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
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
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
Resource Alignment

- Additional Social and Emotional Staffing
- Student Leadership
- Expanded Security Staffing Options
- Security Camera Updates
- Professional Development
- PBIS Full Implementation
- 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

<table>
<thead>
<tr>
<th>Student Support</th>
<th>Staff Support</th>
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<tbody>
<tr>
<td>● Family Engagement</td>
<td>● Additional staff support in buildings</td>
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<tr>
<td>● Tip Text</td>
<td>● Professional development</td>
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<tr>
<td>● Foundation Classes</td>
<td>○ Student Engagement</td>
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<tr>
<td>● Review of Digital Citizenship Expectations</td>
<td>○ SDWAM</td>
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<td>● Check-N-Connect</td>
<td>○ Crisis Intervention E-courses</td>
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<td>● Dare 2B Real</td>
<td>○ Trauma Informed Schools Training Grant</td>
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<td>● Enhancing Student Leadership Opportunities</td>
<td>○ Gender Inclusion</td>
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<td>● Change, Inc</td>
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- SDWAM: Strengthening Digital Wellness and Mental Health
- Change, Inc: Community Engagement
# Principle 1: Climate and Prevention

<table>
<thead>
<tr>
<th>Procedure and Systems</th>
<th>Safety and Security</th>
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<tbody>
<tr>
<td>● School Wide District Administrators Meeting (SDWAM)</td>
<td>● Secure new School Resource Officer (SRO) Contract</td>
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<td></td>
<td>● Revise SRO Training to focus on fostering positive relationships</td>
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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.
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

<table>
<thead>
<tr>
<th>Student Support</th>
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<tbody>
<tr>
<td>● Alternative Programming</td>
<td>● Flexible PLC Time</td>
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<tr>
<td>○ C3</td>
<td>● SAT Team Process Training</td>
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<td>○ A2E</td>
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<tr>
<td>○ Gordon Parks Middle</td>
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## Principle 2: Expectations and Consequences

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<th>Procedure and Systems</th>
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<tbody>
<tr>
<td>● Formal Review of Rights and Responsibility Handbook</td>
<td>● Clarifying roles and responsibilities for SRO’s</td>
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<td>● Rights and Responsibilities Communications</td>
<td>● Principal/SRO Roundtable</td>
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<td>● Formalize Transition Meetings</td>
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OCCR - Department of School Climate
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.
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

<table>
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<th>Student Support</th>
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<tr>
<td>● Dare 2B Real</td>
<td>● PBIS Implementation Training</td>
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<td>● Gordon Parks Legacy Course</td>
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OCCR - Department of School Climate
## Principle 3: Equity and Improvement

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

<table>
<thead>
<tr>
<th>Description of action</th>
<th>Intended outcomes</th>
<th>Stakeholders impacted</th>
<th>Timeline</th>
<th>Budget</th>
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OCCR - Department of School Climate
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 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
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
• Resolution (Rest between plans)
• Claim 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@scps.org) or Krisi Kohn (Kristi.Kohn@scps.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
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

![Graph showing average referrals per day per month for 2014-15 and 2015-16.](image)
Questions?

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