School Climate Update

Office of College and Career Readiness (OCCR)
Department of School Climate and Support (DSCS)

Board of Education Regular Meeting
Tuesday, February 23, 2016

Purpose

Provide short term and long term plans for supporting school climate improvement efforts to show how school safety aligns with our district priorities.

Agenda

- District Vision and School Climate Goals

- Guiding Principles

- Short Term Plan Specifics

- Resource Alignment

- Long Term Plan Considerations

- School Climate Spotlight

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

3

Strong Schools, Strong Communities 2.0

District strategic plan for 2014-2019

SPPS Priority
School Climate

School Climate Definition

School climate refers to the quality and character of school life. School climate is based on patterns of students, parents and school personnel's experience of school life and reflects:

1. Norms, goals and values

2. Interpersonal relationships

3. Teaching and learning practices

4. Organizational structures

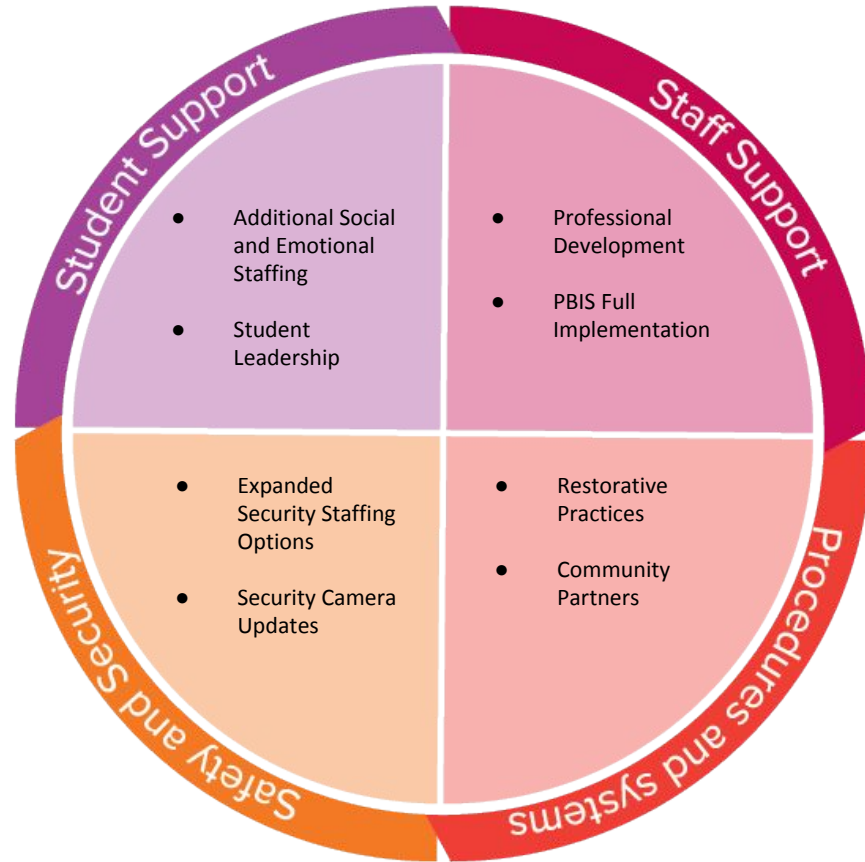Source- National School Climate Center

School Climate Goals

1. **Improve school climate and increase supports** to strengthen relational health amongst students and staff

2. **Reinforce consistent implementation of support systems** for students, families and staff

3. **Improve the safety and security procedures** for all students and staff in our buildings

4. **Clearly communicate expectations** to the school and community

SAFE SCHOOLS.
SAFE YOU.

Student Support · Staff Support · Procedures and systems · Safety and Security

Resource Alignment

Student Support
- Additional Social and Emotional Staffing
- Student Leadership

Staff Support
- Professional Development
- PBIS Full Implementation

Safety and Security
- Expanded Security Staffing Options
- Security Camera Updates

Procedures and systems
- Restorative Practices
- Community Partners

Guiding Principles

1. Create positive climate and focus on prevention

2. Develop clear, appropriate, and consistent expectations and consequences to address student behaviors

3. Ensure fairness, equity, and continuous improvement

-US Department of Education, January 2014

Short Term Focus

Now through June 2016

Principle 1: Climate and Prevention

Action Steps Checklist

☑ Engage in deliberate efforts to create positive school climates.

☑ Prioritize the use of evidence-based prevention strategies, such as tiered supports.

☑ Promote social and emotional learning.

☑ Provide regular training and supports to all school personnel.

☑ Collaborate with local agencies and other stakeholders.

☑ Ensure that any school-based law enforcement officers' roles are clear.

Principle 1: Climate and Prevention

Student Support	Staff Support
- Family Engagement - Tip Text - Foundation Classes - Review of Digital Citizenship Expectations - Check-N-Connect - Dare 2B Real - Enhancing Student Leadership Opportunities - Change, Inc	- Additional staff support in buildings - Professional development - Student Engagement - SDWAM - Crisis Intervention E-courses - Trauma Informed Schools Training Grant - Gender Inclusion

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

Principle 1: Climate and Prevention

Procedure and Systems	Safety and Security
● School Wide District Administrators Meeting (SDWAM)	● Secure new School Resource Officer (SRO) Contract ● Revise SRO Training to focus on fostering positive relationships

Principle 1 - Climate and Prevention

Professional Development - Project Aware

A course that introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan for how to help young people in both crisis and non-crisis situations.

Description of action	→	Intended outcomes	→	Stakeholders impacted	→	Timeline	→	Budget

Principle 2: Expectations and Consequences

Action Steps Checklist

☑ Set high expectations for behavior and adopt an instructional approach to discipline.

☑ Involve families, students, and school personnel, and communicate regularly and clearly.

☑ Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.

☑ Create policies that include appropriate procedures for students with disabilities and due process for all students.

☑ Develop restorative systems of support for students to maximize time in the classroom.

Principle 2: Expectations and Consequences

Student Support	Staff Support

● Alternative Programming
    ○ C3
    ○ A2E
    ○ Gordon Parks Middle
	● Flexible PLC Time
	● SAT Team Process Training

Principle 2: Expectations and Consequences

Procedure and Systems	Safety and Security
● Formal Review of Rights and Responsibility Handbook ● Rights and Responsibilities Communications ● Formalize Transition Meetings	● Clarifying roles and responsibilities for SRO's ● Principal/SRO Roundtable

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

Principle 2 - Expectations and Consequences

Alternative Programming - C3 (Choice - Chance - Change)

C3 is an alternative, after school program designed to help students get back on track after they have been suspended for three or more days for a fighting related incident.

Description of action	→	Intended outcomes	→	Stakeholders impacted	→	Timeline	→	Budget

Principle 3: Equity and Improvement

Action Steps Checklist

☑ Train all school staff to apply school discipline policies and practices in a fair and equitable manner.

☑ 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.

Principle 3: Equity and Improvement

Student Support	Staff Support
● Dare 2B Real ● Gordon Parks Legacy Course	● PBIS Implementation Training

Principle 3: Equity and Improvement

Procedure and Systems	Safety and Security
- Comprehensive Needs Assessment - Staffing Decisions for 2016-17 - Approve Fiscal Year 2017 Budget - District Wide PBIS Evaluation - Expedited Student Placement Records Request	- Facilities Master Plan - Installation and Upgrades to Identified School Security Cameras

Principle 3 - Equity and Improvement

Procedures and Systems - PBIS Tier I Systems and Practices

Positive school-wide systems for all students & staff across all settings to prevent the development of new incidents of problem behavior

Description of action	Intended outcomes	Stakeholders impacted	Timeline	Budget

Long Term Focus

Now through September 2016

Guiding Principles

1. Create positive climate and focus on prevention

2. Develop clear, appropriate, and consistent expectations and consequences to address student behaviors

3. Ensure fairness, equity, and continuous improvement

-US Department of Education, January 2014

Looking Ahead

The Next Eight Months

- Community Wide

- District Wide

- School Wide

- Students

Looking Ahead

Community Wide

- Convene a task force to provide feedback on the the District's long term School Climate Plan

  – Board members, staff, families and community members

  – Guiding principles as a foundation

  – Recommendations may include policy revisions, creation or other guidelines

- Public report of recommendations at the September 2016 Board of Education meeting

Looking Ahead

District Wide

- Uniform district wide expectations and accountability

- Needs-based professional development

- Principal handbook

- Targeted additional staffing

Looking Ahead

School Wide

- Develop a school climate improvement plan including agreed upon school expectations and accountability and aligned to the school's SCIP.

- Restorative Practice Pilots

- Fall school climate kick off
    - Supplemental materials
    - Fall open houses

- Distribute Rights and Responsibilities Handbook

- Formalize SAT team process

OCCR - Department of School Climate

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

Long Term Plan

Students

- Partner with the Student Engagement and Advancement Board

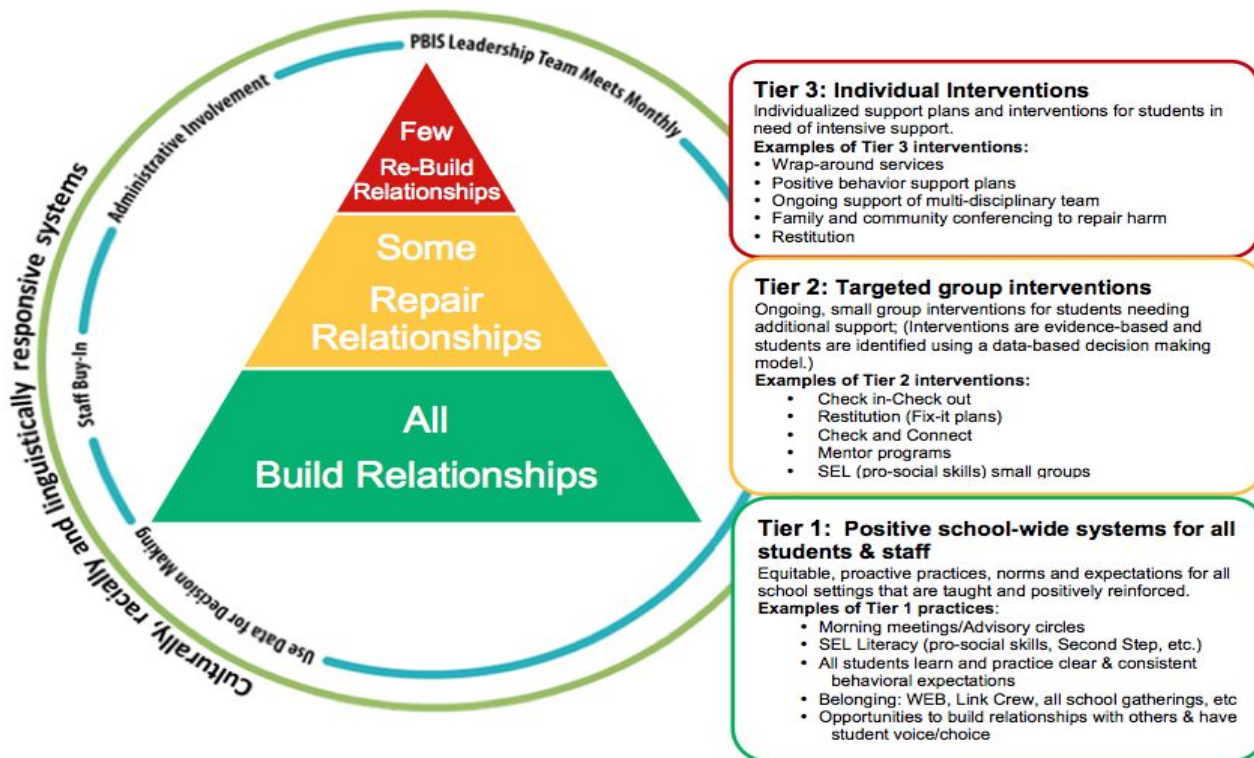- Opportunities for school level student leadership

- Elevate role of WEB Leaders

Spotlight

- **Positive Behavioral Interventions and Supports** (PBIS)
  - Teajai Anderson Schmidt, Assistant Director, OTL

SAINT PAUL PUBLIC SCHOOLS
USING RESTORATIVE PRACTICES IN THE PBIS FRAMEWORK

Tier 3: Individual Interventions
Individualized support plans and interventions for students in need of intensive support.
Examples of Tier 3 interventions:
- Wrap-around services
- Positive behavior support plans
- Ongoing support of multi-disciplinary team
- Family and community conferencing to repair harm
- Restitution

Tier 2: Targeted group interventions
Ongoing, small group interventions for students needing additional support; (Interventions are evidence-based and students are identified using a data-based decision making model.)
Examples of Tier 2 interventions:
- Check in-Check out
- Restitution (Fix-it plans)
- Check and Connect
- Mentor programs
- SEL (pro-social skills) small groups

Tier 1: Positive school-wide systems for all students & staff
Equitable, proactive practices, norms and expectations for all school settings that are taught and positively reinforced.
Examples of Tier 1 practices:
- Morning meetings/Advisory circles
- SEL Literacy (pro-social skills, Second Step, etc.)
- All students learn and practice clear & consistent behavioral expectations
- Belonging: WEB, Link Crew, all school gatherings, etc
- Opportunities to build relationships with others & have student voice/choice

For additional information and support, please contact your or PBIS department leads Erin Metz (Erin.Metz@spps.org) or Kristi Kohn (Kristi.Kohn@spps.org).

# District-wide PBIS Implementation

Next Steps

- Deepen Tier 1 systems to build, restore, and repair relationships; build community; and teach social-emotional skills
- Strengthen student, family, and community participation in establishing the school climate and culture
- Analyze and respond to data to:
    - Improve TIer 1 systems and practices
    - Match Tier 2 and Tier 3 supports to student need
- Increase resources and professional development to support classroom management systems

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

Increasing Instructional Time

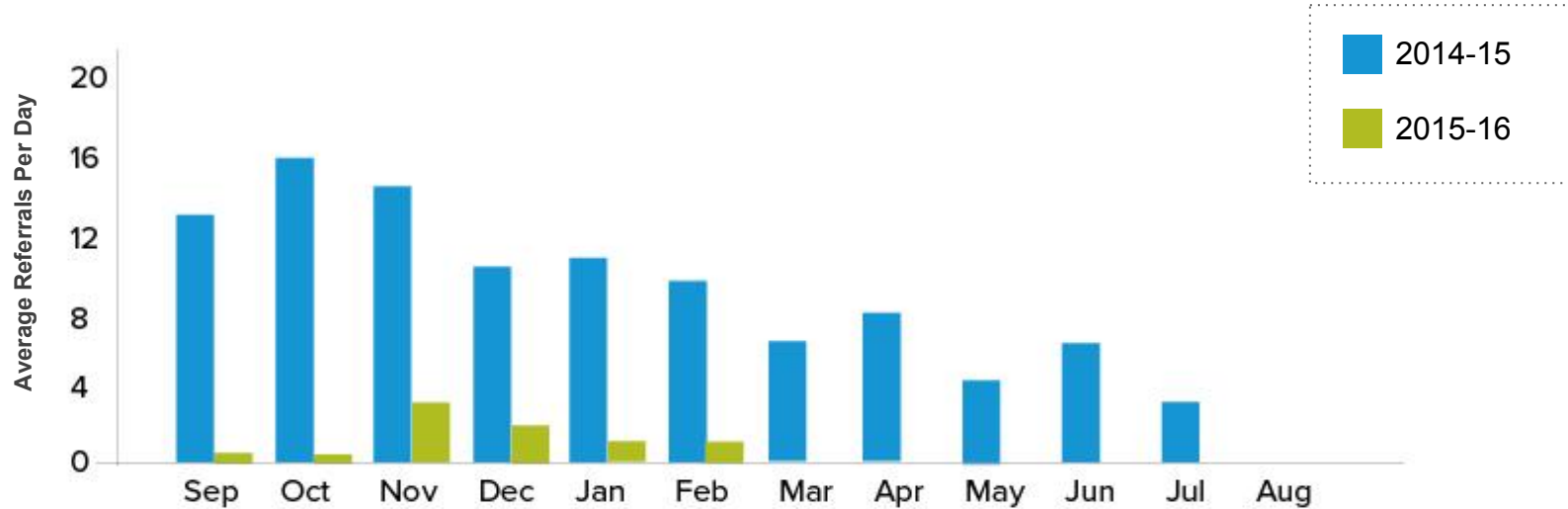**Average Referrals Per Day Per Month - Multi Year**
All, 2014-15 - 2015-16

Increasing Instructional Time
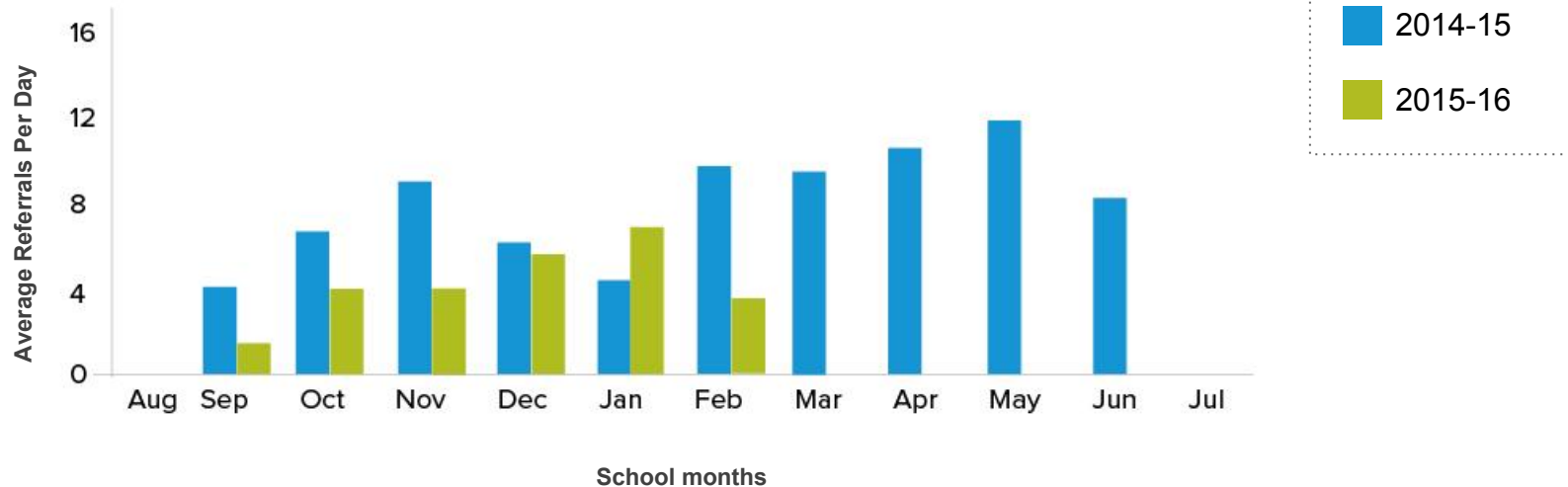
Average Referrals Per Day Per Month - Multi Year
All, 2014-15 - 2015-16

Increasing Instructional Time

Average Referrals Per Day Per Month - Multi Year
All, 2014-15 - 2015-16

Legend: ■ 2014-15 ■ 2015-16

Teaching Social-Emotional Skills
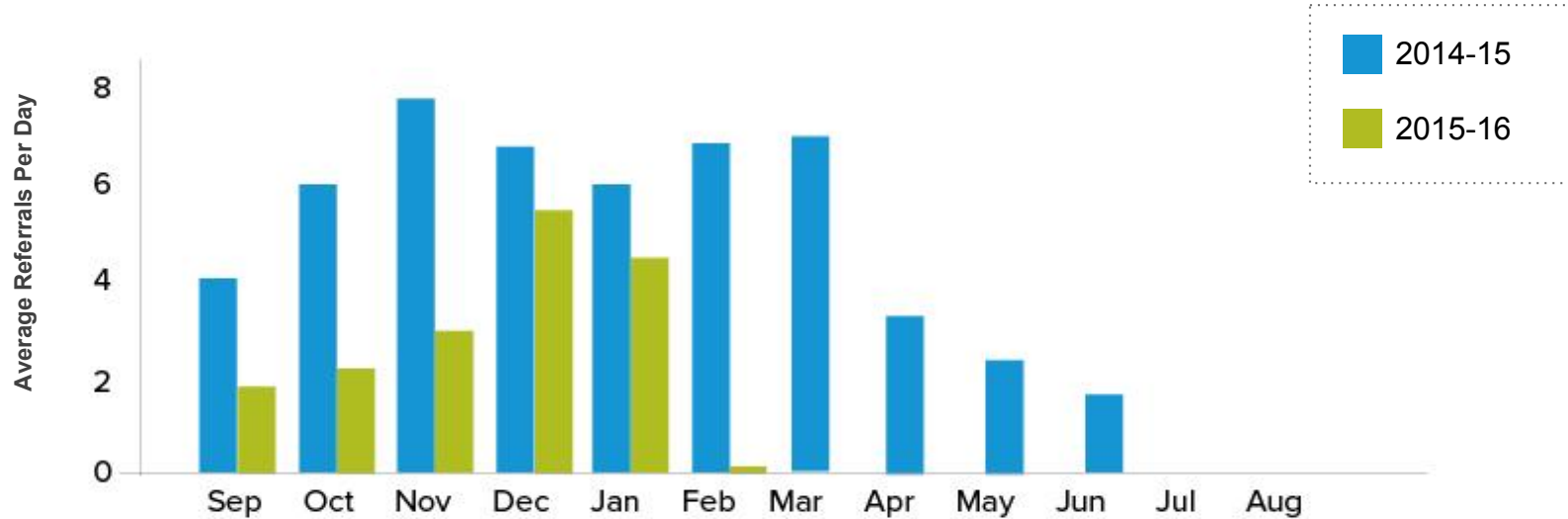
Questions?

Jon Peterson, Executive Director OCCR

E-mail: jon.peterson@spps.org