

School Practitioner Community of Practice

(A network for sharing & exchange)

June 20, 2018

Some Resource Updates From the Field

This practitioner provides links to the following resources:

- (1) New, free book *Improving School Improvement*
- (2) *Youth Risk Behavior Surveillance — United States, 2017*
- (3) *What do students across the nation think about mathematics, reading, and science?*
- (4) *Opportunities for Improving Programs and Services for Children with Disabilities*
- (5) *What Adolescents Seeking Help Teach us About a School -Based Counseling Service*
- (6) *Texas School Safety Plan (May 2018)*
- (7) *Illinois Terrorism Task Force's School Safety Working Group (April 2018 report)*
- (8) *School Safety Strategies and Their Effects on the Occurrence of School-Based Violence in U.S. High Schools (2018)*

Topic for Exchange:

>Next steps in enhancing school safety

Learning from Others:

- >Research expands thinking about the range of effective strategies
- >Newly released district and state school safety plans

Invitation to Listserv Participants to Share Perspectives

Note: Go to <http://smhp.psych.ucla> for links to other resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>

>*Teachers Need New Tools to Make Discipline Fair*

https://www.realcleareducation.com/articles/2018/05/15/teachers_need_new_tools_to_make_school_discipline_fair_110276.html

Excerpt

Safety is, rightly, a key priority and responsibility for teachers and school leaders as they work to foster a school climate that is welcoming, protective, and supportive of all students. Disciplinary policies are at the nexus of our ability to foster this school climate. Effective and equitable discipline practices not only keep students safe; they can also contribute to a learning environment that promotes engagement, trust, and academic achievement among all students.

In many schools, however, exclusionary measures and other forms of harsh discipline have become the norm rather than a last resort to protect students from threats to their safety. Minor misbehaviors, such as dress code violations, inappropriate language, and disrespect, now routinely result in exclusion from the classroom or school. Too often, these disciplinary measures substitute for approaches and strategies that help students improve their behavior and address underlying causes.

Widespread disparities in disciplinary outcomes, which manifest prominently in terms of race, gender, and disability status, have been well documented by researchers and policymakers. Despite decades of concern about this issue, and policies and professional development aimed at reducing these disparities, the gap has actually increased. Black students, especially black males, continue to be significantly more likely to be suspended than their peers. Native Americans, Hispanics, and students with disabilities also face a much higher risk of suspension, while white students are suspended at the lowest rates....

New findings ... show that coaching elementary and middle school teachers in cultural responsiveness and student engagement strategies can significantly lower rates of discipline referrals for black students, who might have otherwise been subject to suspension or exclusion from the classroom. It is hard to overstate the importance of this work. Disparities in school discipline practices have the potential to exacerbate academic achievement gaps that already separate students along the lines of race, gender, and disability status. Students who are excluded from school suffer in terms of academic performance and are more likely to fall behind or, especially at the high school level, drop out of school entirely. Moreover, the frequent and disproportional use of exclusionary discipline does not just harm the students who are removed from the classroom or the school. It also can have negative impacts on school climate and academic performance school-wide. Schools with high suspension rates, for example, tend to have diminished levels of student engagement.

The disparities in disciplinary outcomes that we see in school systems across the country lay bare an uncomfortable truth: Teachers and administrators are not well equipped to manage student behavior in ways that are equitable and that contribute to a positive, inclusive learning environment. It is increasingly clear that ongoing coaching and professional development opportunities that equip teachers to implement culturally responsive practices in their classrooms, as well as other approaches that seek to engage students rather than exclude them from school, are essential to preparing the educator workforce. Our teachers can then have the tools to support all students in the efforts to bridge the achievement gap and counteract disproportional disciplinary outcomes.

>**Newly released district and state school safety plans**

Here are a few examples from across the country:

- >**Broward County, FL (June, 2018)** – Broward County Schools Superintendent Robert Runcie has sent a letter to all parents outlining new school safety measures being undertaken in the district. The changes to district policy include:
 - >An independent security firm has been selected to conduct risk assessments on all schools and district policies.
 - >The district is currently in the process of making sure every school has a school resource officer or armed security guard before the new school year.
 - >Students and staff must wear ID badges on campus at all times, and visitors must wear visitor passes
 - >Classroom doors must be locked at all times.
 - >Exterior doors and gates must be locked and secured throughout the day.

- >Emergency preparedness training will be conducted on a regular basis for faculty, staff and students.
- >An active assailant training curriculum is being developed now, and will be ready for all staff for the 2018-19 school year. Students will also receive additional training in the next school year.
- >Real-time surveillance camera systems are being updated, with work to be finished by the end of the month.
- >Mental health services will be expanded for next school year.
- >Over the next several months, the district will review its discipline policies. Starting immediately, all school administrators must properly report all discipline incidents. School audits will now look to see whether a school is keeping up with the district's student code of conduct and discipline policies.
- >A single point of entry system will be completed for all schools in the district no later than the first quarter of 2019.

<http://www.sun-sentinel.com/news/sound-off-south-florida/fl-reg-runcie-school-security-20180604-story.html>

>**New Rochelle School District (NY) (May, 2018)** – A task force of New Rochelle school district and community members that has studied safety and security in the city and its schools for the last three months released its report... The group was formed after a series of violent incidents in January involving New Rochelle High School students, including the fatal stabbing of a student and a knife attack in a classroom that left another student seriously wounded. The district also hired a consultant to review school policies and practices related to security. Here were some of the suggestions:

- >Expand student and school staff training related to mental health, implicit bias and other programs to address behavioral issues in schools
- >Enforce the district's long-standing "closed campus" policy with the exception of seniors considered "in good standing," who could leave for lunch during the school day
- >Have an armed school resource officer assigned to New Rochelle High School
- >Use an online discipline referral process at the high school that requires administrators to quickly address concerns raised
- >Improve communication and access to city programs, resources and events for youth..."

<https://www.lohud.com/story/news/education/2018/05/29/new-rochelle-security-task-force-releases-report/644897002/>

>**Illinois Terrorism Task Force's School Safety Working Group (April 2018 report)** – (see report for details)

BEHAVIORAL THREAT ASSESSMENT

- 1 Behavioral Threat Assessment Teams
- 2 Behavioral Threat Assessment School Policy
- 3 Information Sharing Between Schools and Law Enforcement
- 4 Information Sharing Among Schools
- 5 Student Reporting of Threats
- 6 Student School Safety Tip Line

HARDENING OF FACILITIES

- 7 Priority List for Hardening of School Facilities
- 8 Regional Site Assessment Teams
- 9 Amending School Facilities Sales Tax Law to Expand Use

RESPONSE PROTOCOL IN SCHOOLS

- 10 Core Principles of Quality Active Violence Response Program
- 11 Active Shooter Drills in Schools
- 12 Fire Alarm Protocols
- 13 Trauma Management Training for Schools

<https://www.iasaedu.org/cms/lib/IL01923163/Centricity/Domain/4/ITTF%20School%20Safety%20Working%20Group%20Recommendations%20-%20Final%20draft%20040318.pdf>

>**Michigan School Safety Plan (April 2018)** –

Preparation – Schools to develop comprehensive school safety plans, including behavioral health policies, student reporting mechanisms, emergency response and building safety requirements require that schools be audited and submit incident reports to law enforcement

\$20 million for immediate and long-term, comprehensive improvements to school facilities
\$2 million in Fiscal Year 2018 to secure schools that require basic security upgrades, such as functioning, locking doors

\$18 million in Fiscal Year 2019 for school safety grants to strengthen buildings, improve lock systems, and upgrade communications to be prepared for emergencies

Update and strengthen Michigan’s All Hazards Emergency Operations Planning Guidance for Schools

Establish a temporary School Safety Task Force made to develop specific recommendations before the end of this year to launch these initiatives and provide additional best-practice recommendations

Establish a permanent Safe Schools Commission to review and help update the state’s School Safety Plan annually

Intervention – Ensure school teachers, administrators, other school personnel, and families have the requisite training to identify when students are in need of mental or emotional counseling and support

Pilot a \$2 million grant program this year in which Intermediate School Districts can apply for a competitive grant for behavioral assessment training for their administrative and academic teams

Triple the funding for exposure of the OK2Say program and requiring student-led awareness programs, as well as resources to address the increasing volume of tips from students

Require all schools to provide the state with basic information on their tip lines to ensure the appropriate resources are available

Response – Direct the Michigan Council on Law Enforcement Standards (MCOLES) to create a tiered training for school resource officers

Direct MCOLES to develop a second, advanced standard for active violence response training into the curriculum for certified police officers

Incorporate best practices to improve local and state cooperation during incident response

Recovery – Work with local and state health agencies to ensure they are prepared to provide emergency counseling services to all those affected in an active violence situation

Provide guidance on training for teachers, parents, and administrators to identify when students and others might need help accessing resources after an event has occurred

Ensure the recovery component of school safety plans are robust in both the planning guidance and audit review process

<https://www.michigan.gov/snyder/0,4668,7-277-57573-466381--,00.html>

>**Texas School Safety Plan (May 2018)** – (see report for details)

Better Protecting Our Students & Teachers

Immediate Funding Assistance to Santa Fe

Making Schools Safer

Immediately Increase Law Enforcement Presence at Schools

Train More School Marshals And Improve The Program

Provide Active Shooter And Emergency Response Training

Hardening Of Campus Facilities

Prioritize Increased Federal Funding Toward Immediate School Safety Improvements

Strengthen Existing Campus Security Programs

Preventing Threats In Advance

Provide Mental Health Evaluations That Identify Students At Risk Of Harming Others And

Provide Them The Help They Need

Increase Mental Health First Aid Training

Provide Schools With Behavioral Threat Assessment Programs
Better Utilize and Expand On-Campus Counseling Resources
Expand Campus Crime Stoppers Programs
Use Digital Technology To Prevent Attacks
Deploy More Fusion Centers To Monitor Social Media For Threats
Improve Mental Health Crisis Response Infrastructure
Increase The Safety Of Charter Schools
Remove From The Classroom Students Who Threaten Teachers

Enhancing Firearms Safety

Close Critical Information Gaps To Help Prevent Shootings Like That In Sutherland Springs
Study A Protective Order Law To Keep Guns Out Of The Hands Of Those Mentally Unfit To
Bear Arms, But Only After Legal Due Process Is Allowed To Ensure Second Amendment
Rights Are Not Violated
Mandate A 48-Hour Reporting Period To Close Gaps In Federally Mandated Background
Checks
Strengthening The Safe Firearm Storage Law
Promote Awareness of Safe Storage Practices
Mandatory Reporting Of Lost Or Stolen Guns

https://gov.texas.gov/uploads/files/press/School_Safety_Action_Plan_05302018.pdf

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Invitation to Listserv Participants to Share Perspectives

Now it's your turn!

What can you share about safety measures in local schools? What's missing when the emphasis is mainly on "hardening" schools?

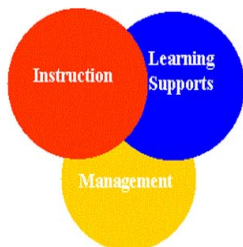
Send your responses to Ltaylor@ucla.edu

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I feel much safer since they
locked up all the other kids.

From our perspective, this is an important time for schools to avoid adding yet one more special initiative; the need is to embed the many concerns about addressing barriers to teaching and learning and re-engaging disconnected students into a transformed system of learning supports.



***For information about the**

National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>

Just published:

>*Transforming Student and Learning Supports:
Developing a Unified, Comprehensive, and Equitable System* –
<https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>

If you missed the following, you can access them and more from the Center's homepage –
<http://smhp.psych.ucla.edu>

>*The quarterly ejournal for Spring 2018.*

Contents:

- >*Time for Straight Talk about Mental Health Services and MH in Schools*
- >*Improving School Climate Starts with Understanding that it's an Emerging Quality*
- >*Hot Topics & Hot Issues*

>*The June ENEWS' discussion of: Using the Summer to do More to Keep Students from Falling Behind*

>*The new, free book: Improving School Improvement*
<http://smhp.psych.ucla.edu/pdfdocs/improve.pdf>

Also the free book on: Addressing Barriers to Learning: In the Classroom & Schoolwide
<http://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf>

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

We post a broad range of issues and responses to the *Net Exchange* on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm> and on *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/>)