The ABCs of Discipline

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Using a Structured Problem Solving Process to Address Disproportionate Discipline

Therese Sandomierski, Ph.D., Technical Assistant Specialist, FLPBIS (Florida Positive Behavioral Interventions and Support) project

Florida's Positive Behavior Support: MTSS Project

2016

A Multi-Tiered System of Supports

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Florida's School-to-Prison Pipeline Is Largest in the Nation

by Julianne Hing

Tuesday, February 12 2013, 10:07 AM EST

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School to Prison Pipeline affects Jacksonville youth

13

Orlando Sentinel | NEWS v | CLASSIFIED v | SPORTS v | ENTERTAINMENT v | WEATHER v | BUSINESS v | LIFESTYL

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LAST NAME

Home → Collections → Disabled Students

Sentinel Watchdog: From School to Jail: Part 1
Thousands of student arrests alarm Florida justice leaders

February 10, 2013 | By Leslie Postal and Lauren Roth, Orlando Sentinel

Florida
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Staying focused on what is known:

Many schools are challenged to effectively support the behavior of non-White students

- **Decades**-long state and nation-wide patterns across **all** educational levels
  - Most significant patterns are found for African American/Black students, American Indian students
  - Hispanic students tend to be over-represented in discipline in middle- and high school
- Punishments for similar behaviors are more severe

Patterns persist even _after_ controlling for:

- Poverty
- Type of behavior
- Severity of behavior
- Teacher ratings of behavior

Skiba, R., & Williams, T. (2014). Are Black kids worse? Myths and facts about racial differences in behavior. *The Equity Project at Indiana University.* http://www.indiana.edu/~atlantic/wp-content/uploads/2014/03/African-American-Differential-Behavior_031214.pdf

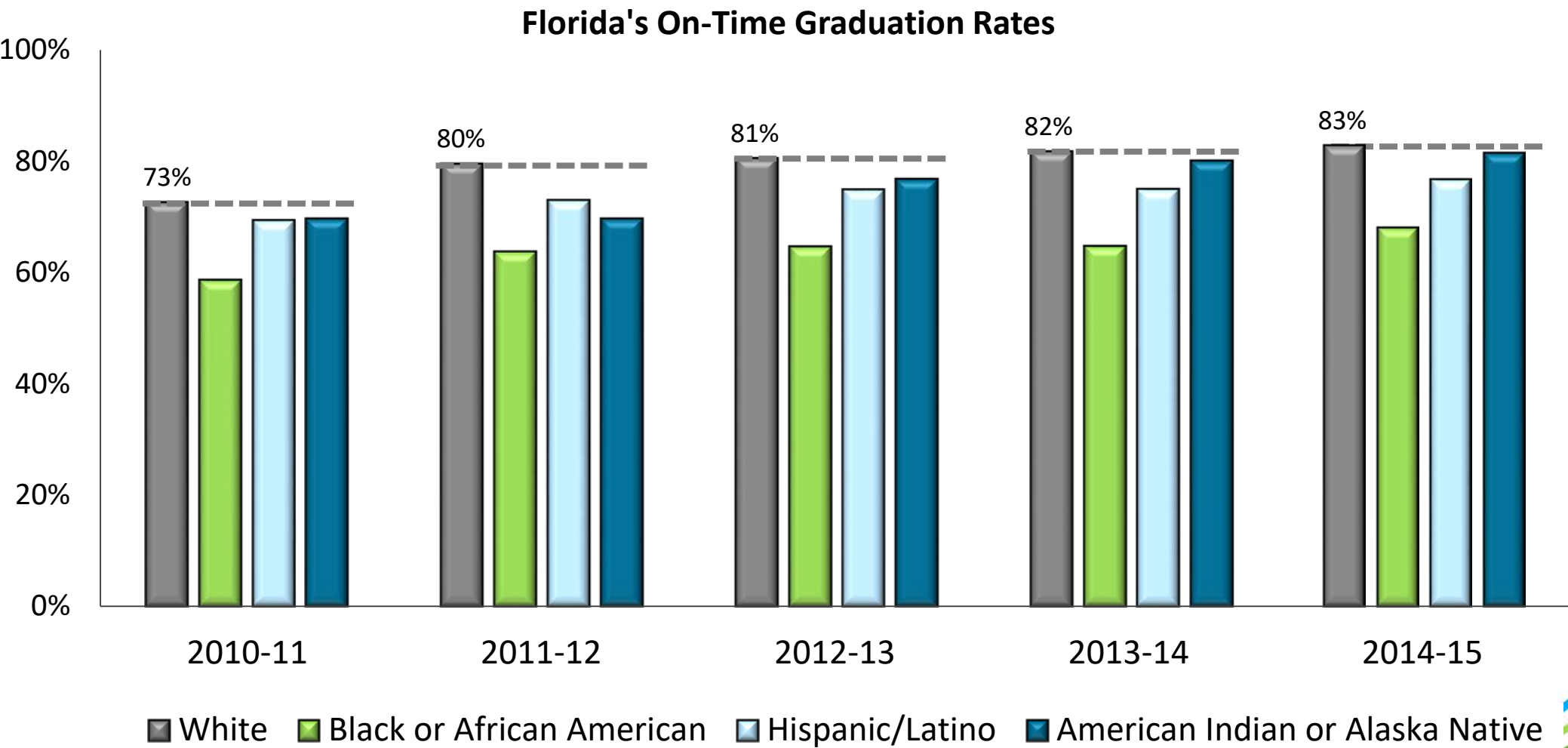# Persistent discipline disparities produce:

Negative Outcomes

Higher rates of school dropout

Increased rates of physical & mental health consequences

Heightened criminal justice involvement

Positive Outcomes

Lower school commitment

Decreased academic engaged time
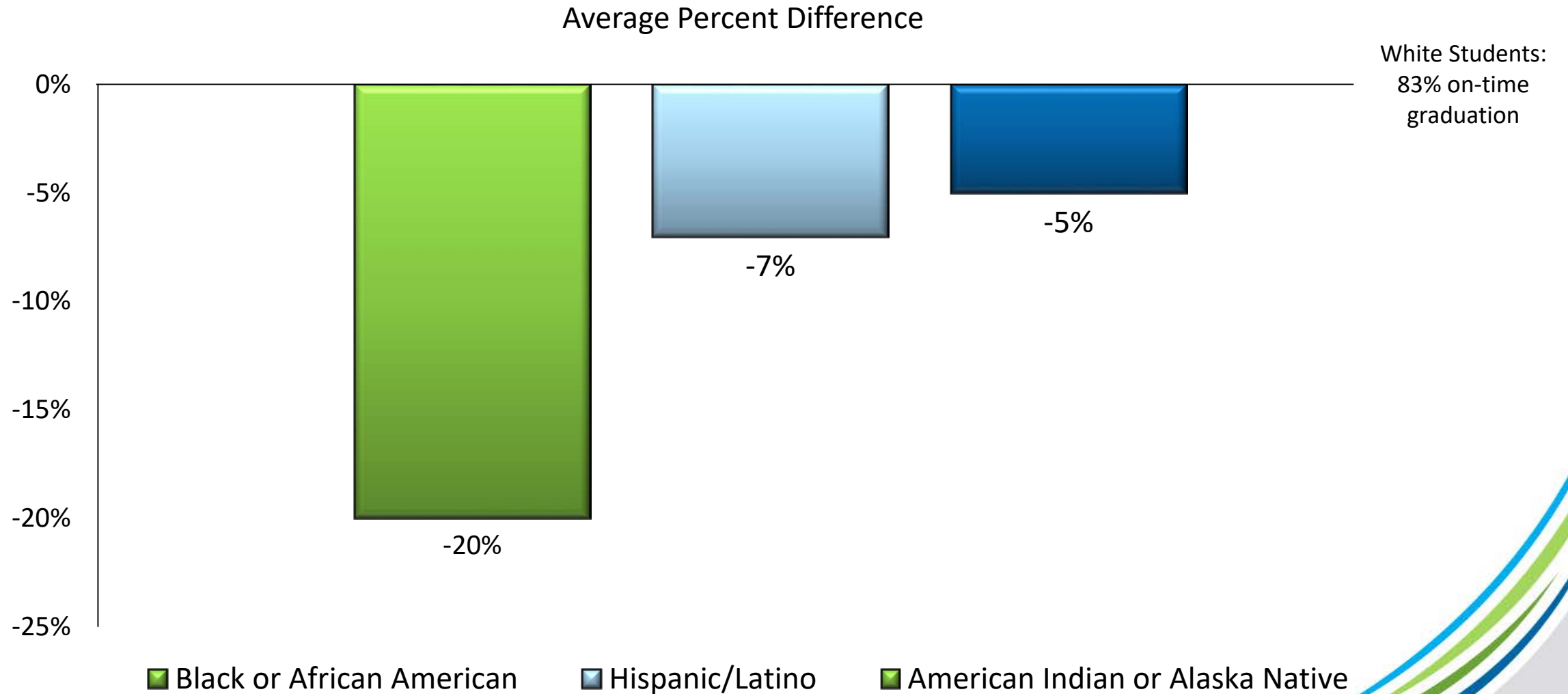
Lower academic achievement

http://safesupportivelearning.ed.gov/sites/default/files/Discipline_Disparities_Overview.pdf

Florida's On-Time Graduation Rates

Florida's On-Time Graduation Rates

Legend: White | Black or African American | Hispanic/Latino | American Indian or Alaska Native

Annotated rates by year: 2010-11: 73%; 2011-12: 80%; 2012-13: 81%; 2013-14: 82%; 2014-15: 83%

Difference in 2014-15 On-Time Graduation Rates

(vs. White Students)

Average Percent Difference

White Students: 83% on-time graduation

- -20% (Black or African American)
- -7% (Hispanic/Latino)
- -5% (American Indian or Alaska Native)

Legend:
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ American Indian or Alaska Native

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August 2014:

"This fall, for the first time, the overall number of Latino, African-American, & Asian students in public K-12 classrooms is expected to surpass the number of non-Hispanic whites."

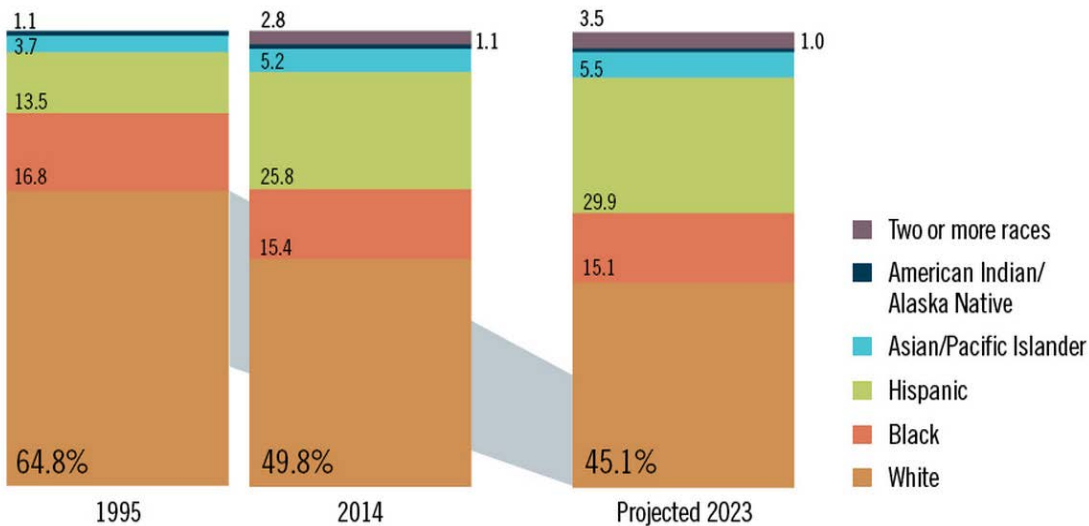## U.S. School Enrollment Hits Majority-Minority Milestone

Students chat in an 8th grade social studies class at Valley Point Middle School in Dalton, Ga. The school's enrollment shifted to a majority of nonwhite students last school year.
—Shawn Poynter for Education Week

By Lesli A. Maxwell

America's public schools are on the cusp of a new demographic era.

ARTICLE TOOLS
- Printer-Friendly
- Email Article
- Reprints
- Comments
- Tweet 75

Chart data:

1995 (White 64.8%)
- Two or more races: 1.1
- Asian/Pacific Islander: 3.7
- Hispanic: 13.5
- Black: 16.8
- White: 64.8%

2014 (White 49.8%)
- Two or more races: 2.8
- American Indian/Alaska Native: 1.1
- Asian/Pacific Islander: 5.2
- Hispanic: 25.8
- Black: 15.4
- White: 49.8%

Projected 2023 (White 45.1%)
- Two or more races: 3.5
- American Indian/Alaska Native: 1.0
- Asian/Pacific Islander: 5.5
- Hispanic: 29.9
- Black: 15.1
- White: 45.1%

Legend:
- Two or more races
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic
- Black
- White

EDUCATION WEEK

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Federal Attention

http://www2.ed.gov/policy/gen/guid/school-discipline/index.html

U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights

January 8, 2014

Dear Colleague:

The U.S. Department of Education and
this guidance to assist public elementary
under Federal law to administer student
color, or national origin. The Departme
across the United States to provide their
believe that guidance on how to identify
schools in providing all students with e

The Departments strongly support schoo
educational environments that allow our
have adopted comprehensive, appropriate, and effective programs demonstrated to: (1) reduce
disruption and misconduct; (2) support and reinforce positive behavior and character

New guidance on School Climate & Discipline
1. Climate & Prevention
2. Clear, Appropriate and Consistent Expectations & Consequences
3. Equity & Continuous Improvement
   - *Different treatment*
   - *Disparate impact*

Every Student Succeeds Act, 2015

- Focus on equitable opportunity

- Equity in funding

- Accountability system for reading & math proficiency

- Requirements for publicly-reported disaggregated data

- Evaluation of barriers to minority parents' involvement in family engagement activities

AMERICAN B (ABA AMERICAN B...)

Southern Poverty Law Center fights racial discrimination in Fla. schools

f 212   🐦 19   ➕

When 11-year-old J.B. was caught with a cell phone in class, the student received a five-day suspension.

The school district in Okaloosa County, Fla., meted out the harsh punishment because the incident was considered "inappropriate behavior."

Ten-year-old S.D. was suspended multiple times during the 2010-11 school year for non-violent behavior. Though the young student has years of school ahead of him, the school district in Suwannee County, Fla., didn't provide him with homework, nor the ability to make up the missed work.

In some Florida school districts, African-American students such as J.B. and S.D. often face harsh punishment at rates far higher than that of their white classmates. Today, the Southern Poverty Law Center filed civil rights complaints against several Florida school districts engaging in such discrimination.

The complaints, filed with the U.S. Department of Education's Office for Civil Rights, describe how African-American students in the school districts in Escambia, Bay, Okaloosa, Flagler and Suwannee counties are suspended, expelled and arrested at school for relatively minor and non-violent conduct.

"Unforgiving disciplinary policies are cutting short the futures of countless African-American students across Florida and the entire nation," said Stephanie Langer, a staff attorney for the SPLC's Florida office. "If school districts truly want to provide a quality education to all of their students, they will reform these discriminatory policies."

The school districts' own annual reports to the Florida Department of Education demonstrate the discriminatory impact of their disciplinary policies:

- In Escambia county schools, African-American students account for 65 percent of all out-of-school suspensions, but they represent only 36 percent of the student population.

- In Okaloosa county schools, African-American students account for 24 percent of all out-of-school suspensions even though they make up only 12 percent of the student population.

- In Bay county schools, African-American students account for 30 percent of all out-of-school suspensions even though they comprise only 15 percent of the student population.

- In Suwannee county schools, African-American students account for 31 percent of all out-of-school suspensions, but represent only 14 percent of the student population.

- In Flagler county schools, African-American students account for 31 percent of all out-of-school suspensions even though they are only 16 percent of the student population.

- Media Inquiries
- SPLC in the News
- Donate

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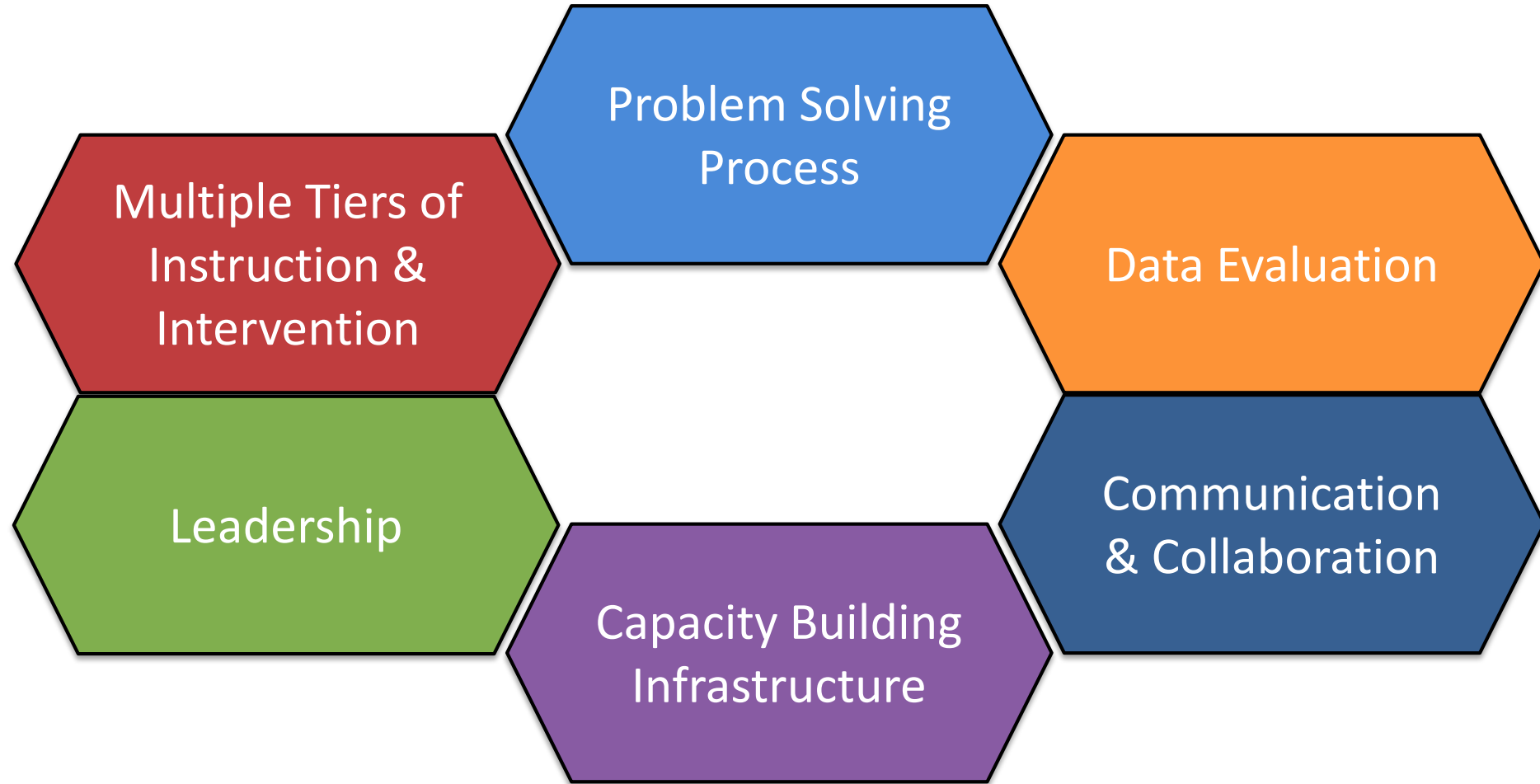
chool Law

igation into whether
linary practices are

.S. Department of Education's Office for
llsborough County school district to
against African-American students by
than white students and by denying
chools serving poorer students. The
int filed by community activist Marilyn
erved on the education committee for the

uested 43 types of records for the last
chool, including discipline statistics,
s of all offenses for which students can be
source officers in the disciplinary process
r has been in the profession.

er informed the board that the nature of
instead of focusing on a specific student,
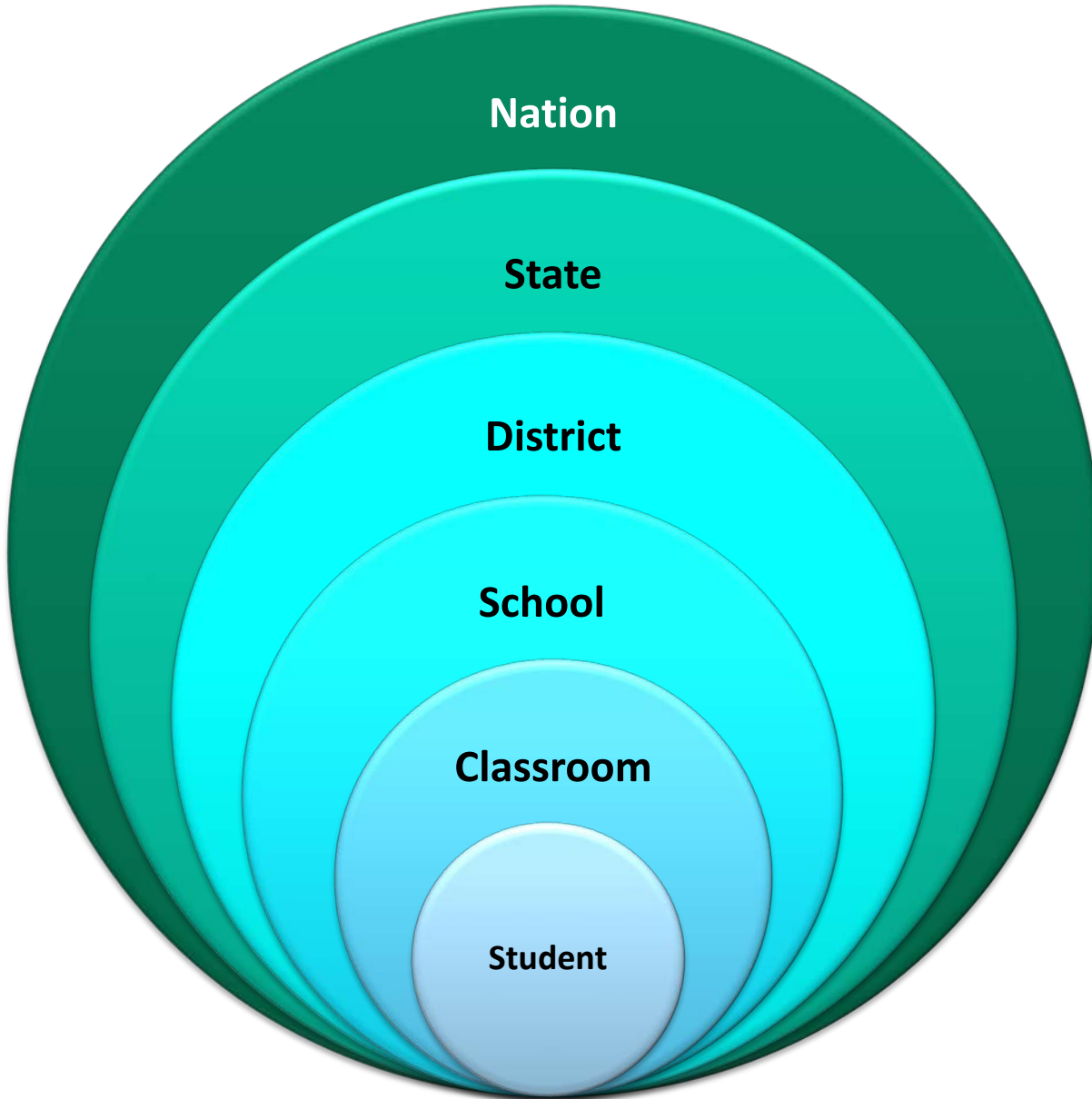e will work with school district attorney
d data.

lorida school districts to receive the
ata. "This topic has been part of a national
ryEllen Elia said.

Multi Tiered System of Supports: Critical Components

Problem Solving Process

Multiple Tiers of Instruction & Intervention

Data Evaluation

Leadership

Capacity Building Infrastructure

Communication & Collaboration

MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Implementation Levels

Past initiatives have failed due to lack of integration and alignment of *ALL* systems

National PBIS Center's Recommendations
https://www.pbis.org/school/equity-pbis

1. Use effective instruction to reduce the achievement gap

2. Implement SW-PBS to build a foundation of prevention

3. Collect, use & report disaggregated discipline data

4. Develop policies with accountability for disciplinary equity

5. Teach neutralizing routines for vulnerable decision points

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Factors promoting positive outcomes for minority students in special education

	All	Most	Many	Several
Effective data system	X			
Annual administrator training	X			
Early Warning System (suspensions)		X		
Monthly review of data by district and schools, data sharing		X		
Policies (Code of Conduct) that address SWDs & discipline		X		
Court-ordered focus on issue, training to administrators			X	
Long history of addressing the issue, district staff with long tenure who are committed			X	
Track training provided to staff, parents & students				X
District FTE for tracking data & working with schools				X

N = 10 districts

Unique Strategies for Addressing Disproportionate Discipline with SWDs

1. Providing students with effective alternative educational experiences (web access) instead of suspensions.

2. Several districts have indicated the importance of FLPBS and other discretionary projects in addressing the issue.

3. Several districts have invested in behavioral and mental health staff to address the issue.

4. One district believes that inclusion has decreased the issue.

5. One district uses a parent liaison to work with parents regarding suspensions/expulsions.

6. One district requires teachers to sign on that they are providing an effective T1 and classroom experience for all students.

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Disproportionate Discipline Problem Solving Process

Step 1: Problem Identification

Communicate Outcomes

Target Schools & Demographic Groups

Definition of Target Group Patterns

Obtain stakeholder participation

Step 4: Evaluation

Step 2: Problem Analysis

Process to ensure fidelity

Focus on CARED domains

Root Cause Analysis

Validation

Step 3: Intervention Design

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Removing Barriers to Equitable Outcomes

City for All Women Initiative (June 2015)
http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf

Root Cause Analysis and Structured Problem Solving

The FLPBIS Approach

A Multi-Tiered System of Supports

Our Process: 4-Step Problem Solving

1. **District pre-planning**
   - Data for reports
   - Deadlines for products/assignments
   - Preparation for collaborative TA sessions

2. **Coaching training**
   - School-by-school precise problem statements
   - Sharing data with stakeholders
   - Root cause analysis
   - Hypothesis validation
   - Intervention design
   - Evaluation

3. **District-level strategic planning for common areas of need**

Step 1: Problem Identification

Target Schools & Demographic Groups
Definition of Target Group Patterns
Obtain stakeholder participation

Communicate Outcomes

Step 4: Evaluation

Process to ensure fidelity

Step 2: Problem Analysis

Focus on CARED domains
Root Cause Analysis
Validation

Step 3: Intervention Design

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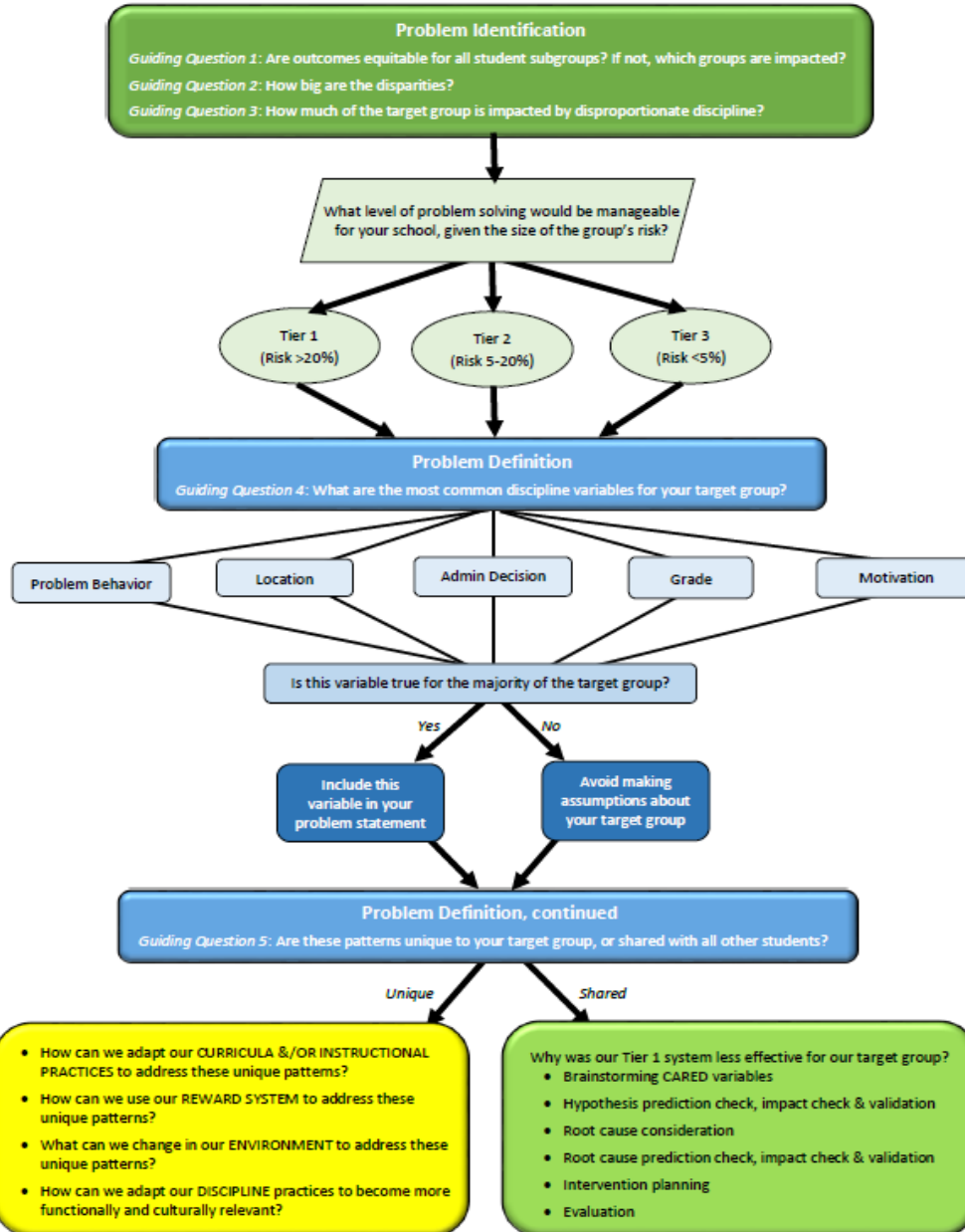
Problem Identification & Definition:
The Five Guiding Questions

1. Is there a problem?

2. How severe is it?

3. How many students are affected?

4a. What does it look like?

4b. Are those patterns true for the majority of students in the target group?

5. Are those the same patterns experienced by everyone else?

Root Cause Analysis

"We cannot solve problems with the same level of thinking that created them."

--Albert Einstein

Who are our stakeholders?

Staff
- School-wide perspective on behavior
- Support for change
- Responsible for implementation

Students
- Unique perspective on disciplinary events
- Opportunity to build leadership/advocacy skills
- May increase engagement with school

Families
- Personal knowledge of cultural & historical contexts
- Opportunity to build relationships
- May become a resource for implementation

Community
- Facilitate partnerships with families
- Knowledge of cultural & historical contexts
- May become a resource for implementation

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Problem Analysis

Problem ID & Definition statement shared with stakeholders

- Hypothesis #1
  - Root Cause #1a
  - Root Cause #1b → Action Step
- Hypothesis #2
  - Root Cause #2
- Hypothesis #3
  - Root Cause #3a → Action Step
  - Root Cause #1b

Hypothesis Prediction Statements

Hypothesis Validation

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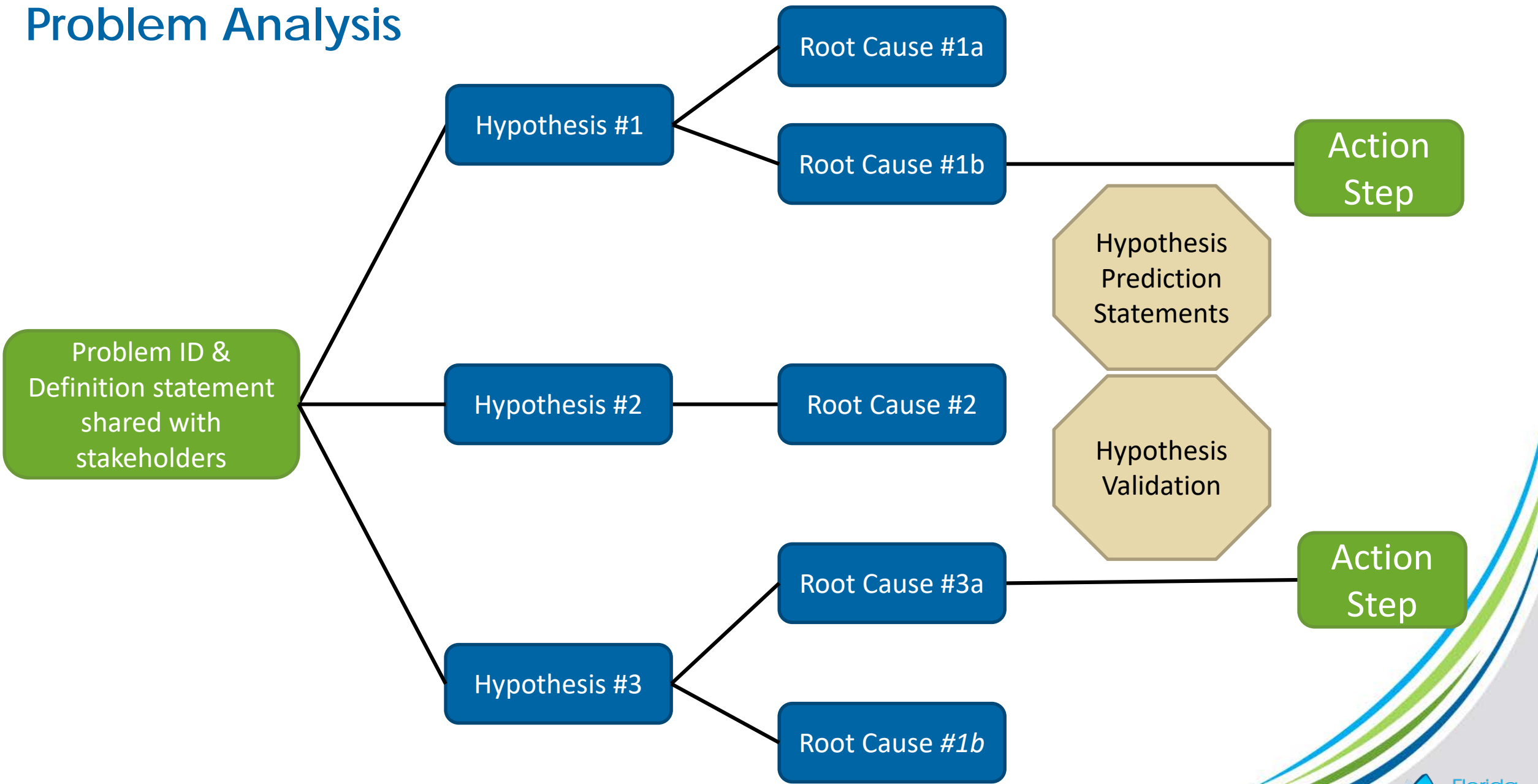
Research on Problem Solving

- School-Based teams using the problem solving process with low fidelity had outcomes similar to control schools (Kovaleski, 1999)

- Low problem solving fidelity for school-based teams is not uncommon (Doll et al., 2005)

- Problem analysis may be the most difficult step (Doll et al., 2005; Telzrow, 2010).
  - Requires complex skills & expertise

Support with Problem Analysis

C	Curriculum & Instructional Practices	*Academic, behavior & SEL*
A	Awareness	*Personal, cross-cultural, best practices*
R	Relationships	*Positive, authentic; Students, family, community*
E	Environment	*Climate, systems & policy variables; District, school & classroom levels*
D	Discipline	*Implementation of policies/ procedures*

- *Dear Colleague* letter, USDOE (2014)
- Lit review: culturally responsive classroom management
- Lit review: systems change
- Lit review: problem solving process
- McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2014). Recommendations for addressing discipline disproportionality in education. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Where do the CARED domains come from?

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Progress Monitoring/Fidelity

District: ___ School Name: ___ Start Date: ___

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Disproportionality Double Check: 4-Step Problem Solving

Use this checklist to track your progress within the 4-step problem solving process for disproportionate discipline.

Step 1: Problem Identification and Definition

Tasks	Completed?	Date Submitted	Date USF / DC Feedback Addressed
PROBLEM IDENTIFICATION			
1. Data were used to identify groups that experience disproportionate discipline	Yes ☐ No ☐		
2. Data were used to identify the level of disproportionality experienced by each group	Yes ☐ No ☐		
3. Data were used to identify the percentage of the target group impacted by disproportionate discipline	Yes ☐ No ☐		
4. The target group's risk and the school's current capacity for intervention(s) were used to identify the tier of focus for problem solving (e.g., Tier 1, Tier 2, Tier 3)	Yes ☐ No ☐		
5. A "SMART" goal was developed to address the target group's outcomes	Yes ☐ No ☐		
PROBLEM DEFINITION			
6. Data were used to define the target group's discipline patterns (Problem Definition Template)	Yes ☐ No ☐		
7. Data were used to identify discipline patterns that were true for the majority of students in the target group who received referrals	Yes ☐ No ☐		

The "Dispro Double-Check"

- Task analysis of problem-solving for disproportionate discipline

- Outlines expectations of school teams

- Organization and progress monitoring tool

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District-Level Team Responsibilities

- Facilitate timely access to data

- Ensure equity is perceived as a priority
    - Support schools' progress through the problem-solving process

- Identify common barriers and potential solutions

- Support the development of family/community/school relationships

- Continue to develop local expertise and capacity

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If you want the specifics…

- Locate the handout providing the specific definitions, calculations and examples for each of the indicators

Calculation Differences

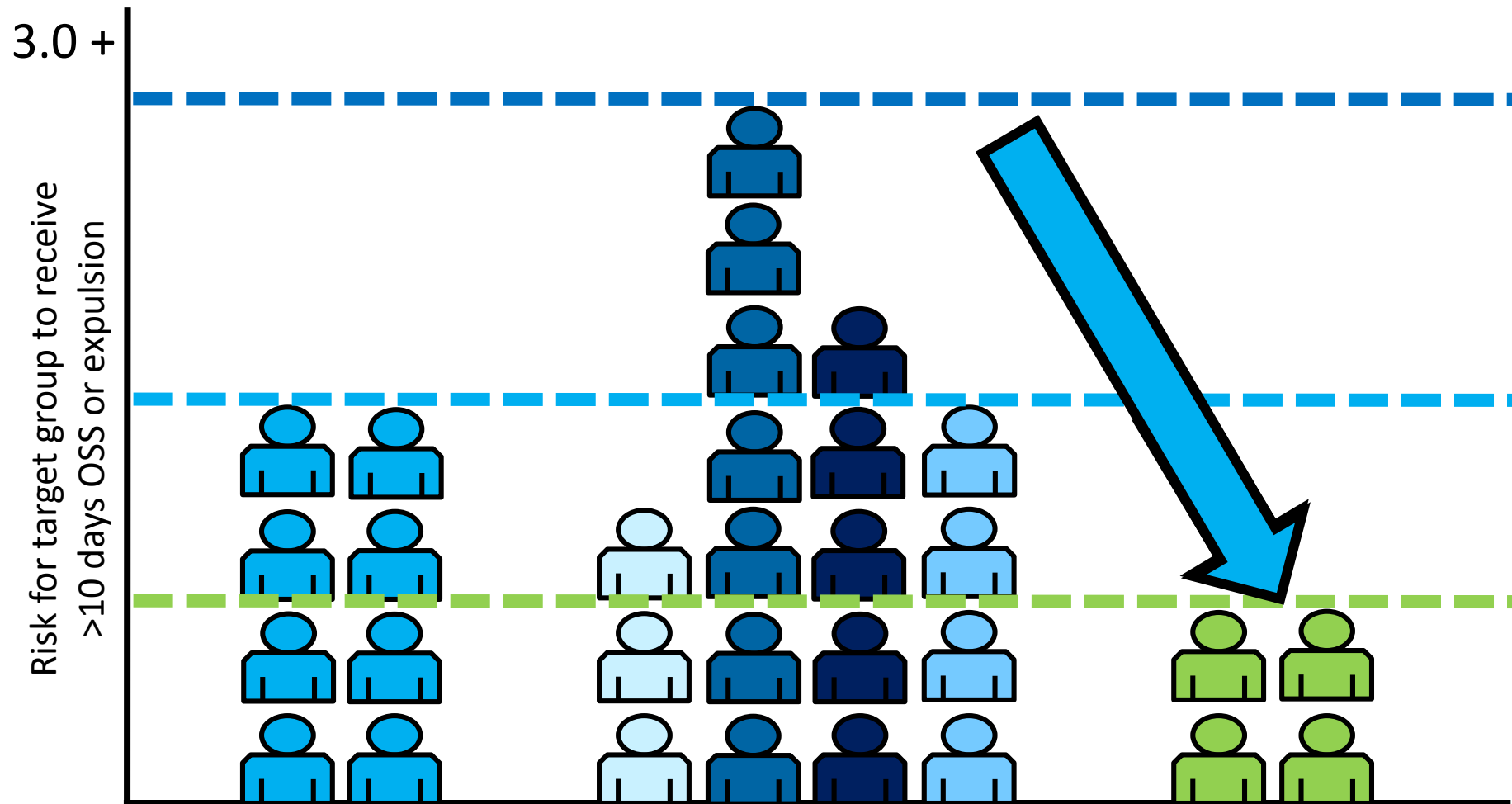| Indicator 4A	Indicator 4B	CEIS
looks at students	looks at students	looks at incidents
significant disproportionate representation 3.0	significant disproportionate representation 3.0	significant disproportionate representation 3.5
includes OSS/expulsion	includes OSS/expulsion	includes ISS, OSS/expulsion
numerical only	numerical and review of policies procedures and practices	numerical only
minimum "n" = 10 students	minimum "n" = 10 students	minimum "n" = 30 incidents for the specific racial/ethnic group

Indicators 4a & 4b: Main Ideas

- **Assesses equity between ESE and GenEd**
  - 4a: risk for **all** students with an IEP
  - 4b: risk for students with an IEP from a specific racial/ethnic group

- Student risk for long-term suspension and expulsion (>10 days)

- Groups must have at least **10 students with long-term suspension** to do the calculation

- Significance = ratio of 3.0 and higher
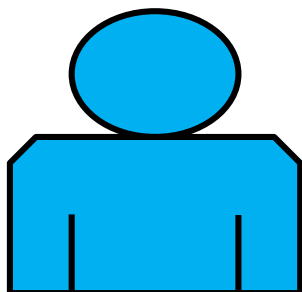
Students with an IEP who also have >10 days of OSS
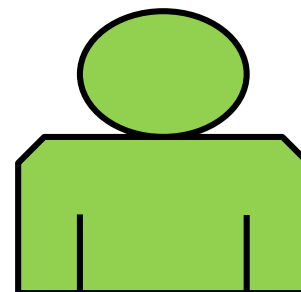
GenEd students who also have >10 days of OSS

CEIS: Main Ideas

- **Assesses racial disproportionality _within_ ESE**

- "Removal Rate" – Number of ISS, OSS, & Expulsion events divided by enrollment
  - **Any** ISS/OSS/Expulsion counts, regardless of duration

- Racial/Ethnic group must have at least **30 incidents** to do the calculation

- Significance = ratio of 3.5 and higher

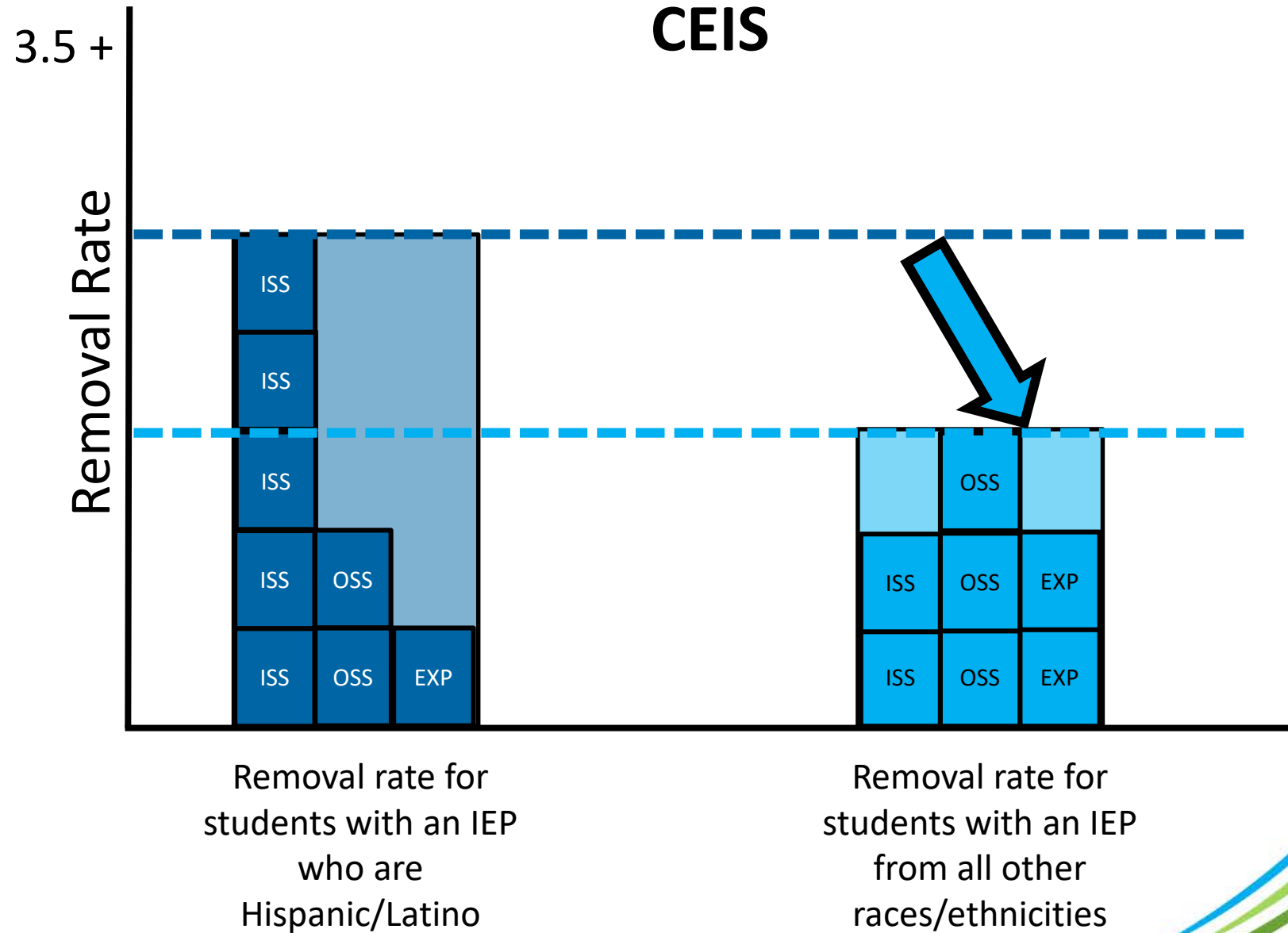| ISS OSS EXP | "Removal Rate" for students with an IEP of a **specific** race/ ethnicity |

| ISS OSS EXP | "Removal Rate" for students with an IEP from **all other** racial/ethnic groups |

Help is Available

- ## 4a/4b Equity Profile
  - *Available from your FLPBIS technical assistance specialist*

Features

- Calculates 4a and 4b values automatically
  - May be used with district or school-level data
    - *Whole-school equity profile may be more useful at the school level:* http://flpbs.fmhi.usf.edu/coachescorner.cfm

- Answers simple guiding questions to facilitate understanding of disproportionate outcomes

- Provides written statements summarizing each of the measures

- Facilitates an analysis of equity for students with an IEP, students without an IEP ("GenED"), and combined populations
  - May indicate a need to address Tier 3 supports
  - May indicate that equity for OSS >10 days is a widespread issue

How it works

- ## Tab 1: "Input"

  - Overall enrollment by race/ethnicity

  - ESE enrollment by race/ethnicity

  - Number of students by race/ethnicity who received OSS >10 days

  - Number of students with an IEP by race/ethnicity who received OSS >10 days

Indicator 4a/4b Equity Profile

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The Indicator 4a/4b Equity Profile may be filled out using district-wide or single-school data. This tool automatically calculates the 4a/4b values for your district (or school), and provides additional metrics to help you identify whether disproportionate outcomes exist for other student populations at your school. This additional information may be helpful in determining the root causes underlying significant values for 4a/4b.

To obtain the metrics for your district (or school), enter the data in the fields below, and then click the "Metrics" tab near the bottom of the screen to view the report.

District Name:		Time period for this data:			

School Name:	Whole School Enrollment (ESE and GenEd students combined)		ESE ONLY		GENERAL EDUCATION ONLY (Calculates automatically)	
	Number of Students Enrolled at the School	Number of Students in Group Who Received OSS>10 Days	Number of Students with an IEP	Number of Students in Group Who Received OSS >10 Days	Number of Gen Ed Students Enrolled at the School	Number of Students in Group Who Received OSS >10 Days
White						
Hispanic/Latino						
African American/Black						
American Indian/Alaskan Native						
Asian						
Native Hawaiian/Pacific Islander						
Multi-Racial						
Totals					0	0

Red cells indicate a likely data entry error.

Tab 2: "Metrics"

Indicator 4a/4b Equity Profile

March 2016

District Name: Not Recorded

School Name:

Time period for this data: Not Recorded

	Total Student Body Percentages	Group's Percent of ESE Population (ESE ONLY)	Group's Percent of Gen Ed Population (Gen Ed Students ONLY)	Student Composition (Whole School)	Student Composition (ESE)	Student Composition (GenEd)	Risk Ratio (Whole School)	4B (ESE)	Risk Ratio (GenEd)	Diff. in Student Composition	Diff. in Student Composition	Diff. in Student Composition	Risk (Whole School)	Risk (ESE)	Risk (GenEd)
White	68.2%	65.7%	68.5%	55.1%	51.4%	56.1%	0.57	1.42	0.59	-13.0	-14.4	-12.4	0.7%	1.0%	0.6%
Hispanic/Latino	17.3%	19.4%	17.0%	14.8%	10.8%	15.8%	0.83	1.01	0.92	-2.5	-8.6	-1.1	0.7%	0.7%	0.7%
African American/Black	7.4%	9.9%	7.0%	22.7%	27.0%	21.6%	3.70	4.96	3.66	15.4	17.1	14.6	2.5%	3.6%	2.3%
Amer. Indian/Alask. Native	0.3%	0.0%	0.3%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	1.7%	0.7%	1.8%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nat. Haw/Pac. Islander	0.1%	0.0%	0.2%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	5.1%	4.3%	5.2%	7.4%	10.8%	6.5%	1.49	4.57	1.26	2.3	6.5	1.3	1.2%	3.4%	0.9%
Totals	**100.0%**	**100.0%**	**100.0%**		**21.0%**	**79.0%**		**1.82**	Indicator 4a value				**0.8%**	**1.3%**	**0.7%**

Guiding Question 1: Are outcomes equitable for all student groups?

Guiding Question 2: How big are the disparities?

Guiding Question 3: How much of your target group is affected by disproportionate discipline?

White
Student Comp. (Whole School)	Of the 176 total students who received more than 10 days OSS, 55.1% are White; this group comprises 68.2% of the total student population.
Student Comp. (ESE Only)	Of the 37 students in ESE who received more than 10 days OSS, 51.4% are White; this group comprises 65.7% of the ESE population.
Student Comp. (GenEd)	Of the 139 students in general education who received more than 10 days OSS, 56.1% are White; this group comprises 68.5% of the GenEd population.
Risk Ratio (Whole School)	All White students are 0.57 times LESS likely than all other students to receive more than 10 days OSS.
Indicator 4b Risk Ratio	White students with IEPs are 1.42 times more likely than all GenEd students to receive more than 10 days OSS.
Risk Ratio (GenEd)	GenEd White students are 0.59 times LESS likely than all other GenEd students to receive more than 10 days OSS.
Diff. in S Comp. (Whole School)	White students' representation among students who receive more than 10 days OSS is 13 percentage points LOWER than expected given White students' percentage of the total student body.
Diff. in S Comp. (ESE)	White students with IEPs' representation among ESE students who receive more than 10 days OSS is 14.4 percentage points LOWER than expected given White students' percentage of the ESE population.
Diff. in S Comp. (GenEd)	GenEd White students' representation among GenEd students who receive more than 10 days OSS is 12.4 percentage points LOWER than expected given White students' percentage of the GenEd population.
Risk (Whole School)	Of the 14768 total White students enrolled, 0.7% have received more than 10 days OSS.
Risk (ESE)	Of the 1819 White students with IEPs enrolled, 1% have received more than 10 days OSS.
Risk (GenEd)	Of the 12949 GenEd White students enrolled, 0.6% have received more than 10 days OSS.

Hispanic/Latino
Student Comp. (Whole School)	Of the 176 total students who received more than 10 days OSS, 14.8% are Hispanic/Latino; this group comprises 17.3% of the total student population.
Student Comp. (ESE Only)	Of the 37 students in ESE who received more than 10 days OSS, 10.8% are Hispanic/Latino; this group comprises 19.4% of the ESE population.
Student Comp. (GenEd)	Of the 139 students in general education who received more than 10 days OSS, 15.8% are Hispanic/Latino; this group comprises 17% of the GenEd population.
Risk Ratio (Whole School)	All Hispanic/Latino students are 0.83 times LESS likely than all other students to have more than 10 days OSS.

District 4a4bInput | **District 4a4bReport**

Locating the 4a/4b values:
"Guiding Question 2: How big are the disparities?"

Indicator 4a/4b Equity Profile

March 2016

District Name: Not Recorded

School Name:

Time period for this data: Not Recorded

	Total Student Body Percentages	Group's Percent of ESE Population (ESE ONLY)	Group's Percent of Gen Ed Population (Gen Ed Students ONLY)	Student Composition (Whole School)	Student Composition (ESE)	Student Composition (GenEd)	Risk Ratio (Whole School)	4B (ESE)	Risk Ratio (GenEd)	Diff. in Student Composition (Whole School)	Diff. in Student Composition (ESE)	Diff. in Student Composition (GenEd)	Risk (Whole School)	Risk (ESE)
White	68.2%	65.7%	68.5%	55.1%	51.4%	56.1%	0.57	1.42	0.59	-13.0	-14.4	-12.4	0.7%	1.0%
Hispanic/Latino	17.3%	19.4%	17.0%	14.8%	10.8%	15.8%	0.83	1.01	0.92	-2.5	-8.6	-1.1	0.7%	0.7%
African American/Black	7.4%	9.9%	7.0%	22.7%	27.0%	21.6%	3.70	4.96	3.66	15.4	17.1	14.6	2.5%	3.6%
Amer. Indian/Alask. Native	0.3%	0.0%	0.3%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	1.7%	0.7%	1.9%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nat. Haw/Pac. Islander	0.1%	0.0%	0.2%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	5.1%	4.3%	5.2%	7.4%	10.8%	6.5%	1.49	4.57	1.26	2.3	6.5	1.3	1.2%	3.4%
Totals	**100.0%**	**100.0%**	**100.0%**		21.0%	79.0%		1.82	Indicator 4a value				0.8%	1.3%

Guiding Question 1: Are outcomes equitable for all student groups?

Guiding Question 2: How big are the disparities?

Guiding Question 3: How m target group is affect disproportionate disci

Student Composition (Whole School): The % of ALL students with OSS> 10 days who have an IEP and belong to a target group; RED cells suggest disproportionality. This column reflects all students in the school.

Student Composition (ESE): The % of ESE students with OSS> 10 days who have an IEP and belong to a target group; RED cells suggest disproportionality. This column reflects ESE students ONLY.

Student Composition (GenEd): The % of GenEd students with OSS> 10 days who belong to a target group; RED cells suggest disproportionality. This column reflects GenEd students ONLY.

Risk Ratio (Whole School): Group's risk of receiving an OSS> 10 days compared to all other students (GenEd and ESE); 1.0 is equal

4B (ESE): Group's risk of receiving an OSS> 10 days compared to all GenEd students; 1.0 is equal

Risk Ratio (GenEd): Group's risk of receiving an OSS> 10 days compared to all other GenEd students; 1.0 is equal

Diff. in Student Composition (Whole School): Student Composition (Whole School) minus the Percent of the Student Body (Whole School); Positive values suggest disproportionality

Diff. in Student Composition (ESE): Student Composition (ESE) minus the Percent of the Student Body (ESE); Positive values suggest disproportionality

Diff. in Student Composition (GenEd): Student Composition (GenEd) minus the Percent of the Student Body (GenEd); Positive values suggest disproportionality

Risk (Whole School): % of students in a group who have at least one OSS> 10 days

Risk (ESE): % of students in a group who have at least one OSS> 10 days

White

Student Comp. (Whole School): Of the 176 total students who received more than 10 days OSS, 55.1% are White; this group comprises 68.2% of the total student population.

Student Comp. (ESE Only): Of the 37 students in ESE who received more than 10 days OSS, 51.4% are White; this group comprises 65.7% of the ESE population.

Florida PBIS

Taking a step back to understand the problem

Indicator 4a/4b Equity Profile

March 2016

District Name: Not Recorded

School Name:

Time period for this data: Not Recorded

	Total Student Body Percentages	Group's Percent of ESE Population (ESE ONLY)	Group's Percent of Gen Ed Population (Gen Ed Students ONLY)	Student Composition (Whole School) *The % of ALL students with OSS> 10 days who have an IEP and belong to a target group; RED cells suggest disproportionality. This column reflects all students in the school.*	Student Composition (ESE) *The % of ESE students with OSS> 10 days who have an IEP and belong to a target group; RED cells suggest disproportionality. This column reflects ESE students ONLY.*	Student Composition (GenEd) *The % of GenEd students with OSS> 10 days who belong to a target group; RED cells suggest disproportionality. This column reflects GenEd students ONLY.*	Risk Ratio (Whole School) *Group's risk of receiving an OSS> 10 days compared to all other students (GenEd and ESE); 1.0 is equal*	4B (ESE) *Group's risk of receiving an OSS> 10 days compared to all GenEd students; 1.0 is equal*	Risk Ratio (GenEd) *Group's risk of receiving an OSS> 10 days compared to all other GenEd students; 1.0 is equal*	Diff. in Student Composition (Whole School) *Student Composition (Whole School) minus the Percent of the Student Body (Whole School); Positive values suggest disproportionality*	Diff. in Student Composition (ESE) *Student Composition (ESE) minus the Percent of the Student Body (ESE); Positive values suggest disproportionality*	Diff. in Student Composition (GenEd) *Student Composition (GenEd) minus the Percent of the Student Body (GenEd); Positive values suggest disproportionality*	Risk (Whole School) *% of students in a group who have at least one OSS> 10 days*	Risk (ESE) *% of students in a group who have at least one OSS> 10 days*
White	68.2%	65.7%	68.5%	55.1%	51.4%	56.1%	0.57	1.42	0.59	-13.0	-14.4	-12.4	0.7%	1.0%
Hispanic/Latino	17.3%	19.4%	17.0%	14.8%	10.8%	15.8%	0.83	1.01	0.92	-2.5	-8.6	-1.1	0.7%	0.7%
African American/Black	7.4%	9.9%	7.0%	22.7%	27.0%	21.6%	3.70	4.96	3.66	15.4	17.1	14.6	2.5%	3.6%
Amer. Indian/Alask. Native	0.3%	0.0%	0.3%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	1.7%	0.7%	1.9%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nat. Haw/Pac. Islander	0.1%	0.0%	0.2%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	5.1%	4.3%	5.2%	7.4%	10.8%	6.5%	1.49	4.57	1.26	2.3	6.5	1.3	1.2%	3.4%
Totals	100.0%	100.0%	100.0%		21.0%	79.0%		1.82	Indicator 4a value				0.8%	1.3%

Guiding Question 1: Are outcomes equitable for all student groups?

Guiding Question 2: How big are the disparities?

Guiding Question 3: How m target group is affect disproportionate disci

White

Student Comp. (Whole School) Of the 176 total students who received more than 10 days OSS, 55.1% are White; this group comprises 68.2% of the total student population.

Student Comp. (ESE Only) Of the 37 students in ESE who received more than 10 days OSS, 51.4% are White; this group comprises 65.7% of the ESE population.

Enter the "E-formula"

- Standard error: the standard deviation of the sampling distribution of a statistic.

$$E = A + \sqrt{A \times \frac{100 - A}{N}}$$

| 2.14% | 13.59% | 34.13% | 34.13% | 13.59% | 2.14% |

-3 se   -2 se   -1 se   0   +1 se   +2 se   +3 se
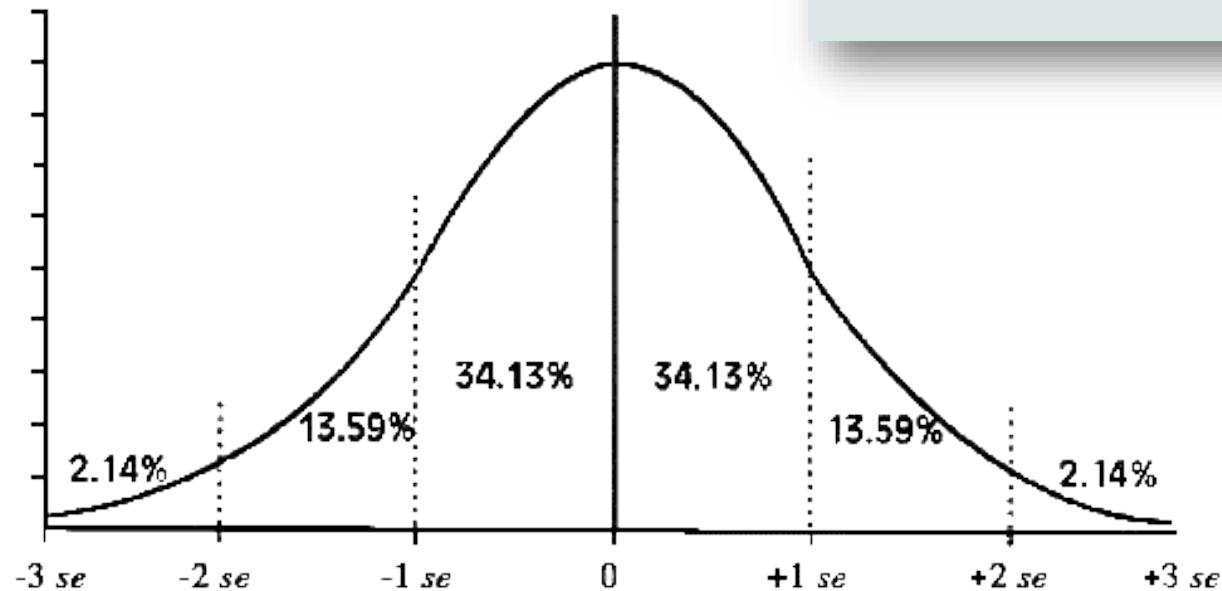
Are outcomes equitable for all students?
The E-formula

- Standard error: the standard deviation of the sampling distribution of a statistic.
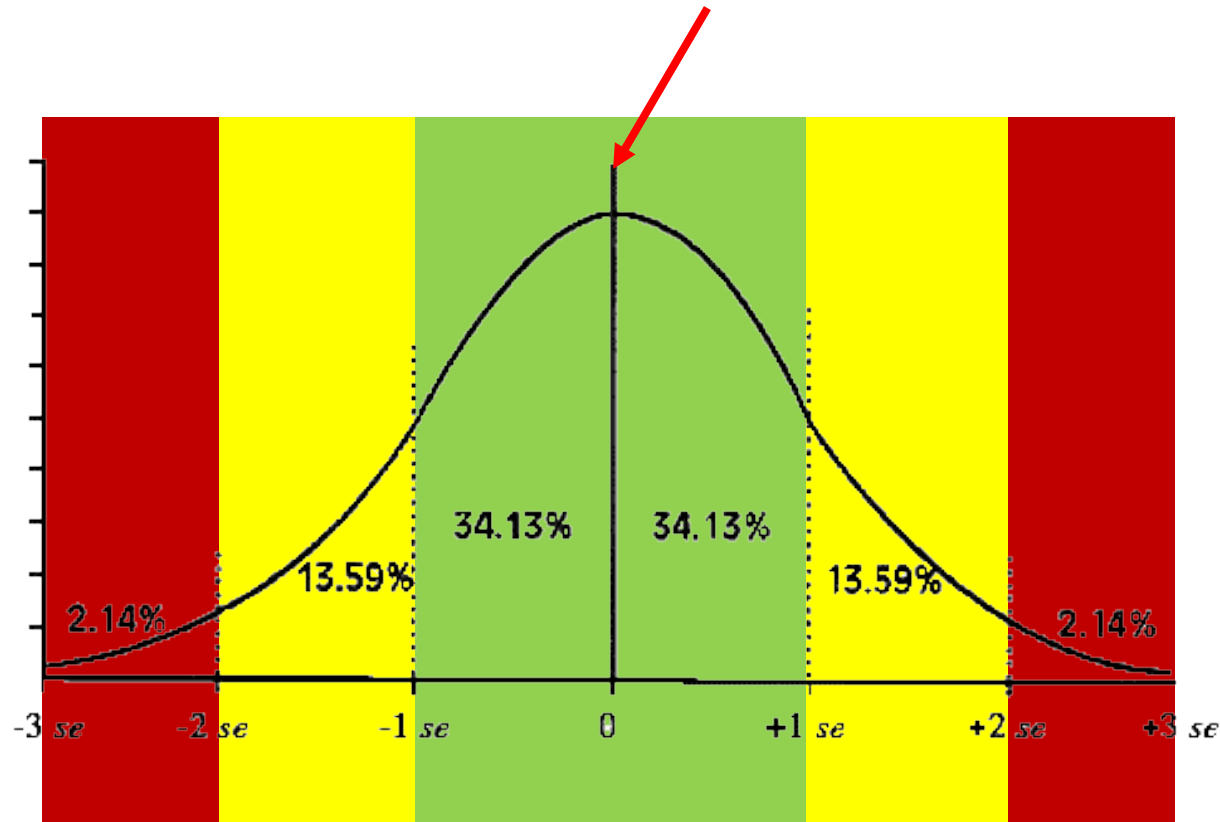
Enter the "E-formula"

- Standard error: the standard deviation of the sampling distribution of a statistic.

Why the e-Formula?

- Can be used with very small groups

- Reduces the likelihood that a group will be falsely identified as having disproportionate outcomes

- Recommended by OSEP's IDEA Center

Understanding the scope of the problem

Indicator 4a/4b Equity Profile

March 2016

School Name:

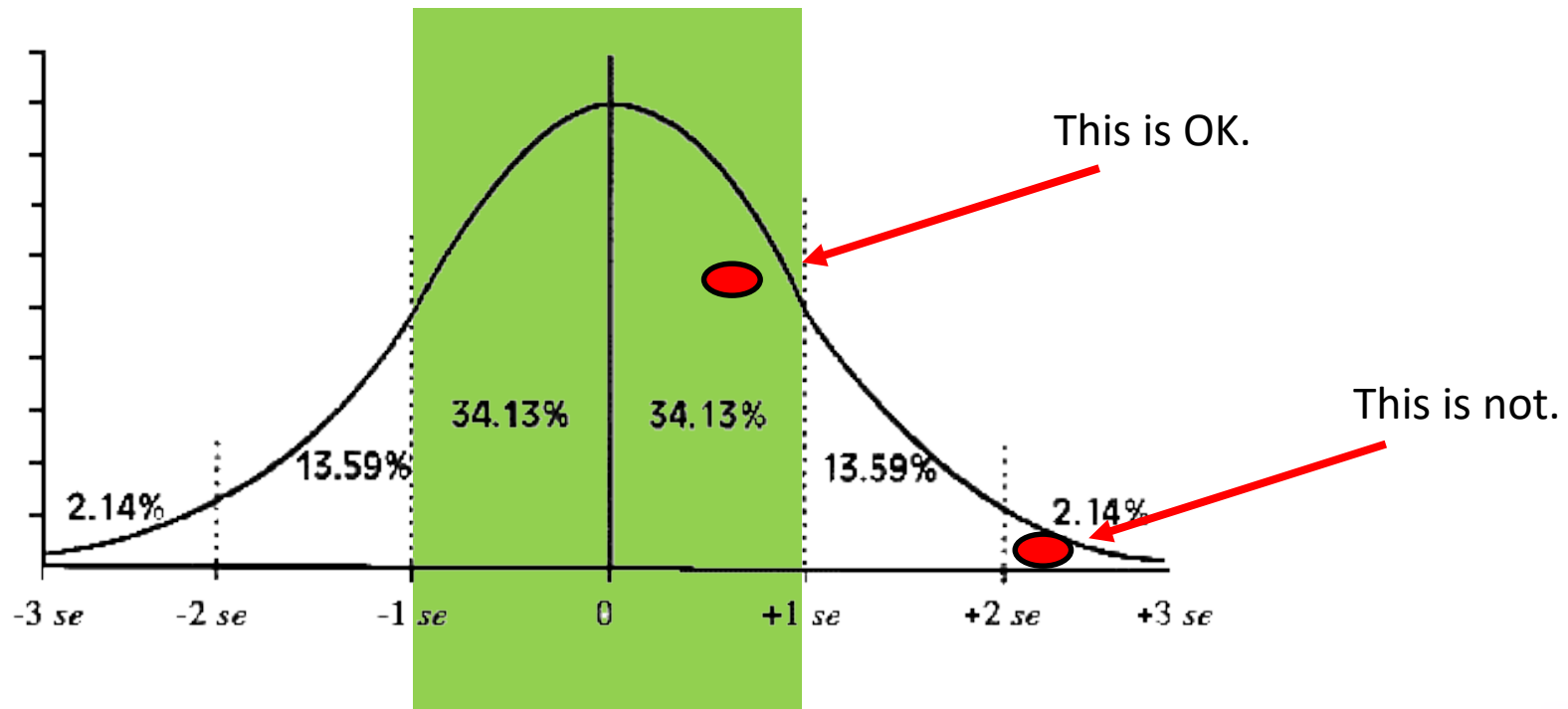|	Total Student Body Percentages	Group's Percent of ESE Population (ESE ONLY)	Group's Percent of Gen Ed Population (Gen Ed Students ONLY)	**Guiding Question 1: Are outcomes equitable for all student groups?**			**Guiding Question 2: How big are the disparities?**						**Guiding Question 3: How much of your target group is affected by disproportionate discipline?**		
				Student Composition (Whole School)	Student Composition (ESE)	Student Composition (GenEd)	Risk Ratio (Whole School)	4B (ESE)	Risk Ratio (GenEd)	Diff. in Student Composition (Whole School)	Diff. in Student Composition (ESE)	Diff. in Student Composition (GenEd)	Risk (Whole School)	Risk (ESE)	Risk (GenEd)
White	68.2%	65.7%	68.5%	55.1%	51.4%	56.1%	0.57	1.42	0.59	-13.0	-14.4	-12.4	0.7%	1.0%	0.6%
Hispanic/Latino	17.3%	19.4%	17.0%	14.8%	10.8%	15.8%	0.83	1.01	0.92	-2.5	-8.6	-1.1	0.7%	0.7%	0.7%
American/Black	7.4%	9.9%	7.0%	22.7%	27.0%	21.6%	3.70	4.96	3.66	15.4	17.1	14.6	2.5%	3.6%	2.3%
Alask. Native	0.3%	0.0%	0.3%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	1.7%	0.7%	1.9%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pac. Islander	0.1%	0.0%	0.2%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	5.1%	4.3%	5.2%	7.4%	10.8%	6.5%	1.49	4.57	1.26	2.3	6.5	1.3	1.2%	3.4%	0.9%
Totals	100.0%	100.0%	100.0%		21.0%	79.0%		1.82	Indicator 4a value				0.8%	1.3%	0.7%

The other metrics

- Student Composition:
  - The percent of students who received >10 days OSS who belong to a specific racial/ethnic group

- Risk Ratio:
  - The risk of a target group to receive >10 days OSS compared to the risk of all other students
    - Based on the percentage of students within the racial/ethnic group who received >10 days OSS

- Difference in Student Composition:
  - The percentage point difference between the group's percent of the student body and their percentage of the students who received >10 days OSS

- Risk:
  - The percentage of students in a target group who received >10 days OSS

Metric	Statement for Target Group
Student Comp. (Whole School)	Of the 176 total students who received more than 10 days OSS, 22.&% are African American/Black; this group comprises 7.4% of the total student population.
Student Comp. (ESE Only)	Of the 37 students in ESE who received more than 10 days OSS, 27% are African American/Black; this group comprises 9.9% of the ESE population.
Student Comp. (GenEd)	Of the 139 students in general education who received more than 10 days OSS, 21.6% are African American/Black; this group comprises 7% of the GenEd population.
Risk Ratio (Whole School)	All African American/Black students are 3.7 times more likely than all other students to have more than 10 days OSS.
Indicator 4b Risk Ratio	African American/Black students with IEPs are 4.96 times more likely than all GenEd students to receive more than 10 days OSS.
Risk Ratio (GenEd)	…
Diff. in S Comp. (Whole School)	…
Diff. in S Comp. (ESE)	…
Diff. in S Comp. (GenEd)	GenEd African American/Black students' representation among GenEd students who receive more than 10 days OSS is 14.6 percentage points higher than expected given African American/Black students' percentage of the GenEd population.
Risk (Whole School)	…
Risk (ESE)	Of the 274 African American/Black students with IEPs enrolled, 3.6% have received more than 10 days OSS.
Risk (GenEd)	…

Next Steps

- Work with your MIS personnel to pull necessary data elements

- Continue to develop relationships with members of groups who are impacted by disproportionate discipline

- Ensure stakeholders' concerns are included in your problem solving process

- Identify the root causes for your outcomes, and develop a plan tailored to those needs

- Contact your discretionary project personnel for support

Contact Information and Resources

- **FLPBIS Project**
  - Phone: (813) 974-6440
  - Fax: (813) 974-6115
  - E-mail: flpbs@fmhi.usf.edu
  - Website: http://flpbs.fmhi.usf.edu
  - Facebook: www.facebook.com/flpbs
  - FLPBS on Twitter: www.twitter.com @flpbs

- **OSEP TA Center on PBIS**
  - Website: www.pbis.org

- **Association on PBS**
  - Website: www.apbs.org

Levy County Journey in addressing Disproportionately

Road to Success

Presenter:

Dr. Rosalind Hall, Director

ESE and Student Services

School Board of Levy County

Action Plan in Addressing 4B

Form a team that consists of: **(1)** district personnel with authority for making decisions regarding policy and practice; **(2)** School Administrator **(3)** culturally diverse family members; and **(4)** culturally diverse community stakeholders. This team will meet regularly (i.e., at least twice each school year) to review successes and barriers for reducing the district's discipline gap, and update their plan as needed. This team must have the authority to make decisions about district resources, such as training, code of conduct revisions, policy revisions, etc.

Collection of Data

Secure access to a data system that facilitates effective problem-solving for disproportionate discipline. This included analyzing our data utilizing our student data base system. At a minimum, the data system should provide:

– Office referrals by location, offense, consequence, time, staff, and student
– Office referrals by subgroup (e.g., race/ethnicity, ESE status, FRL status, ELL status, etc.). The total number of referrals and the total number of students receiving referrals.
– Monthly referral rates for the student population as a whole and for targeted sub-groups of students
– Total days of OSS

School Team's Meeting
June and August 2016

Describe a rationale for addressing disproportionate discipline

➤ Describe the broad steps involved in using a structured problem solving process to address disproportionate discipline

➤ Identify the different metrics used to identify disproportionately

➤ Identify to what extent and for which populations there are disproportionate outcomes at individual schools

➤ A Plan of Action which includes how the school team will share information with the school's staff, SAC/PTO/PAC

School Team's Meeting

➢ Develop Plans to prepare for effective stakeholder involvement.

➢ School based teams spent individual time completing the metrics for their schools, based on end of year data pulled by NEFEC from Skyward and confirmed hypothesis around disproportionate groups within their schools.

➢ Teams began a draft of their SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) to address disproportionate outcomes.

➢ Next meeting date was scheduled.

School-Level Support
2016-2017 SY

- 1) Individual schools will determine when to bring team together to review equity profile

* At minimum one (1) time per 9 weeks *

- 2) District and FLPBIS staff will support school teams in interpreting data

- 3) District Leadership team will meet to debrief after school-level discussion and determine potential supports for schools

Strategic Plans Moving Forward

- Complete equity profile for the remaining schools and review as a District Instructional team
- Point person on Instructional team will take data back to the respective school and have conversation about data.
- FLPBIS will provide guidance to schools to organize meetings to share data and problem analysis
- Schools lead team will have conversation with their committee to address disproportionate discipline, share data and build awareness and determine what additional information is needed to determine why the issue is occurring.

- District team will meet to debrief with school lead team at least once every 9 weeks.

- Weekly discipline reports will be provided to the schools

- District team will meet to debrief with school lead team at least once every 9 weeks.

- Weekly discipline reports will be provided to the schools

- Required training for all staff in the area of cultural sensitivity and alternatives to suspension.

- **Discipline is an added component to the schools' Quarterly Report which is a discussion with the Superintendent and District Leadership Team.**

A Special Thank You!

The FLPBIS:MTSS Project: Their project has developed a process to address this topic with all students (including general education students) that utilizes best practices gleaned from schools and districts around the country.

Dr. Ashley MacSugaGage

Dr. Devon Minch

Dr. Therese Sandomierski

Dr. Anna Winneker

For the opportunity to share our journey as we work diligently to decrease OSS and increase student engagement which will result in both academic and behavioral success.

SEDNET Mission

- The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral disabilities.

Who is SEDNET?

- SEDNET is a regional network of the major child serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:

- There are 19 regional SEDNET Projects which address:
  - Education
  - Mental Health
  - Substance Abuse
  - Juvenile Justice
  - Child Welfare
  - Families and Youth

SEDNET Project Performance Activities

- SEDNET project performance activities are developed utilizing FLDOE LEA profile data and local targeted needs as aligned to 2013-2018 BEESS Strategic Plan

- Indicator Areas of Focus include but are not limited to:
  - Indicator 1: Graduation
  - Indicator 2: Drop Out
  - Indicator 4: Suspension & Expulsion
  - Indicator 13: Transition IEP
  - Indicator 14: Transition Post School Outcomes
  - Restraint and Seclusion

SEDNET Local Projects: Common Themes

- School-Wide Positive Behavior Interventions and Supports (SWPBIS)
- Social-Emotional Learning (SEL)
- Restorative Justice/ Restorative Practices (RJ/P)
- Trauma-Informed Practices/ Mental Health Supports
- Social/Emotional Regulation
  - Zones of Regulation
  - Heartmath
  - Mindfulness

School-Wide Positive Behavior Interventions and Supports

- Puts students/staff on same page about specific behavioral expectations
- Positive behavior is acknowledged and reinforced
- Consistent consequences for problem behavior are delivered
- Multi-tiered supports are offered
- Data on patterns of problem behavior are regularly analyzed at meetings and drive decisions about interventions

Social-Emotional Learning (SEL)

- 5 key elements:
  - ➢ Self-awareness of your own emotions
  - ➢ Social awareness (empathy, respect for others)
  - ➢ Responsible decision-making
  - ➢ Self-management (impulse control, stress mgmt.)
  - ➢ Relationship skills (cooperation, communication)
- Actively modeled, practiced, reinforced in class and throughout school programming

SEL-Social Skills

- Can be used classroom wide as a Tier 1 intervention.
- Can be used in small group (Gen Ed and ESE students) for Tier 2
  - ➢ Lunch bunch
  - ➢ Life Skills
  - ➢ Skill Streaming http://www.skillstreaming.com/
  - ➢ Teach Town https://www.teachtown.com/

Restorative Justice/Restorative Practices

- Originally used in the justice system and adapted for schools.

- Emphasis on:
  - ➤ Repairing harm
  - ➤ Collaborative decision-making between all impacted parties
  - ➤ Resolve conflict by repairing harm and restoring positive relationships

SEDNET Local Project Managers Provide Districts with Professional Development on Discipline that Restores in the Classroom

http://disciplinethatrestores.org/
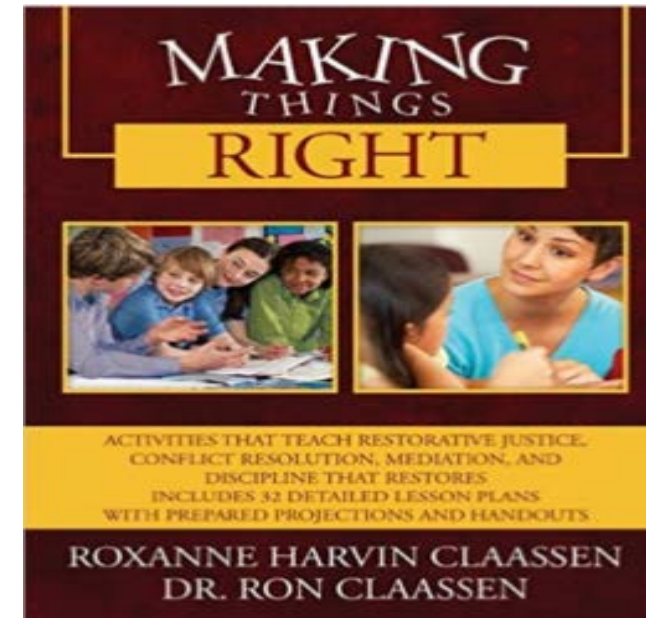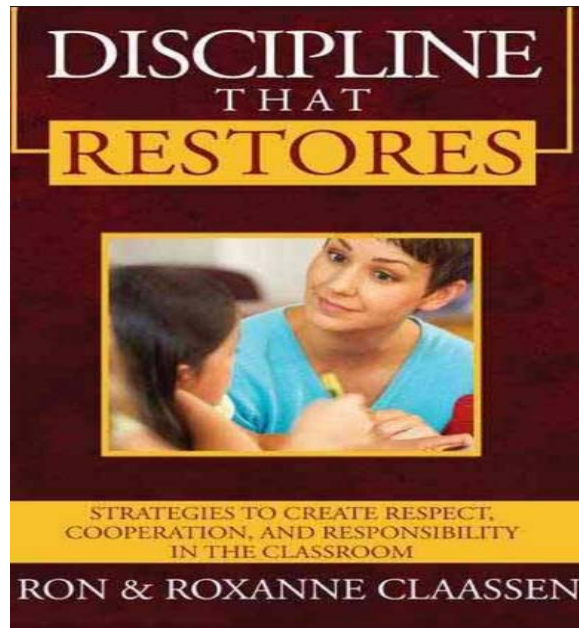
Trauma-Informed Practices/Mental Health Supports

- Recognizes the importance of mental/behavioral health and dedicates resources to promote it

- Addresses mental/behavioral health needs proactively rather than reactively

- Utilizes school, family and community mental health supports

Trauma Informed Care and SEDNET

- SEDNET Project Managers provide Professional Development, classroom, school and system implementation support, Trauma Informed Classroom Interventions and Compassion Fatigue training.
- SEDNET Project Managers are also involved with community partners which include Department of Juvenile Justice (DJJ), Department of Children and Families, Foster Parent agencies, Guardian ad Litem, Mental Health agencies, Police and Health Departments and Circuit Court.

72

Social/Emotional Regulation

- Can be taught classroom wide as a Tier 1 intervention
- Can be individualized for Tier 2 or 3 interventions
  - Zones of Regulation http://www.zonesofregulation.com/
  - Go Noodle https://www.gonoodle.com/
  - Learning 2 Breathe http://learning2breathe.org/about/introduction
  - Heartmath – e-Wave Pro http://store.heartmath.com/emwavepro?_ga=1.1085452 16.392266856.1468361831

Layering of Multiple Approaches

	SOCIAL EMOTIONAL LEARNING (SEL)	MENTAL HEALTH	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)	RESTORATIVE JUSTICE	IMPLICIT BIAS
Tier 3 Intensive	• Individual social skills instruction	• Crisis counseling • Individual support teams/plans	• Wraparound services • Individual planning	• Family group counseling • Community conferencing	• Intensive intervention planning for staff member, including counseling and peer/principal scaffolding
Tier 2 Selective	• Targeted social skills instruction	• Group counseling/support groups • Coordinated referral process/progress monitoring	• Check-in/check-out • Social/academic instructional groups	• Peer jury • Conferencing problem-solving circles	• Individual action planning • Regular professional development
Tier 1 Universal	• SEL curriculum • School climate assessment	• Mental health screening • Prevention/Wellness promotion	• School-wide behavioral expectations • Positive behaviors acknowledgement • Data planning	• Circles • Restorative chats • Data-based planning	• Whole staff training on eliminating implicit racial (and other) bias • Data-based planning

www.FixSchoolDiscipline.org

Additional Resources

SEDNET

PBIS
- California Services for Technical Assistance and Training– www.CalSTAT.org
- Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports –
- www.PBIS.org
- California Technical Assistance Center on Positive Behavioral Interventions and Supports – www.pbiscaltac.org
- Safe and Civil Schools - http://www.safeandcivilschools.com/

SEL
- Collaborative for Academic, Social and Emotional Learning (CASEL)—an organization providing funding, information, training and research around Social and Emotional Learning— www.casel.org
- Good Behavior Game, one method for teaching self-regulation and some social emotional learning skills: http://goodbehaviorgame.org/
- Second Step, one type of social emotional learning curriculum, www.cfchildren.org/second-step.aspx and www.nrepp.samhsa.gov/ViewIntervention.aspx?id=66

Restorative Justice
- Oakland Unified School District - implementing RJ to build community and respond to student
- misconduct. www.ousd.k12.ca.us/restorativejustice
- Restorative Justice Online – a service of the Prison Fellowship International Centre for Justice and
- Reconciliation which provides intensive information about Restorative Justice -
- http://www.restorativejustice.org
- International Institute for Restorative Practices - an international graduate school committed entirely
- to the teaching, research and dissemination of restorative practices - www.IIRP.edu

Trauma-Informed Practices
- www.samhsa.org
- www.traumasensitiveschools.org
- http://www.acestudy.org/
- www.NCTSN.org

75

Florida District Initiatives
Miami-Dade County Public Schools (MDCPS)

- Action Plan Created
  - ➤ Identified schools to be trained in Positive Behavior Supports (PBS) (Tier 1)
  - ➤ School visits scheduled, individual support plans created (Indicator 4A and 4B)
  - ➤ Identified specific school needs
    - o Training for FBA/BIP
    - o Training for Restraint and Seclusion
    - o PBS Refresher (Tier 1 Booster)

District Trainings for MDCPS Employees

- Overview of Positive Behavior Support
  - ➤ School Social Workers
  - ➤ Behavior Management Teachers
- FBA/BIP for District Compliance
- Check and Connect
  - ➤ Preparation and Implementation for School Leadership Teams
  - ➤ Mentor Trainings
  - ➤ Coordinator Trainings

District Trainings for MDCPS Employees

- E/BD Paraprofessional Trainings
  - Classroom Systems, Behavior Management, and PBS

- Trauma Informed Care: An Overview
  - School Social Workers

- Trauma Informed Care 101 and 102
  - PBS Coaches and Team Leaders
  - Behavior Management Teachers

District Initiatives in MDCPS

- Alternative to Out of School Suspension
  - ➢ Success Centers (9 Centers located throughout Miami-Dade County)
    - o Referred students (ages 11 and older)
    - o Level III-IV behavior and (with Region approval) habitual Level II infractions of the Code of Student Conduct
    - o Staffed by teachers, counselors, and other service providers
    - o Center is outfitted with computers and positive, print-rich posters
    - o Students are supervised and receive academic support to ensure that school assignments are completed
    - o Counseling and wrap-around services are offered to families in need of social and/or emotional assistance

Hendry and Charlotte Counties

- Implementation of Zones of Regulation
  - In classrooms
- Trauma Informed Care
  - Within the School Districts and in the community
- Tough Kids Training
  - Classroom and Individual Teacher Support
- Non-Violent Crisis Intervention Training
  - Open to all staff to assist with de-escalation

Putnam County- Community Involvement

- Key community stakeholders, in conjunction with E.H. Miller School administration and district level administration, developed the E.H. Miller EBD Task Force.

- The community partners are committed to improving the educational and social outcomes for the most at-risk youth.

Putnam County-Community Involvement:
Provide resources to assist in the following areas

• Link youth and families with mental health and substance abuse treatment services

• Provide programs designed to strengthen the family unit

• Develop recreational programs at the school and community level

• Provide alternatives to suspension/expulsion/arrest

• Develop mentoring programs for the youth

• Develop a comprehensive "service plan" for the youth which utilizes a strength based/trauma sensitive approach.

Putnam County-The Partners and Stakeholders

- Putnam County School Superintendent and ESE Director
- Putnam County Juvenile Crime Prevention Office Director and Assistant Director
- EH Miller School Principal, Assistant principal, and School Counselor
- Circuit 7 Chief of DJJ and Assistant DJJ Chief
- Putnam County supervisor of DJJ
- Putnam County senior juvenile probation officer
- Putnam County sheriff's department captain
- Putnam County sheriff's department sergeant
- Putnam County school resource officer assigned to EH Miller School
- Putnam County Police Athletic League director
- Stewart-Marchman-Act Behavioral Clinical Director(community mental health and substance abuse provider)
- CDS Family and Behavioral Health Services (mental health, substance abuse, case management and shelter provider)
- Project 10 to assist with graduation data monitoring

Putnam County-Desired Outcomes

- The desired outcome was to reduce the number of student arrests. The amended outcome (1/1/2016) is to not only reduce student arrests but to provide better access to psychiatric services and to improve graduation outcomes.
- SEDNET Region 12 Project Manger, Carl Coalson, developed the framework for the model which was implemented. The focus was geared at utilizing the principles of MTSS but from a community intervention perspective.

Putnam County-Implementation

- The intervention was implemented at the E.H. Miller School beginning in the 2014-15 school year and continuing throughout the 15-16 school year. Similar services are being offered on a smaller scale at additional schools across the county.

- The intervention model has now expanded to address CEIS Disciplinary data and graduation outcomes on a district wide level.

- Tele-psychiatry services will be available (grant funded) at two school sites by the end of the 2015-16 school year and at seven additional sites by fall of 2016.

Putnam County-Results

- The EBD Task Force resulted in an 87% reduction in student arrests/referrals at the E.H. Miller School over a two year cycle.

- Putnam County had an overall 45.7% reduction in youth arrests resulting in dropping from the number 1 spot in the state to number 13.

- St. Johns County ended the current school year (based on our calculations) with an Indicator 4B cell size of less than 10. This will result in no calculation. The previous school year ended with a risk ratio of 6.62.

SEDNET Contact Information

- To obtain information regarding any of these SEDNET resources, please contact your regional SEDNET program manager: http://www.sednetfl.info/regions.aspx

- More information about the SEDNET project may be found at http://www.sednetfl.info/ or 727-873-4661.

Thank you!!

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