Agenda

This presentation will focus on:
- The importance of school climate reform and its impact on school safety
- The changing landscape of bullying, cyberbullying, and harassment
- School climate related laws, regulations, and funding
- Strategies and resources for school climate reform efforts

Administrators are held accountable for...
- Attendance
- Achievement
- Behavior & Discipline

AND...
- Seth’s Law (AB 9)
- School Climate Plan (LCFF in AB 97/SB 91)
- CA Success and Opportunity Act (AB1266)
School Safety: The Changing Landscape

• School Shootings (1995 – 99)
• Violence, Bullying (2000 – 09)

The Pillars of School Safety

Security

Outside-In Approach

The “Outside-In” Approach

• Security-Focused
• Adult-Driven
• Punitive Policies
• Control-Oriented

The High Cost & Ineffectiveness of the “Outside-In” Approach

• 2000 - 2010: More than $10 billion expended on school security equipment.

• No measurable evidence that heightened security or zero tolerance policies significantly reduces school violence.
  Source: Skiba, Russell, University of Indiana (2002)

• Suspensions & expulsions have increased, and are costly and ineffective in changing behavior.

School Safety: The Changing Landscape

• School Shootings (1995 – 99)
• Violence / Bullying (2000 – 09)

(2009 – present)
Cyber-Bullying
Relational Aggression
Indifference

Living in a Disconnected World

"We are living in an unprecedented social experiment. We have systematically changed the patterns and connections that have characterized human life as long as there has been human life."

Wachtel, Dreaming of a New Reality
The Nationwide Reality

Annually as many as 900,000 secondary students are cyber-bullied by their peers...

86.2% LGBT students experience harassment... 

Each day, 7,000 high school students drop out, and 10% of those students report that it's due to bullying-related incidents.

Intolerance & Incivility

It's not your typical playground thug anymore...

Younger Meaner More Pervasive Harder to Identify

24/7 On & Off Campus Other’s Pain as “Entertainment” More Accepted as Normal

Consequences for Youth

• Illness - Absenteeism
• Drug and Alcohol Use or Abuse
• Eating Disorders
• Depression
• Self-Loathing / Mutilation
• High Risk Behaviors
• Isolation & Suicide

What It Looks Like on Campus

Passive:
• Social Withdrawal
• Lack of Motivation
• Anxiety/Depression

Active:
• Disruption
• Defiance
• Aggression
• Bullying
• Weapons/Drugs on Campus
• Violence

Unintended Consequences for Education

• Students struggle to focus and learn
• Academic achievement decreases
• Excessive staff time is spent on discipline
• Suspension and drop out rates go up
• Teacher & staff morale drops; turnover increases

Unintended Consequences for School Budgets

• Dollars Expended on Security
• More Suspensions & Expulsions
• Reduction in Attendance = Lost Revenue
• Higher Insurance Premiums & Lawsuits
Why Use Suspensions?
Because Student Suspensions equal higher absenteeism, translating to losses in revenue...

Suspensions also have a secondary cost: the amount of time it takes administrators to process the suspensions...

Suspensions are a significant barometer of school climate...

Suspensions are the most universally tracked discipline indicator.

Suspension Cost and Loss Calculator
http://community-matters.org/programs-and-services/calculator

Suspensions: Cost of Time
Average Administrative Time Spent per Suspension = 2 Hrs.
# of Suspensions in a Year = 4580
2 Hrs x 4580 Suspensions = 9160 Hrs

9160 hours is the equivalent of 1145 Days or 229 weeks of one person’s time!
At $58/hr, that time is worth = $531,280

Suspensions: Lost Revenue
Average # of Days per Suspension = 2.0
Number of Suspensions = 4580
4580 x 2.0 = 9160 Lost Attendance Days
Using an Average ADA or ADM of $39

$39 X 9160 Days = Annual Lost Revenue
$357,240

Adding Up the Costs of Suspensions
$531,280 in Administrative Time, PLUS $357,240 in Lost Revenue = $888,520

...Time and Money lost, and that’s just for suspensions, and at just one district!
Time for a

"The principal objective of school violence-reduction strategies should be to create cultures and climates of safety, respect and emotional support."

U.S. Secret Service and Department of Education
**What We Know**

We can’t stop prejudice, racism and personal grudges with metal detectors and cameras.

We can’t legislate kids into being peacemakers.

We can’t punish students into being kind and compassionate.

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**The Pillars of School Safety**

- **Security**
- **Climate**

Outside-In Approach  Inside-Out Approach

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**The “Inside-Out” Approach**

- Relationship-Focused
- Student-Centered
- Formative / Restorative
- Focused on Changing Social Norms

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**Balancing the “Outside-In” with the “Inside-Out” Approach**

- Security-Focused  →  Relationship-Focused
- Adult-Driven  →  Student-Centered
- Punitive Policies  →  Formative / Restorative Policies
- Control-Oriented  →  Focused on Changing Social Norms

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**The Importance of School Climate**

Successfully implementing & institutionalizing an “inside-out” approach requires a commitment to school climate.

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**What is “Climate”?**

- It’s our inner-barometer of safety & belonging
- It’s based on our ‘gut’ feeling
- Everyone can feel it
- It influences how we behave and whether or not we choose to engage

And we can consciously influence it...
People Bingo

Take a “BINGO” sheet and a pen
- Move quickly from person to person
- Take turns sharing your names
- Ask a question from one of the squares
- When you ask a question that the person says “yes” to, have them sign that square on your page
- You can only sign 1 square for each person’s page
- Go until you have a “BINGO” or time is up

What Creates “Safety”?

Safety
- Familiarity
- Trust
- Connectedness

CDC: Strong Connections at School Can Lead to Healthier Choices

- A long-term national study examined the effects of various protective factors on the health and well-being of young people
- School connectedness was found to be the strongest protector against substance use, school absenteeism, early sexual initiation, violence, and risk of unintentional injury
- School connectedness was second in importance, after family connectedness, in protecting adolescents from emotional distress, eating disorders, and suicidal ideation and attempts.

Source: CDC

Linking School Safety to Academic Achievement

Maslow’s Hierarchy of needs
- Self actualization (achievement)
- Self-esteem
- Belonging
- Safety physical & emotional
- Physical needs

Positive School Climate Characteristics

- Strong relationships among and between students and staff
- Discipline using formative / restorative consequences
- Engagement, recognition and leadership opportunities for students in a wide variety of activities

Positive School Climate Impact

- Increases student retention & academic achievement
  - Renews focus on teaching & learning
- Decreases bullying & other antisocial behaviors
  - Engenders trust & sense of safety
Guiding Principles (U.S. DOE)

1. Engage in deliberate efforts to create positive school climates.
2. Prioritize use of evidence-based prevention strategies, such as tiered supports.
3. Promote social and emotional learning.
4. Provide regular training and supports to all school personnel.
5. Collaborate with local agencies and other stakeholders.
6. Ensure that any school-based law enforcement officers’ roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

Source: Guiding Principles, A Resource Guide for Improving School Climate and Discipline, U.S Department of Education

National School Climate Standards

The School Community:
1. Has a shared vision and plan
2. Sets policies promoting social, emotional, civic, and intellectual engagement
3. Identifies & supports best practices to develop and sustain engagement
4. Creates a safe environment
5. Promotes civic responsibility and social justice

Seth’s Law (AB 9) – Requirements

(Effective September 7, 2011, Procedures Enacted July 1, 2012)

- Adopt a strong anti-bullying policy that specifically spells out prohibited bases for bullying, including sexual orientation and gender identity/gender expression.
- Adopt a specific process for receiving and investigating complaints of bullying, including a requirement that school personnel intervene if they witness bullying.
- Publicize the anti-bullying policy and complaint process, including posting the policy in all schools and offices.
- Post on the district website materials to support victims of bullying.

Cyber-bullying Law

AB 256: An Act to Amend Section 48900

Legislative Counsel Digest

This Bill, for purposes of pupil suspension or recommendation for expulsion from a school, define “electronic act” as the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication as specified.

(Approved by Governor October 10, 2013 effective January 1, 2014)
CA Success and Opportunity Act (AB1266)

- CA new Success and Opportunity Act (AB1266) which went into effect on January 1, 2014, provides guidance to schools so they can make sure that transgender students, like all students, have the opportunity to do well in school and graduate.
- Law was based on policies and practices that are already working well in school districts across California. It is supported by school boards, PTAs and teachers.

Local Control Funding Formula & Local Control and Accountability Plan

LCFF:
- New funding formula with budgets tied to LCAP
- Requires school climate assessment "as measured by multiple indicators, including...pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness"

LCAP:
- Each district must engage parents, educators, employees and community to establish these plans
- Must focus on eight areas identified as state priorities, including school climate and connectedness.

Now Is The Time (NITT)

The President’s plan to protect our children and communities by reducing gun violence

Contains 4 education related strategies:
- Ensuring comprehensive emergency management plans are in place at every school
- Creating safe and positive climate at schools across the county
- Making sure students and young adults get treatment for mental health issues
- Ensuring schools are safe

“Now Is The Time”: Grants Awarded

- U.S. DOE awarded more than $70 million to 130 grantees in 38 states
- 4 new grant programs to make our schools safer, reduce gun violence, and increase mental health services
  - School Climate Transformation Grants to School Districts
  - School Climate Transformation Grants to States
  - Project Prevent Grants to School Districts
  - School Emergency Management Grants

Whole School Climate Framework
School Climate Improvement

Responses

- PBIS
- Restorative Practices
- SEL
- Prevention / Intervention
- Multi-Tiered Approach

Unintended Consequences:
- Confusion
- Overwhelm
- Frustration
- Resistance

The Five Determinants of Whole School Climate

What organizations can do...

- Leadership
- Policies
  - Asset-based
  - Balanced
  - Implemented fairly
- Governance
  - Inclusive decision-making
  - Open communication
- Allocate/Re-allocate Resources

Organizational Alignment

- Values
- Vision
- Mission
- Policies & Practices
- Programs & Services
- Individual Behavior

Leadership Roles
Why Change Initiatives Fail

Research indicates, “that 70% of change initiatives fail because of 3 critical reasons:

1. People leading the change process announce the change and consider that is sufficient for having implemented
2. Peoples concerns are not surfaced or heard
3. Those expected to change are not actively involved in the change process.”

(Source: Zigarmi at: Blanchard, 2006) and (Blood and Thorsborne, 2006)

Making Sense of It All

Where to Begin: Assessment

• A review and analysis of:
  – Policies and procedures
  – Current programs and services
  – Discipline data

• Strategies:
  – Interviews with key stakeholders
  – Surveys (conduct or review) with students, parents, and staff

Policy Considerations

Zero-Tolerance vs. Restorative Practices

• Current national trend
• Why is there a shift in philosophy
  – Outcomes
  – Civil rights
  – Educational Guiding Principals
• What can be done instead

The Impact of Zero Tolerance

• Full-time law enforcement and security guards at public HS tripled (1996-97 to 2007-08)
• 40% increase of secondary students suspended per year (1972-72 to 2009-10)
• Disproportionately affected youth of color and students with special education needs
• No evidence that suspensions & expulsions reduced classroom disruptions
• Out of school suspensions:
  – Can severely disrupt a student’s academic progress with lasting negative consequences
  – Are associated with subsequent involvement in juvenile justice system

(Summarized from: A Generation Later: “What We’ve Learned about Zero Tolerance in Schools”, VERA, December 2013.)

Restorative Justice Paradigm Shift

Retributive Justice

• What rule or law was broken?
• Who broke it?
• What is the designated punishment?

Restorative Justice

• What harm was caused and to whom?
• What needs and obligations were created?
• What shall be done to repair the harm?
Restorative Practices

"Is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.

The use of restorative practices helps to:
- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm"


Restorative Principles

1. Relationships are central to building community
2. Equity of voice
3. High expectations with high support
4. Address misbehavior and harm in a way that strengthens relationships
5. Focus on harm done rather than only rule-breaking
6. Collaborative problem solving
7. Enhance accountability and responsibility, and empower growth

Social Discipline Window

TO (Authoritarian) WITH (Restorative) NOT (Negligent) FOR (Permissive)

Costello, Wachtel and Wachtel, 2009

Restorative Circles in School

• Community Building (Proactive)
  - Build positive connections
  - Create agreements
  - Creates dialogue
  - Allows participants to be present, seen and heard

• Responsive Circles (Response to Harms)
  - Harms are discussed/hold difficult dialogues
  - Agree upon pathways to make things right

Adapted from: Teaching Restorative Practices with Classroom Circles, Center for Restorative Process, Amos Clifford, Developed for SFUSD. www.healthiersf.org.

VIDEO RESTORATIVE JUSTICE

PBS News Hour: Colorado high school replaces punishment with ‘talking circles’
Sample Code of Conduct

"At Slavens we take the high road. We genuinely care about ourselves, each other and our school. We show and receive respect by using kind words and actions, listening thoughtfully, standing up for ourselves and others, and taking responsibility for our own behavior and learning. This is who we are even when no one is watching."

-- Slavens Code of Conduct

Policy Sample: The New York City Department of Education’s Citywide Standards of Intervention

Identifies:
• Expectations
• Responsibilities
• Proactive actions
• Student engagement in prevention and intervention
• Restorative practices to be used

Multi-tiered Approaches

Now What? What Are the Next Steps?

The Staff Determinant of Whole School Climate

What school staff can do...

With adults
• Model respectful relationships
• Use effective communication

With students
• Build relationships
  – Engage
  – Communicate
  – Support
• Notice mistreatment
  – Five types
• Intervene effectively
  – Connecting before correcting
Stars Project

Build Relationships
- Be a “hall friendly” adult
- Use effective communication skills
  - Ask, ask, tell
  - Active listening
  - I-messages/Affective statements
- Be an asset building adult

Activity: Good listening
- Choose a partner and decide who is letter A and who is letter B
- Letter A tells a story about what they are most proud of, and letter B demonstrates “bad” listening skills
- Stop and reflect
- Letter A tells their story again and letter B demonstrates “good” listening skills.
- Stop and reflect

Recognize Mistreatment
- Exclusion - target feels…LEFT OUT
- Put-downs - target feels...HURT (emotionally)
- Intimidation - target feels...THREATENED
- Unwanted physical contact - target feels...VIOLATED
- Acts Against Campus - affect...EVERYONE
* Cyberbullying - can include most of the above

Intervention Skills and Activity
Connect to Correct
1. Connect
2. Share data
3. Ask for information
4. Show empathy (agreement)
5. Name the issue
6. State possible consequences
7. Engage in problem-solving
8. Offer to help

Video: Children Full of Life
Now What? What Are the Next Steps?

The Student Determinant of Whole School Climate

Leveraging the Power & Potential of Students

- See, hear and know things adults don’t (In 88% of bullying incidents, peers are present)
- Can effectively intervene in ways adults can’t
- First to arrive on the scene of mistreatment
- Set the tone and social norms on campus

Increasing Student Voice (in both formal & informal settings)

Criteria for Strong Youth Development Programs

1. Enroll diverse student leaders
2. Equip students with skills
3. Provide staff support and guidance
4. Collect data and measure impact
5. Celebrate successes
Empowering Youth: The Formula

The 3 “P’s”
(Purpose, Power and Place)
+

The 3 “E’s”
(Engage, Equip, and Empower)
=

The 3 “C’s”
(Competent, Caring and Contributing)

Why Don’t Bystanders Get Involved?

Fear of retaliation
Afraid they’ll make things worse
Worry about losing social status
Belief that adults won’t listen
Don’t know what to do or say

Empowering the Bystanders

Wake up Courage
Foster Empathy
Teach Skills to Gain Competence
...to intervene safely and effectively
Safe School Ambassadors®

A research-based, field-tested program to engage, equip and empower student bystanders to reduce bullying and other forms of mistreatment.

Developed by

“Alpha” Students

Cliquess

- Socially-influential / Others follow their lead & model their behaviors
- Loyal / Have a tendency to speak up on behalf of others within their clique
- Outgoing by nature / Highly verbal

Safe School Ambassadors® Program Orientation

- Introduce potential Ambassadors to the program
- Appeal to their self-interest
- Acknowledge their status as social leaders
- Give them the opportunity to CHOOSE

Safe School Ambassadors® Training

- Two Days
- On- or Off-Site
- 30 to 40 Diverse Student Leaders
- 4 to 8 Adults

Six Skills for Ambassadors

- Balancing
- Distracting
- Supporting
- Directing
- Reasoning
- Getting Help

Ambassador in Action

Video: De Monte Smith
### SSA Impact Over Time

**Healdsburg Junior High Discipline Data**

**Safe School Ambassadors 2005-2013**

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<th>Detentions</th>
<th>Suspensions</th>
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</table>

- **Enrollment**
- **Detentions**
- **Suspensions**
- **Office Referrals**

#### Safe School Ambassadors® Are Effective

A two year study by two different universities found statistically significant evidence of positive impact:

- **Suspension rates were 33% lower than prior to SSA implementation** while suspension rates at demographically matched non-SSA control schools increased 10% in the same period.


Based on this study, the Safe School Ambassadors® Program is now listed in SAMHSA’s National Registry of Evidence-Based Programs and Practices:


#### Now What? What Are the Next Steps?

### The Family Determinant of Whole School Climate
Families

- Create a welcoming environment for all
- Engage and educate families around school programs, initiatives and activities, and provide a variety of opportunities for involvement
- Support effective communication between families and schools, and between parents and children
- Develop a greater degree of cultural competence

Families

- Establish family-school partnerships as a means to increase engagement
- Recognize that all families have "school" history, and for some, it was not positive
- Engage families as experts on their children
- Provide opportunities for family input on development of polices and practices
- Ensure that policies and practices address shared responsibilities and partnerships

The Community Determinant of Whole School Climate

Community

- Take time to identify all community partners that interact with students
- Bring together all stakeholder groups responsible for raising, educating and protecting youth – share a common language and understanding;
  - Build clarity and consensus regarding roles and responsibilities among youth-serving organizations;
  - Provide opportunities for wrap around services and support for individual needs.

Community

- How do you support congruent messages about positive youth development among all partners and stakeholders?
- How are effective communications and messaging shared and maintained?
- How might we ensure that youth-serving organizations receive and participate in positive school climate training?
The Importance of School Climate
Successfully implementing & institutionalizing an “inside-out” approach requires a commitment to school climate.

The Pillars of School Safety
- Security
- Climate
  - Outside-In Approach
  - Inside-Out Approach
  - Reaction
  - Prevention

Resource Review

To-Do: School Climate Transformation
- Create a school climate committee
- Engage stakeholders in the process and dialogue
- Conduct a climate assessment
- Identify strategies for improvement
- Provide training and staff development
- Implement plan
- Evaluate progress

Wrap-Up and Evaluations
“It’s easier to build strong children than to repair broken men.”
Frederick Douglass

View Our Programs & Services Guide at:
www.community-matters.org

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