

Positive School Discipline Institute

Overview of Training Initiative 2019-20

Goals, Objectives, Calendar and School Criteria

District Leaders and School Principals:

The Positive School Discipline Institute (PSDI) is a year-long training initiative for school personnel to reform disciplinary practices, engage students, and ultimately promote student academic success. The program provides educators with tools to help administrators, school support service staff, teachers, and school resource officers reduce exclusionary practices and improve learning environments for all students. The Initiative jump-starts school-wide teams to bring about a mind-shift on positive school discipline practices through a culturally-responsive, trauma-informed lens. It exposes participating schools to readily available professional development opportunities for continued learning. There are 9 days of training throughout the 2018-19 school year; 7 role-appropriate school personnel form the Core Team, attend designated sessions and help coordinate learning opportunities for their school's implementation.

PSDI is designed to target educators serving Kg through 12th grades. Educators engage in a school-wide planning process that will coalesce to advance positive school discipline throughout their schools.

Each school's Core Team should include up to 7 members: the principal, 1 member of the disciplinary staff, 1 member of student services support personnel, 2 teachers, and 1 law enforcement/school safety staff member. Additionally, schools should seek to have 1 member from their district office/governing body to serve on the Core Team.

The Core Team should work with a school-wide team comprised of representatives from each grade level or department to share information learned from the trainings, and to help lead implementation of school-wide reforms. Tools will be available to assist the Core Team throughout the planning process, and there is flexibility in the planning process to reflect the school's needs and capacity to implement reforms.

This year also features a train-the-trainer session, The Master Trainer Program (MTP) for someone on the team that your school chooses as a School Trauma Lead Coach. That person will participate in 3 live-training days on the MTP, and have access to an online training curriculum and be equipped to help the entire school move forward with implementation in year two of your work.

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I. Important Dates in 2019-20

<p>Calendar 2019-2020 <i>Please note: Principals are invited to attend all sessions with their staff. Location for all live training sessions will be held at MSD of Warren Administrative Offices, 975 N. Post Rd., Indianapolis, 46229, unless otherwise notified.</i></p>	
Information Session for All Interested Schools	August 12, 2019
PSDI Registration Opens	September 1, 2019
PSDI Registration Closes	October 15, 2019
Session 1: Positive School Discipline Practices and Creating a Culturally-Responsive Trauma-Informed School for <i>Core Team</i>	November 6-7, 2019
Session 2: PSDI for <i>Principals and School Discipline Personnel</i>	January 15, 2020
Session 3: PSDI for <i>Teachers</i>	January 16, 2020
Session 4: PSDI for <i>School Resource Officers and Directors of Security</i>	February 12, 2020
Session 5: Master Trainer Program for <i>School Trauma Lead Coaches</i>	April 16-17, 2020
Session 6: PSDI Strategic Planning Meeting for <i>Core Team and Individual Personnel Charged with School Improvement Plan</i>	May 20, 2020
Session 7: Master Trainer Program for <i>School Trauma Lead Coaches—Capstone Presentation</i>	August 14, 2020

II. Brief Description of the Sessions:

Session 1: Positive School Discipline Practices and Creating A Culturally-Responsive, Trauma-Informed School, November 6-7, 2019. *All Core Team Members should attend.* The 2-day training session will include a screening of the nationally acclaimed film *Paper Tigers* and a full day training on the Trauma-Informed School with *Paper Tigers* featured principal and now national trainer Jim Sporleder. The Core Team will also receive training on neuroscience and adolescent development, Adverse Childhood Experiences (ACES), Implicit Bias, Culturally-Responsive Practices, and Cross-Training on the Juvenile Justice System.

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Session 2: PSDI for Principals and School Discipline Personnel, January 15, 2020: *The Principal, School Discipline Administrator, Student Support Services Personnel and the District or School Board Member from the Core Team should attend.* Training will include specific systemic issues, such as working collaboratively and leading change, data collection, school code of conduct and discipline policies, policies defining the role of law enforcement, alternatives to suspension and school-based arrest, and other issues related to implementing a culturally-responsive, trauma-informed model school-wide. Best practice tables will highlight resources for schools to promote positive discipline strategies and professional development opportunities that can be included in future planning.

SESSION 3: PSDI for Teachers, January 16, 2020. *An Administrator from the Core Team, 2 Teachers from the Core Team, along with a Special Education Teacher or Director, should attend.* Training will focus on classroom management strategies and supports to engage all students, reduce out-of-classroom referrals, and effectively manage classroom behavior through a culturally-responsive, trauma-informed lens. Additional topics will include de-escalation skills, restorative practices, and teacher self-care.

SESSION 4: PSDI for the School Resource Officer, Law Enforcement and Directors of Security, February 12, 2020. *An Administrator from the Core Team, 1 Law Enforcement/School Resource Officer from the Core Team, and the District Director of Security/School Safety should attend.* The training will include school policies defining the role of law enforcement, law enforcement working effectively on the Education team and with special education, law enforcement as a responder to crisis in the classroom, de-escalation skills, mental health and students with disabilities. Schools are encouraged to invite a member of their Special Education Personnel to attend this session as well.

SESSION 5: Master Trainer Program for School Trauma Lead Coaches, April 16-17, 2020. A member of the Core Team chosen by their school will undergo 2 full days of additional training and a capstone exercise through the Master Trainer Program for School Trauma Lead Coaches. This training will equip a team member to support their schools with intensive knowledge of evidence-based, positive school discipline practices grounded in The Trauma-Informed School model, and provide the tools to conduct professional development opportunities in their buildings. Mr. Jim Sporleder heads up this training.

SESSION 6: PSDI Strategic Planning Meeting, May 20, 2020. *The entire Core Team and the Individual Personnel charged with the School Improvement Plan should attend.* Using the template plan provided through PSDI, the Core Team will work along with their School Improvement Plan staff on a school-wide implementation plan of a culturally-responsive, trauma-informed model for the 2020-2021 school year.

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SESSION 7: Master Trainer Program for School Trauma Lead Coaches, August 14, 2020. The School Trauma Lead Coaches will present their capstone presentations for national trainer Jim Sporleder to critique using the Master Trainer Program Trauma-Informed Schools Curriculum Guide. They will be equipped to support their school's professional development efforts on the Trauma-Informed School Model going forward.

III. Participating School Criteria

Schools that would benefit from participation in the Positive School Discipline Institute should consider the criteria listed below.

Schools that would most benefit from PSDI participation:

1. Have school-wide suspension rates that indicate a significant need for improvement;¹
2. Are motivated to engage in learning about and applying best practices related to discipline;
3. Demonstrate a commitment to school improvement efforts focused on discipline;
4. Express an interest in strengthening current practices related to effective behavior management;
5. Recognize the importance of addressing disparities in discipline outcomes among student subgroups;
6. Value administrative and staff collaboration in the school improvement process;
7. Identify team members with different skill levels related to behavior management in order to encourage peer mentoring opportunities;

In addition, to fully participate, schools should:

8. Have principal who leads and supports a Core Team of 7 that participates in and champions PSDI;
9. Have appropriate personnel from Core Team attend all sessions;
10. Express a willingness to provide substitute teachers for all in-session time attended by teachers;
11. Agree to share information with the school-wide team on a monthly basis;
12. Agree to participate fully in Session 6 with Core Team to devise a strategic plan to advance positive school discipline that will become part of the school improvement plan for the next school year; and
13. Agree to share annual disaggregated baseline school suspension data from the previous year and end-of-the-year data.

¹ While flexible, significant need may be indicated by suspension rates that range 10% or more of the total school enrollment and/or risk ratios greater than 2.0 for students of color.

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PSDI schools should exhibit high motivation to achieve effective discipline practices. These schools are striving to:

1. Have school-wide suspension rates that are steadily declining and result in increased levels of proportionality for all student groups;²
2. Demonstrate a commitment to equity for all groups;
3. Exemplify school-wide adoption of universal practices to promote proactive disciplinary practices;
4. Utilize a clearly defined infraction system focused on positive and instructional responses to behavioral errors;
5. Have an effective data collection system in place to track Office Discipline Referrals and consequences and summarize disaggregated discipline trends; and
6. Actively collaborate with educational support staff (ex: school resource officers, counselors, psychologists), students, families, and community members to encourage positive discipline practices.

IV. Institute Training Goals and Objectives

The planned curriculum will help advance participant knowledge in the areas below and provide the catalyst for improving school discipline practices and advancing positive learning environments. The multi-month training and planning process will focus on and advance the following objectives:

A. Understand Best Practices

- 1) Foster understanding of the relationship between school discipline and student achievement; racial disproportionality in school discipline; and best practices in school discipline.
- 2) Cross-train education professionals and school safety specialists on best practices, and foster team strategies that can transform school cultures to support prevention and positive discipline approaches.
- 3) Understand the principles of prevention-oriented approaches to school discipline, including restorative justice and trauma-informed care.
- 4) Understand how adolescent development and brain science impacts healthy interactions with youth.

B. Align Policies with Best Practices

- 1) Align school/district discipline code with best practices.
- 2) Define roles and develop incentives for all school personnel to support positive learning environments.
- 3) Enter into Memorandums of Understanding and/or create policies with School Law Enforcement which integrate them effectively into the education team.

² While flexible, exemplar schools may be indicated by suspension rates that range between 3%-10% of the total school enrollment.

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- 4) Understand practices through review of disaggregated discipline data and have review impact changes in policies driving practices.
- 5) Identify and recommend means and resources to institutionalize alternatives to zero-tolerance policies that often lead to suspensions, expulsions and the courts.

C. Develop Skills to Implement Policies

- 1) Reduce referrals out of the classroom through use of improved classroom management strategies and skills and adoption of prevention-oriented principles.
- 2) Increase understanding of current legal requirements relating to school discipline in Indiana schools.
- 3) Improve interactions with youth through de-escalation, cultural-responsiveness and student engagement.
- 4) Apply the principles of prevention to school discipline through restorative practices and trauma-informed approaches.
- 5) Identify training needs for all school personnel and develop plan to implement.

D. Create Process to Move Reform through School/District and the School Community

- 1) Develop a strategy and inclusive process with key stakeholders involved for aligning disciplinary policies and practices in their district or school with best practices in the field and current legal requirements.
- 2) Identify and recommend means and resources to collaborate in the creation of alternatives to zero-tolerance policies that often lead to suspensions, expulsions and the courts.
- 3) Identify opportunities to reduce school interactions with the justice system through the creation of alternatives to suspension and school-based arrest.

E. Create Network of Resources for Continued Learning

- 1) Improve access to resources by the development of a network of trainers and technical assistance.
- 2) Encourage peer mentoring and sharing of best practice models across multiple districts.

V. Institute Training Activities

- 1) The focus of PSDI is on implementing a culturally-responsive, prevention-oriented, trauma-informed approach to school discipline, and hands on skills in de-escalating techniques with student populations that have diverse needs.
- 2) Participants will receive multi-disciplinary strategies for understanding the causes of challenging student behavior and improving practices in working with disciplinary issues.

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- 3) A sample of planned training topics include: information about the juvenile justice system process and consequences, disproportionality and implicit bias, culturally-responsive practices, restorative justice practices, social emotional learning, adolescent brain science, and achieving school safety within a positive learning environment.
- 4) School staff will be encouraged to meet regularly as a school team and participate in activities between training sessions so that this training acts as a catalyst to change school disciplinary practices, well beyond the training period.
- 5) School-to-school peer mentoring will also be encouraged through PSDI activities. Institute faculty will provide limited coaching support to school teams.
- 6) Faculty and participants will create a learning community and network through website resources.
- 7) The formation of a school team of participants (the Core Team) will help lead school-wide implementation of reforms and change related to positive school discipline.
- 8) Schools will use information they gained from PSDI to identify specific professional development needs and learned strategies which they can then incorporate into their 2020-21 School Improvement Plans.
- 9) Participants will use the lessons learned from the PSDI as a foundation for long-term continuous reform of school and district disciplinary practices.

VI. Memorandum of Understanding, Registration, and School Fee

External sources of funding and in-kind commitment of resources have helped subsidize the costs incurred by the participating schools. Organizers and partnering organizations have sought to keep costs low for participating school districts and their personnel involved in the training.

Each participating school will incur a \$4,500 fee which is for participation of all school personnel that constitute the Core Team. This fee includes all training sessions, training materials—including 7 copies of the manual *The Trauma-Informed School* and a full set of materials and curriculum guide for the Master Trainer Program School Trauma Lead Coach. It also covers meal costs for all 7 training sessions. Fees are non-refundable after the training commences on November 6th.

Each school will enter into a Memorandum of Understanding (MOU), which is at-will and may be modified by mutual consent of authorized officials from CPLI and the school entity. The MOU becomes effective upon signature by the authorized officials. Online registration opens September 1, 2019.

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