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CREATING SAFE AND SUPPORTING SCHOOLS
AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,
POLICY EXPERTS, AND SUPERINTENDENTS
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MORE DETAILED RESOURCES

How Can We Improve School Discipline
David Osher, George G. Bear, Jeffrey G. Sprague, Walter Doyle. Educational Researcher 2010; 39; 48.

School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value. This article provides an overview of the research on three more constructive approaches to improving school discipline practices and student behavior: ecological approaches to classroom management; schoolwide positive behavioral supports; and social and emotional learning. The article also suggesting ways these approaches can be combined.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools
A Guide for Educators
Advancement Project, American Federation of Teachers, National Education Association, National Opportunity to Learn Campaign. Support by Atlantic Philanthropies. March 2014.

Educators across the nation recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Increasingly, they are partnering with parents, students, district officials, community organizations, and policymakers to move away from harmful and counter-productive zero-tolerance discipline policies and toward proven restorative approaches to addressing conflict in schools. This new toolkit aims to help educators better understand what restorative practices are and how they foster safe learning environments through community building and constructive conflict resolution. Developed by the with the help of a working group of educators and school personnel, the toolkit illustrates how restorative practices can be seamlessly integrated into the classroom, curriculum and culture of schools, and how they can help transform schools to support the growth and health of all students.

Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions.
George Sugai and Brandi Simonsen. Center for PBIS & Center for Positive Behavioral Interventions and Supports. University of Connecticut, June 19, 2012

This paper provides a brief history of the PBIS program, defined as "a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students." In addition to describing the the major characteristics, a summary of the program's research and evidence base is also provided. A section responding to "Common Misperceptions" is also useful for schools and districts who may wish to learn more about the program.

Culturally Responsive Classroom Management Strategies
Metropolitan Center for Urban Education, NYU Steinhardt School of Culture, Education and Human Development, October 2008

This research brief describes the rationale and research behind attempts to blend classroom management strategies and culturally responsive pedagogy. The result, Culturally Responsive Classroom Management Strategies, is defined as: recognition of one's own cultural lens and biases; knowledge of students' cultural backgrounds; awareness of the broader social, economic and political context; ability and willingness to use culturally appropriate management strategies; and commitment to building caring classroom communities. The goal of these still relatively new classroom management approaches is to create an environment in which students behave appropriately in an environment that acknowledges and is responsive to who the students are (cognitively, socially and emotionally).

Ed Funding Forecast Shows Many Opportunities on the Horizon.
Shana Craig. Insight Grants Development. January 25, 2014.

A review of the US Department of Education's (ED) Forecast of Funding Opportunities shows funding priorities have shifted as the President and Congress attempt to respond to the increasing need to keep schools safe for students, teachers, and administrators. The first major change to the Forecast for FY 2014 shows Congress has supported several new mental health and safety grant programs for schools that were proposed by the President. More information can be founds through the links in this article at http://insightgrants.com/funding-forecast-shows-many-opportunities-horizon/.

Avoid Simple Solutions and Quick Fixes: Lessons Learned from a Comprehensive Districtwide Approach to Improving Conditions for Learning
David M. Osher, Ph.D., Vice President, American Institutes for Research (AIR); Jeffrey M. Poirier, M.A., Senior Researcher, AIR; G. Roger Jarjoura, Ph.D., Principal Researcher, AIR; Russell Brown, Ph.D., Deputy Chief of Organizational Accountability, Cleveland Metropolitan School District; Kimberly Kendziora, Ph.D., Principal Researcher, AIR. Paper submitted to Closing the School Discipline Gap: Research to Practice. January 2, 2013.

This paper examines four years of the Cleveland Metropolitan School District's efforts to improve school safety, order, and the conditions for learning. Districtwide approaches included implementing (1) an empirically validated social and emotional learning program; (2) student support teams, a widely used planning model for students who exhibit early warning signs (including those related to attendance and behavior) with a referral process to respond to student needs in a timely, coordinated, and effective manner; and (3) planning centers, which replaced punitive in-school suspension with a learner-centered approach to discipline that focuses on student needs and aligns with the student support teams and the district's focus on social and emotional learning. In addition to documenting improvements in conditions for learning, student attendance, student behavior, disciplinary incidents and perceptions of safety, the research also documented the difficulties in tackling disparities and maintaining implementation quality.

"Transforming the conditions contributing to exclusionary discipline will often require a sustained, multi-year effort. This should begin with an understanding that a culture of change, unlike "quick fixes" like metal detectors, requires an extended period of time to engage stakeholders, cultivate their buy-in, and develop and implement an effective plan."