	918	2293	1118	2522	1189	3199
Grades 6-8	1065	5449	1205	5477	1121	7194
Grades 9-12	1001	6865	739	5003	819	6242
Total	2984	14,607	3062	13,002	3129	16,635



What do our school leaders think?



Reflections from school leaders

Elementary

- Principal Lynn Dixon, McKinley Elementary
- Principal Bryan Gibson, Mitchell Elementary
- Principal Katy Jimenez, McClure Elementary

Secondary

- Principal Jason Gilley, Central Junior and High School
- Principal Jody Parsons, Hale Junior High School



Restorative Practices in Tulsa Public Schools

2016-2017

Professional learning included supports for:

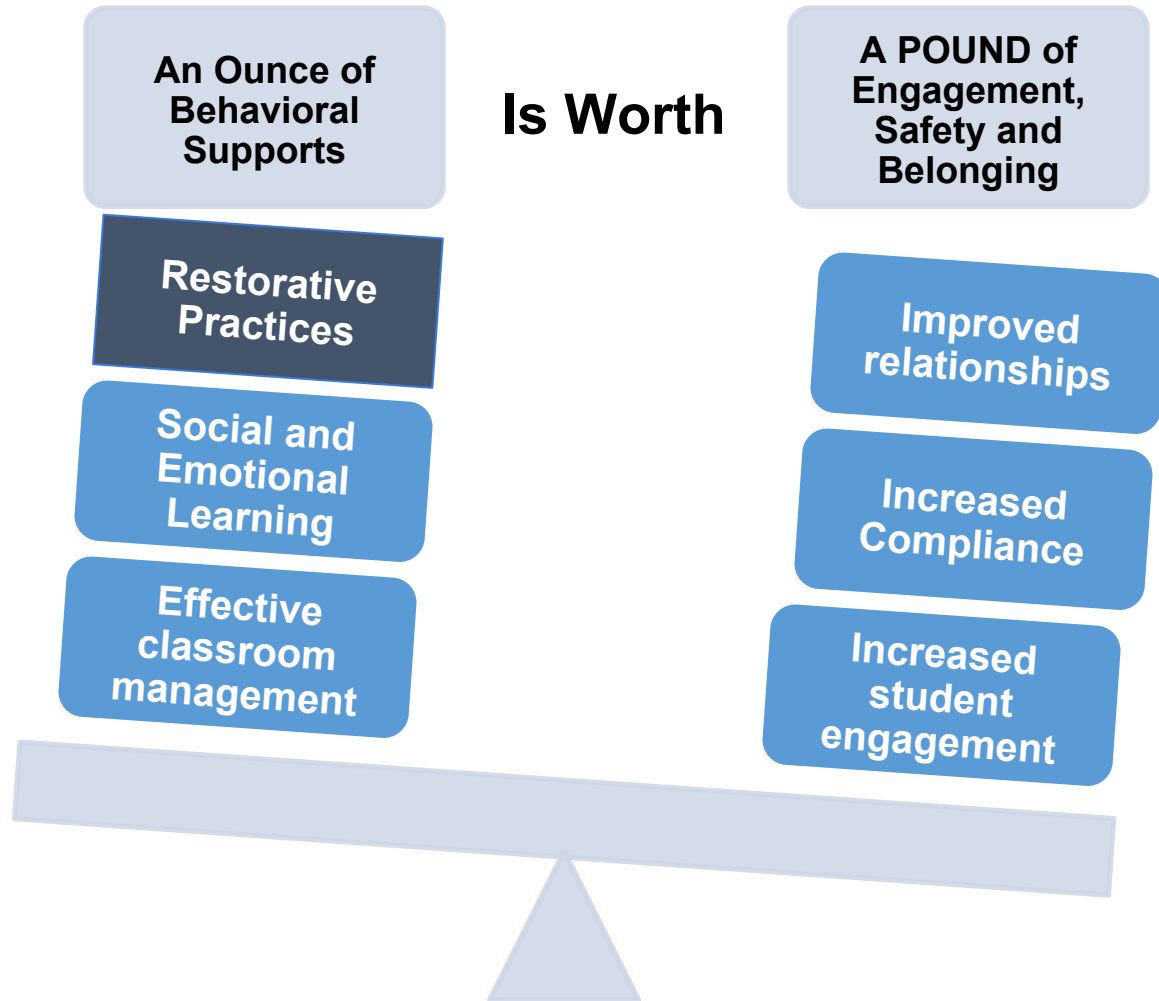
- building life altering relationships with students,
- utilization of strategies that improve classroom climate,
- de-escalation strategies, and
- introduction of conflict resolution cards.

2017-2018

Supports currently in place include:

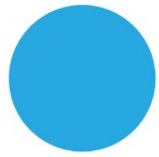
- how to repair relationships when they have been harmed, and
- how to ask and answer restorative questions, and
- transitional processes for struggling students.

What are our key learnings?



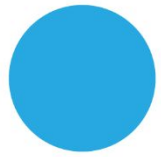


What are our next steps?



Clarity and more support for teachers

- Continuing to listen to teachers to understand what works, what doesn't work, and how we can better support them.
- Improving supports for school leaders and teachers around reducing the use of exclusionary practices.
- Continuing to refine supports and strategies based on the needs of each particular school community.



Ongoing professional learning

- Classroom management supports and resources for teachers (such as No Nonsense Nurturing)
- Foundations of restorative practices to school leaders, trauma-informed practices
- Developing effective alternatives to out-of-)school suspensions
- De-escalation strategies.
- Deep dive for school leaders around social emotional learning