CREATING SAFE & SUPPORTIVE SCHOOLS II: NEXT STEPS

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES
November 4-5, 2015

COMPLETE LIST OF SUGGESTED READINGS

SESSION I: SCHOOLS AS CARING COMMUNITIES

The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?
Anne Gregory, Russell J. Skiba & Pedro A. Noguera (2010)

This article synthesizes research on racial and ethnic patterns in school sanctions and considers how disproportionate discipline might contribute to lagging achievement among students of color. It further examines the evidence for student, school, and community contributors to the racial and ethnic patterns in school sanctions, and it offers promising directions for gap-reducing discipline policies and practices.

***Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide/* Executive Summary**
safesupportivelearning.ed.gov (2015)

This guide from the U.S. Education Department provides tools to assess and systematically address disparities in school discipline. It describes how to carry out descriptive analyses school discipline and climate conditions and how to systematically address school-based factors that contribute to disparities.

SESSION II: PROVIDING THE SOCIAL, EMOTIONAL, AND MEDICAL SUPPORTS THAT STUDENTS NEED: A DELIVERY CONTINUUM I

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

Describes PBIS, an implementation framework designed to enhance academic and social behavior outcomes for all students, including its history, defining practices and features, and supporting evidence-base.

Culturally Responsive Positive Behavioral Support Matters
Aydin Bal, Kathleen King Thorius & Elizabeth Kozleski (2012)

This brief describes the features of PBIS, then presents a framework for culturally responsive school wide positive behavioral interventions and supports (CRPBIS) to build supportive school

climates and address enduring educational equity issues, such as the racialization of discipline and outcome disparities.

Morningside Center for Teaching Social Responsibility: What We Do
www.morningsidecenter.org/whatwedo

An overview of Morningside Center for Teaching Social Responsibility's evidence validated Programs, designed to help all members of the school community (students, school staff, and parents) develop essential life skills and create a more positive and productive learning environment.

Improving Classroom Quality: Teacher Influences and Experimental Impacts of the 4Rs Program

Joshua L. Brown, Stephanie M. Jones, Maria D. LaRusso & J. Lawrence Aber, *Journal of Educational Psychology* (2010)

Researchers saw positive outcomes from a Morningside Center program using a cluster randomized controlled trial, designed to (a) examine whether teacher social-emotional functioning forecasts differences in the quality of 3rd-grade classrooms, (b) test the experimental impact of a school-based social-emotional learning and literacy intervention on the quality of classroom processes controlling for teacher social-emotional functioning, and (c) examine whether intervention impacts on classroom quality are moderated by these teacher-related factors.

SESSION III: PROVIDING THE SOCIAL, EMOTIONAL, AND MEDICAL SUPPORTS THAT STUDENTS NEED: A DELIVERY CONTINUUM II

Overcoming Poverty's Damage to Learning
By David Bornstein, *The New York Times* (April 17, 2015)

This profile of Turnaround for Children describes how schools can soften poverty's impact on learning with a makeover that takes the ill effects of toxic stress and early trauma into account.

Building Blocks for Learning: A Framework for Comprehensive Student Development
K. Brooke Stafford-Brizard (20150

This document presents the background and rationale for a framework to support and develop non-academic skills among all children in grades K-12. The "Building Blocks for Learning" framework is intended to serve as a platform for multiple stakeholders from the areas of policy, research and practice to build a more comprehensive approach to student development in schools.

Turnaround for Children: Mental Health Partnership
Turnaround for Children

This pamphlet describes how Turnaround helps coordinate between school staff and community health service providers, expediting connections between the families of students seeking mental health assistance to services, including intake, psychiatric evaluation and ongoing treatment.

Where It All Comes Together How Partnerships Connect Communities and Schools
Martin J. Blank & Lisa Villarreal, *American Educator* (Fall 2015)

Across the country, in places that have expanded and sustained community schools, leadership—at both the school-building and school-district level—has played a major role. This article provides a history of community schools, the many sources of leadership behind their establishment, the elements of community schools, the research that undergirds them, and the policies that nurture them.

Integrated Student Supports: A Summary of the Evidence Base for Policymakers
Kristin Anderson Moore & Carol Emig, Child Trends (February 2014)

This paper summarizes the results of a comprehensive examination by Child Trends of the research and evidence base for integrated student supports, such as those offered by community schools, and the potential of such schools to help a range of disadvantaged, marginalized, or struggling students.

SESSION IV: TEACHER EDUCATION: ALTERNATIVE BEHAVIOR MANAGEMENT MODELS

How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions
Anne Gregory, James Bell & Mica Pollock, The Discipline Disparities Research to Practice Collaborative (March 2014)

This brief presents research-based principles to support educators in moving toward a diverse community of highly engaged student and staff learners, grouped into the categories of "Conflict Prevention" and "Conflict Intervention." The likelihood of conflict is reduced (prevention) when schools create diverse communities of motivated, invested, and engaged learners. Yet in all communities, some conflict is inevitable. When conflict happens, it can be addressed in a constructive and equitable manner (intervention). The principles of good practice in both areas are described and the research behind specific programs and approaches is summarized.

SESSION V: IDEA SHARING

How One District Improved 'Conditions for Learning'
Nirvi Shah, *Education Week* (February 11, 2013)

Describes how and why Cleveland schools took concerted steps to improve schools' climate and the conditions of teaching and learning.

Urban Districts Embrace Social-Emotional Learning
Evie Blad, *Education Week* (June 10, 2015)

Cleveland is one of eight large, predominantly urban districts that have committed to a multiyear initiative that allows researchers to study their systemwide social-emotional learning programs. Such programs blend evidence-based classroom curriculum with school climate improvements

and efforts to infuse social and emotional concepts into the teaching of traditional subjects such as history.

New School Climate Tool Facilitates Early Intervention On Social-Emotional Issues: Bullying And Suicide Prevention
Alvin Larson, *Shanker Blog* (July 2, 2015)

Meriden schools have developed a statistically valid school climate survey that allows staff to identify students who perceive themselves to be in social-emotional crisis and/or whose answers suggest they had inadequate coping skills—in other words, a tool that produces timely, actionable information that school psychologists can use to help individual students in need.

AISD Talks Prison Pipeline; Reviews Current System
Courtney Griffin, *Austin Monitor* (October 7, 2015)

A recent article describing the Austin Independent School District's efforts to implement social-emotional learning programs and break the "school to prison pipeline".

The Schools St. Paul's Students and Families Deserve
St. Paul Federation of Teachers

This pamphlet describes the unions vision for a whole-child, community inclusive approach to school improvement.

Teacher-Community Unionism: A Lesson from St. Paul
Mary Cathryn Ricker, *Dissent* (Summer 2015)

How the union gained collaboration and support on key issues by reaching out to families and the community and involving them in the labor-management negotiation process. One result was a contract that, among other features, established School Climate Improvement Teams composed of educators and parents designed to make students of all ethnic and racial backgrounds feel welcome and suspensions and expulsions.

SESSION VI: DEVELOPING A STRATEGIC PLAN

Getting To Outcomes: 10 Steps for Achieving Results-Based Accountability
Shelley Wiseman, Matthew Chinman, Patricia A. Ebener, Sarah Hunter, Pamela Imm & Abraham Wandersman, Rand Corporation (2007)

This 1-pager from a Rand report provides a useful visual for the process of developing an achievable strategic plan.

Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide/ Creating An Action Plan
safesupportivelearning.ed.gov (2015)
A framework for developing an action plan, including identifying interventions that address the drivers and root causes of disparities in your school or district, as well as selecting evidenced-based approaches, programs, or practices that your school or district has the capacity to implement effectively. "Effective implementation includes providing adults with the supports

they need to master new approaches and practices and providing students with the supports they need to succeed academically and manage their behavior."

SECTION VII: ADDITIONAL RESOURCES

AFT Resolution: Support Restorative Justice Programs In Schools That Receive Public Funds

Advocates that every school that receives public funds adopt the restorative justice philosophy and restorative justice practices and support systems, including but not limited to counseling, intervention, peace circles, peer juries, peer mediation, conflict resolution, restitution and community service.

Effective Labor-Management Partnerships
Mary Seiu, Leadership (May-June 2015)

This article, from the superintendent of the ABC Unified School District in California (and a Good Schools participating district), describes the process whereby labor and management have learned to work systematically and collaboratively to improve student achievement and the conditions of teaching and learning.

Excessive Stress Disrupts the Architecture of the Developing Brain
Harvard University Center on the Developing Child

Extensive research on the biology of stress now shows that healthy development can be derailed by excessive or prolonged activation of stress response systems in the body and the brain, with damaging effects on learning, behavior, and health across the lifespan. Yet policies that affect young children generally do not address or even reflect awareness of the degree to which very early exposure to stressful experiences and environments can affect the architecture of the brain, the body's stress response systems, and a host of health outcomes later in life.

The Science of Early Life Toxic Stress for Pediatric Practice and Advocacy
Sara B. Johnson, Anne W. Riley, Douglas A. Granger & Jenna Riis, *Pediatrics* (January 21, 2013)

This report provides an overview of the science of toxic stress. It summarizes the development of the neuroendocrine-immune network, how its function is altered by early life adversity, and how these alterations then increase vulnerability to disease. The fact that early environments shape and calibrate the functioning of biological systems very early in life is both a cautionary tale about overlooking critical periods in development and reason for optimism about the promise of intervention. Even in the most extreme cases of adversity, well-timed changes to children's environments can improve outcomes.

Turnaround Metrics Framework
Turnaround for Children

A visual of the metrics that apply for each level of intervention, schoolwide, classroom-wide, and the individual student level.

Turnaround: Partners in School Transformation and ***Turnaround: Building Blocks One Pager***
Turnaround for Children

These pamphlets provide an overview of the Turnaround for Children model, its goals, and the framework it provides for students' social-emotional development.

Schools Enlist Parents to Bridge Cultural Barriers
Caralee Adams, Education Week (Oct. 27, 2015)

Increasingly, schools are working to bridge the cultural differences to get families engaged more deeply in their children's education. This means welcoming families, visiting their homes, listening to their experiences, and explaining the educational system so that families can recognize when biases are hurting their children's learning and work to overcome them.

Advancing School Discipline Reform
Greta Colombi & David Osher, National Association of State Boards of Education (August 2015)

The authors explore the latest research on punitive school discipline and zero-tolerance policies, their effects on student achievement and engagement, and how child-serving agencies can work with educators to implement a range of more effective strategies that should supplant them.