

# COMPASSIONATE DISCIPLINE:

MOVING AWAY FROM EXCLUSIONARY
PRACTICES TO CULTURALLY RESPONSIVE PBIS

Irvington School
Portland Public Schools

## WORKSHOP OUTCOMES/INTRODUCTION

### Participants will:

- Be given an outline of the transformative process used at Irvington, as well as resources and practical tools used with staff and community members.
- Be shown what data helped to inform the process, including disciplinary data that reflected equity concerns in the disciplinary process.
- Be shown how disciplinary data can help inform classroom instruction and equity practices.

## PRESENTER INTRODUCTIONS

Lisa McCall, Principal Irvington School, PPS

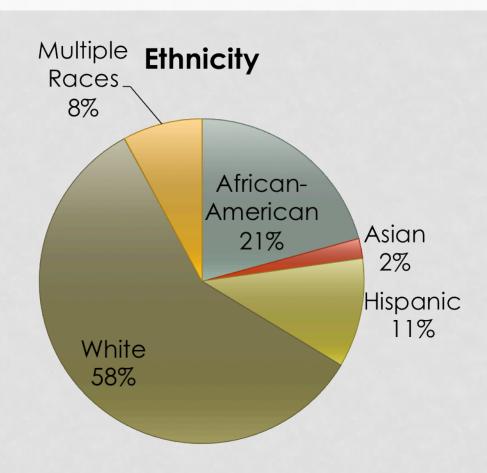
Kathleen Ellwood, Assistant Principal Irvington School, PPS

"It only requires one teacher to ruin a student's career" "The Good Teacher", Sidney Hook

## SCHOOL BACKGROUND

- Irvington School, Portland Public Schools
- K through grade 8
- 493 students
- Teachers of Color- currently 14%
- 33% Free and Reduced Lunch, 3% ESL
- 9% TAG, 16% SPED
- Historic district, gentrification efforts since the 1980s

## **DEMOGRAPHICS**



## **BENEFITS**

- Experienced staff, average of 13 years experience
- Staff does not leave until retirement
- Strong community involvement

## **CHALLENGES**

- Experienced staff, "if it ain't broke, why fix it?"
- Test scores- not comparable to area schools, large achievement gap
- Strong community involvement, "small town" style gossip mill
- Involvement of families of color did not match our demographics
- "White flight" from the middle grades/white families had negative perceptions about students of color

## CHALLENGES: TRANSFER DATA FOR IRVINGTON

5<sup>th</sup> through 8<sup>th</sup> grade students who left Irvington before the start of the school year:

Optimal program size- 180 students (6 classes of 30 students)

2004-2005: 41 students (First year as a K-8)

2005-2006: 34 students

2006-2007: 25 students

2007-2008: 26 students

2008-2009: 56 students

2009-2010: 42 students

2010-2011: 31 students

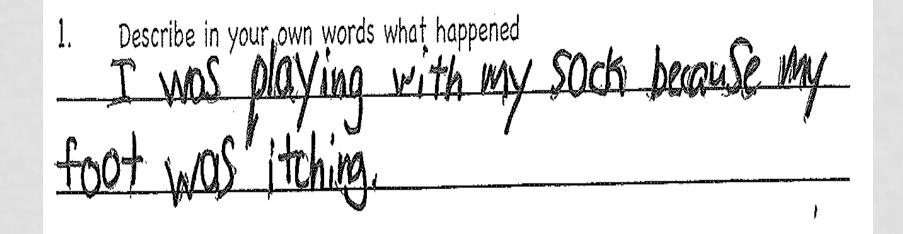
2011-2012: 43 students

## CHALLENGE: PAST DISCIPLINARY PHILOSOPHY

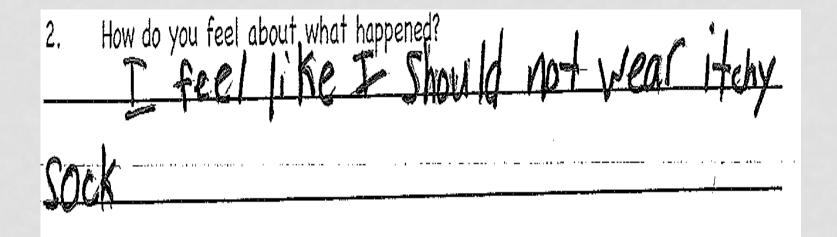
Traditional view that students should be punished for breaking the rules.

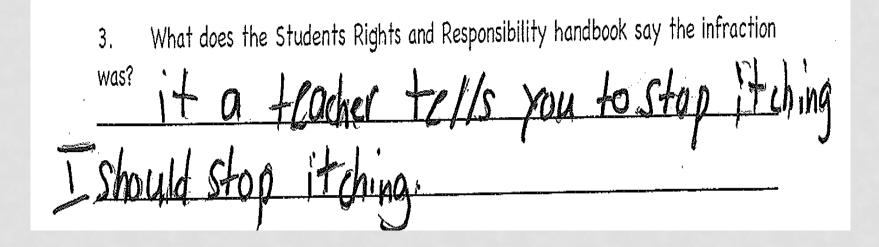
- "Punishment" usually included:
- Time out from instruction
- Time out from preferred activities
- Visit to the office during instruction
- After school detention
- Suspension

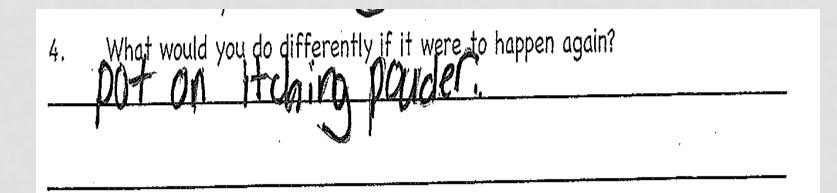
## TIME OUT SHEET EXAMPLE



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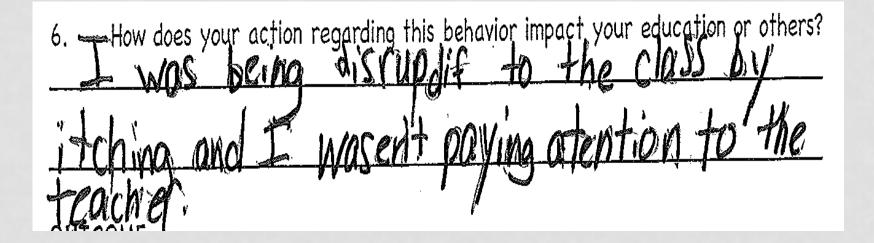






5. What have you learned from this experience?

don't put ON these socks on at school.



## OUR STORY: MULTIPLE STRAND APPROACH

- Strand #1- Equity/Cultural Responsiveness
- Strand #2- Discipline Plan
- Strand #3- PBIS/School Climate Team (Tier 1)
- Strand #4- Student Intervention Team (Tier 2)
- Strand #5- Data Review
- Strand #6- Community Outreach

See Timeline for Reducing Disciplinary Disparities in packet

# STRAND #1: EQUITY BACKGROUND

- PPS "Initiative" to work with Pacific Educational Group and train district employees in "Courageous Conversations" Protocols and culturally responsive pedagogy
- All staff attended Beyond Diversity- 2 day training
- Examine data with a racial/ethnic lens
- Ensure equitable access to education for all students in PPS
- Irvington is a "Beacon" school in this work- one of the 11 schools in PPS to begin whole staff Courageous Conversations in 2009
- 2 hour staff trainings every month, Equity Team, CARE Team, and parent groups

## Courageous Conversations Protocols

#### Four Agreements

#### \* Stay Engaged

Listening for your partners' benefit, not just for your benefit. Modeling the listening behaviors that you seek.

#### \* Speak Your Truth

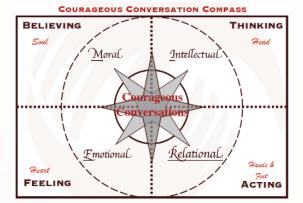
Having the courage to share your experience/perspective <u>and</u> asking questions of your partners that will encourage them to share theirs.

#### \* Experience Discomfort

Searching out experiences/perspectives different from your own. Having the courage to ask your partners to ask questions of you.

#### \* Expect/Accept Non-Closure

Not looking to solve/answer all of the questions. Not looking for <u>the</u> solution/answer. Looking for a different question that will help us to find a different solution.



Courageous Conversation is the utilization of the Four Agreements, Six Conditions and
Compass

in order to **engage**, **sustain** and **deepen** <u>interracial dialogue about race</u>, racial identity and institutional racism;

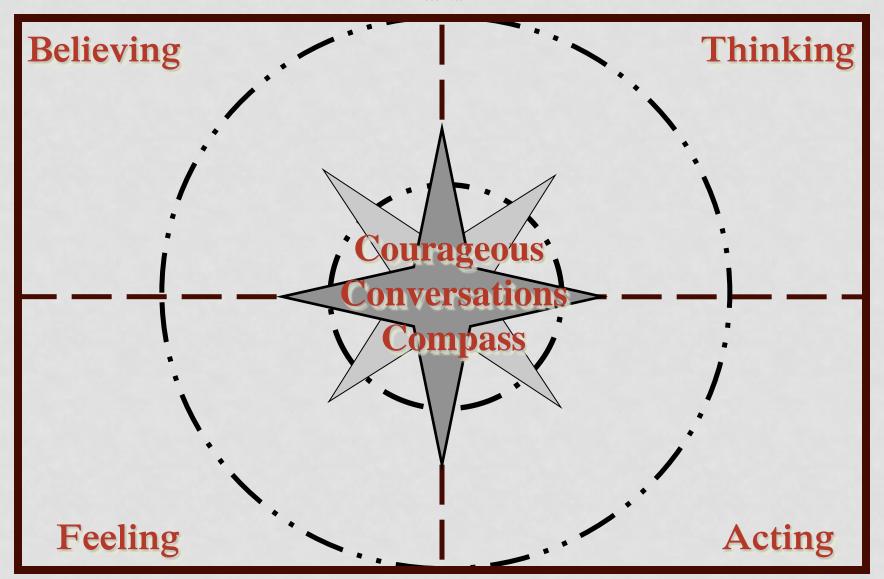
#### Six Conditions

- Focus on Personal, Local and Immediate; What is my own racial experience?
- 2. Isolate Race; What does race have to do with "this"?
- Normalize Social Construction & Multiple Perspectives; My perspective, your perspective, the missing perspective.
- 4. Monitor Agreements, Conditions and Establish Parameters; What parameters do I need to be able to hear the missing perspective?
- Use a "Working Definition" for Race; How is race lived? How I perceive myself and how I am perceived.
- 6. Examine the Presence and Role of "Whiteness"; What does it mean to be White and what impact does it have on my life?

Available from Pacific Education Group

#### "Beyond Diversity"

Introduction to Courageous Conversation and a Foundation for Deinstitutionalizing Racism & Eliminating the Racial Achievement Disparities 2008-2009



# In Their own words... voices of the Irvington community

# STRAND #1: EQUITY OCTOBER 2011/ON-GOING

- Worked with the staff to focus on getting "below the line" information about students during the two hour in-service time
- CARE Team formed- 6 teachers across grade levels began their own action research for equity
- \*"Below the line"-Circumstances/situations that can have a direct effect, positive or negative, on student behavioral and/or academic success

# STRAND #1: EQUITY OCTOBER 2012/ON-GOING

- Staff CARE work began- each staff member chose
   2-3 focal students of color to track throughout the year.
- Staff members worked on culturally responsive lessons for these specific students.
- Families of Black Students group formed
- Courageous Conversations parent group continued

# STRAND #1: EQUITY 3<sup>RD</sup> GRADE CLASSROOM EXAMPLE

Dear Families,

Today day we had an incident I want you to be aware of. One of our white students called a black student a slave. We had a class discussion about how hurtful this was and I hope you will continue to have more discussions at home about race and how comments like this can be very hurtful. Thank you for your support in handling this matter.

# STRAND #1: EQUITY KINDERGARTEN CLASSROOM EXAMPLE

Teacher conversation with a parent about why the one black child in the classroom had not been invited for any playdates throughout the year, even though the other children had weekly or even more frequent playdates.

# STRAND #1: EQUITY WORK EXPANDED TO INCLUDE COMMUNITY

- Irvington Collaborative Action Research for Equity groups (CARE)
- Families of Students of Color
- Courageous Conversations
- Parents for Academically Successful Students (PASS)
- PTA membership becoming more diverse

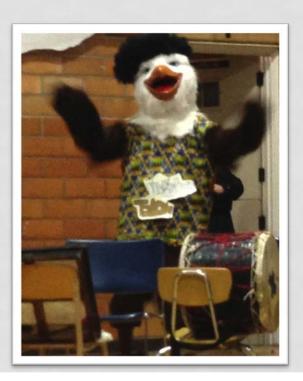
## STRAND #2: DISCIPLINE PLAN

- Behaviors split into Stage 1, 2, or 3 categories
- Guidelines as to where students should physically stay or go
- Positive Supports and Corrective Consequences
- Teacher/Staff responsibilities
- Administrative responsibilities
- Based off of district policy developed in coordination with the Portland Association of Teachers
- WORK IN PROGRESS!

See Discipline Plan in packet

## STRAND #3: PBIS/SCHOOL CLIMATE

- Monthly review of disciplinary data and discussion of school climate concerns
- "Integrity Takes Five" lessons at monthly Spirit Day assemblies
- School shirts with "Integrity Takes Five"





# STRAND #4: STUDENT INTERVENTION TEAM (SIT)

- General education function
- Before students can be referred to SIT, teachers have to show evidence of multiple interventions
- SPED referral cannot occur until other interventions have been tracked and discussed in team meetings and SIT meetings

See SIT Flow Chart in packet

# STRAND #2: DISCIPLINE PLAN CONTINUED WORK

- Focus on the function of behavior
- Individualized approach in designing interventions and consequences
- Staff accountability through conversations- children are not handed off for other staff to "deal with"
- Continued professional development and data review

VERSUS
SOCIAL EXCLUSION

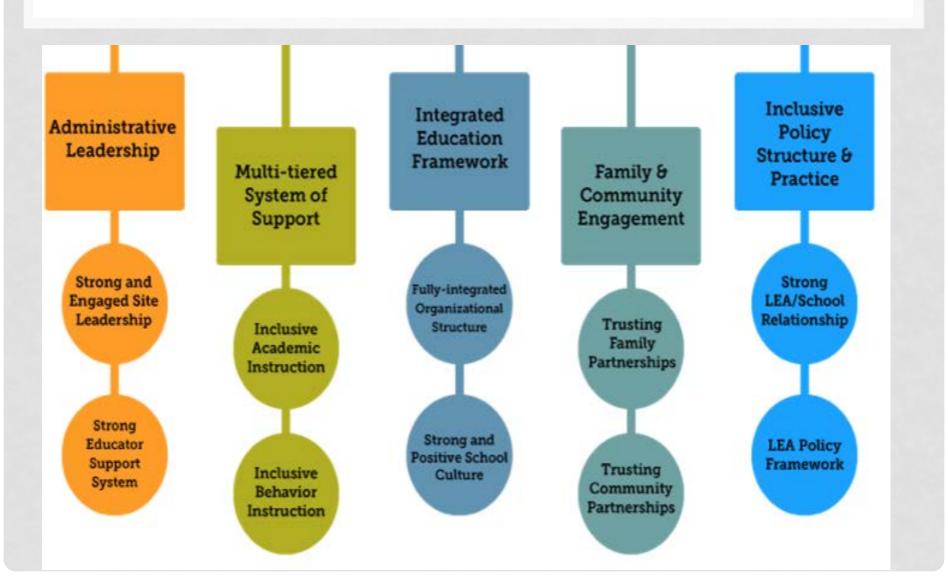
# STRAND #5: DATA REVIEW ON-GOING

- Staff had not been used to reviewing data
- Data review (specific to particular grades) slowly introduced at grade level meetings (K-5), and Team meetings (6-8)
- School-wide data reviewed at staff meetings. Staff participates in problem-solving.

# STRAND #6: COMMUNITY OUTREACH

- Formation of a committee of teachers, parents, and administrators- Irvington Collaborative for Excellence
- Committee purpose was initially to examine why so many students were leaving the school after the 5<sup>th</sup> grade
- Once changes were made, the committee purpose became to unify the school as a K-8 unit
- Parents became part of the solution
- Courageous Conversations protocols used to guide discussions

# NEW STRAND: SWIFT GRANT SWIFT DOMAINS AND FEATURES



## LEADERSHIP TEAM

- Focus on SWIFT Domains aligned with the Successful Schools Framework
- Examination of exclusionary practices and disparities for students of color and students with disabilities
- Movement towards full inclusion
- 1 of 5 schools involved in the SWIFT Grant
- Working with Lewis & Clark University to examine equitable leadership practices using the Leadership for Assessment & Development (LEAD) Tool

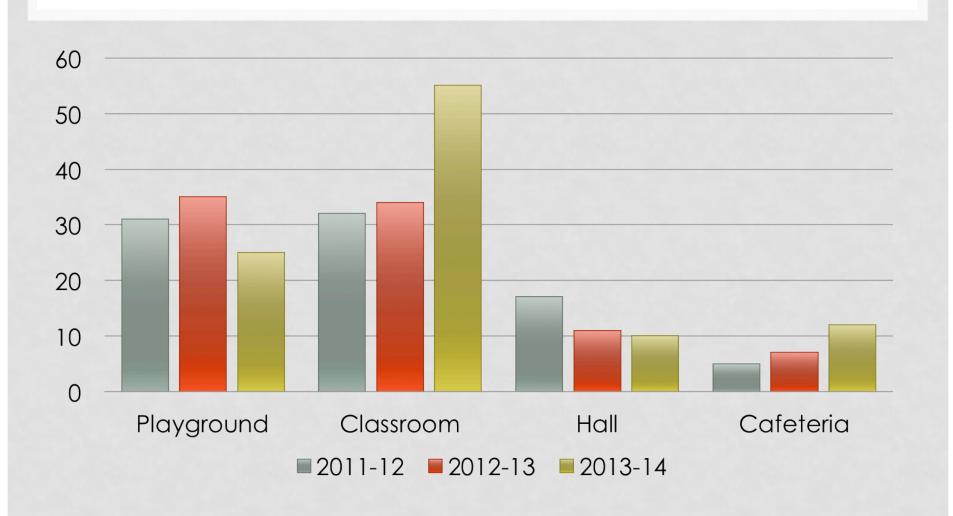
## RESULTS FROM EFFORTS TO DATE

- Disciplinary Data
- Transfer data
- Anecdotal results

## REFERRALS BY TYPE OF BEHAVIOR-READING BETWEEN THE DATA LINES

Type of Behavior	2011-12	2012-13	2013-14
Defiance/Disrespect	22	29	22
Profanity	9	4	7
Bullying/Harassment	5	7	7
Physical Aggression	50	60	43
Theft	3	2	0
Vandalism	10	3	1
Other	7	12	22
TOTAL REFERRALS (Stage 2/3)	106	117	102
# OF STUDENTS WHO RECEIVED REFERRALS (Stage 2/3)	57	48	39

## WHERE ARE REFERRALS HAPPENING?



### DISCIPLINE REFLECTIONS FROM 2012-13

Closer examination of 2012-13 Tier 3 students:
 6 students had a total of 43 referrals
 over 45% of the total referrals

- Halls have improved, but 32% of the referrals were in the playground during lunch recess
- 25 referrals (over 21%) occurred during basketball or another sport

#### DISCIPLINE REFLECTIONS FROM 2012-13

#### Action Taken:

- Examination of Tier 2 supports for struggling students
- Playground rule re-teach opportunities through PE teacher
- Restructuring of the recess/lunch schedule and duty schedule

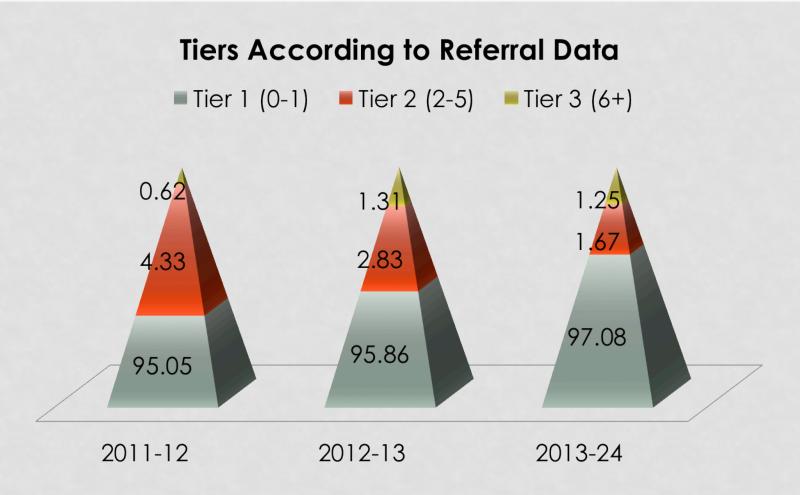
### DISCIPLINE REFLECTIONS FROM 2013-14

- Closer examination of Stage 2 & 3 referrals:
   One grade level had 55 out of the 102 referrals
   54% of the total referrals 12 out of 26 students in that grade
   6 of those students were new to Irvington
- The majority of those referrals occurred in the classroom

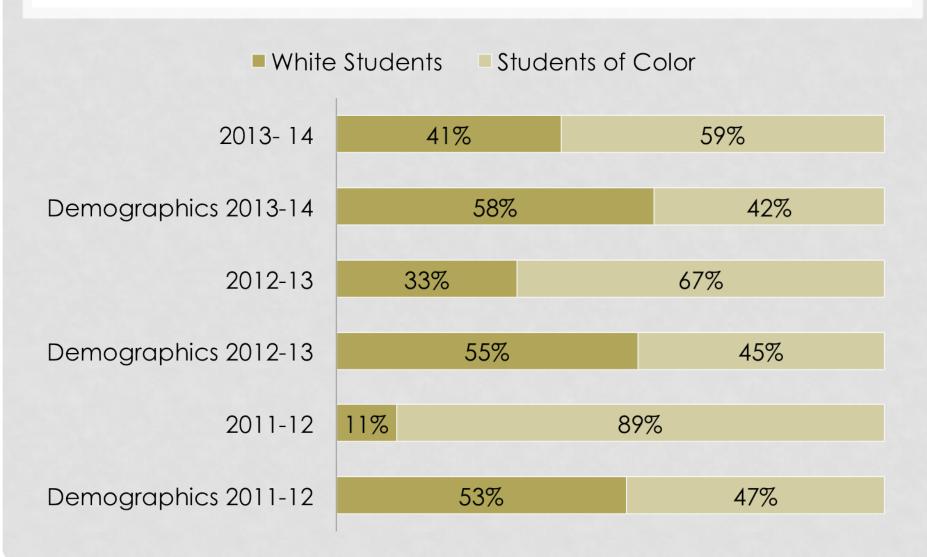
# DISCIPLINE REFLECTIONS FROM 2013-14: LESSONS LEARNED

- Irvington needs to find the balance between being culturally responsive while maintaining high expectations- "below the line" information should be used to support interventions, not as excuses for what students are or are not capable of achieving
- Irvington needs to do a better job acclimating students new to the school so they have an understanding of the established expectations and culture of the school

## PBIS TRIANGLE



## DATA RESULTS % OF REFERRALS BY ETHNICITY



## SUSPENSION DATA

	2011-12	2012-13	2013-14
# of Students Suspended	24	7	5
# of Events Leading to Suspension	35	13	9
Total # of Days Students were Suspended	41	17	17

## IRVINGTON TRANSFER DATA: CHANGE ON THE HORIZON

 In 2011-12, 43 incoming 6<sup>th</sup> graders had transferred out and had put down three options on their transfer forms

"Anywhere but here!"

## IRVINGTON TRANSFER DATA: CHANGE ON THE HORIZON

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2011-2012: 43 students (First year with new leadership)

2012-2013: 18 students

2013-2014: 14 students

2014-2015: 6 students

## ANECDOTAL RESULTS

- Staff understanding of "below the line" information has led to staff members being proactive when a student appears to be struggling
- Staff members report that they are more consistent about writing referrals
- Administration is spending more time working with students before issues occur as opposed to after receiving a Behavior Report
- Fewer students in the hallway during instructional time
- Much calmer during transitions
- Positive comments from parents
- Parents really did get positive phone calls!

## **CHALLENGES**

- Consistent data collection- especially for Stage 1 referrals
- Examine playground supervision and teaching game rules
- Classroom management training reviewed
- Continued work on a better Tier 2 support system

Greatest Challenge: Find a fine balance between being understanding of students while not lowering academic and behavioral expectations

### **NEXT STEPS**

- SWIS or Synergy data shared monthly
- Data used to implement student action plans, common area procedures, etc.
- Continued focus on students of color
- Continued focus on increasing the involvement of families of color and bringing our communities together
- Continued staff classroom management training
- Continued school climate work with community

After two years, our strands are blending together!

## **CONTACT INFORMATION**

Lisa McCall, Principal Irvington School, Portland Public School Imccall@pps.net 503-916-6185

Kathleen Ellwood, Assistant Principal Irvington School, Portland Public School kellwood@pps.net 503-916-6185