



REDUCING DISCIPLINARY DISPARITIES:

A FRAMEWORK FOR CULTURALLY
RESPONSIVE PRACTICES WITH 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

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Irvington School, PPS

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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
- Demographics: Demographics: Asian- 2%, Black-20%,Caucasian- 59%,Hispanic- 11%, Multi-racial- 8%
- Teachers of Color- currently 14%
- 33% Free and Reduced Lunch, 3% ESL
- 9% TAG, 16% SPED
- Historic district, gentrification efforts since the 1980s

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?”
- AYP not met for two years (sub-groups- Black, Hispanic)
- 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

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

Optimal program size- 180 students (6 classes)

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

2012-2013: 18 students (First year with new leadership)

2013-2014: 14 students

2014-2015: 6 studentss

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

1. Describe in your own words what happened

I was playing with my sock because my
foot was itching.

TIME OUT SHEET EXAMPLE

2. How do you feel about what happened?

I feel like I should not wear itchy

sock

WHERE WE WERE: TIME OUT SHEET EXAMPLE

3. What does the Students Rights and Responsibility handbook say the infraction was?

it a teacher tells you to stop itching

I should stop itching.

WHERE WE WERE: TIME OUT SHEET EXAMPLE

4. What would you do differently if it were to happen again?

put on itching powder.

WHERE WE WERE: TIME OUT SHEET EXAMPLE

5. What have you learned from this experience?

don't put on these socks on at school.

WHERE WE WERE: TIME OUT SHEET EXAMPLE

6. How does your action regarding this behavior impact your education or others?

I was being disruptive to the class by
itching and I wasn't paying attention to the
teacher.

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

See Equity Transformation Chart in packet

Irvington K-8 Equity Transformation Plan 2011/2012

SMART Goals	Evidence of Need	Action(s)/ Activities	Specific Plan for Action/Activity	Monitoring Indicators	Results
<p>Staff engages in professional development with the focus on racial equity (structured dialogue, discussion, racial autobiography, book study, action research Staff will focus on culturally responsive teaching in their classroom</p> <p>Staff will analyze who is given office referrals and isolate race. Teachers will follow school disciplinary policies which includes contacting parents and seeking early interventions before writing State 2 referrals</p> <p>Staff will implement PBIS school wide</p>	<p>Irvington students of color as a subgroup did not make Adequate Yearly Progress (AYP) for the 2010-2011 school year</p> <p>2010-2011 discipline data show that students of color, particular black boys have a disproportionate amount of office referrals than their white counterparts</p>	<p>1. Pre-Service 2 hour PD on the school's Equity Plan for the upcoming year. Review results of the Equity survey that staff completed in the spring.</p> <p>2. Create CARE team</p> <p>3. Form a Data or School Improvement Team. Team follows Equity protocols and agreements. Completes a self assessment of strengths and needs</p>	<p>1. E-Team meets on bi-weekly basis and plan PD for Late Opening Wednesdays.</p> <p>2. CARE team members will be selected from E-Team and invite other staff to be on CARE team. Care team will attend 4 CARE Seminars. CARE team will meet to define roles and outline goals for action research. CARE team will select students of focus and research effective culturally relevant strategies and design lesson to support focal students</p> <p>3. During grade level embedded PD; teams will analyze student academic data as it relates to race, language and cultural differences. Disaggregated data for achievement as well as attendance and behavior.</p>	<p>1. Staff is actively engaged in courageous conversations about race. Staff will apply what they are learning to their teaching</p> <p>2. CARE team meets on a monthly basis and works collaborative to research best practices for students of color (focus on how student learns best and emphasis on achievement)</p> <p>3. Teachers are using data to inform their teaching. They are observing interactions of students and journaling what they notice and focus on race</p>	<p>1. Staff is surveyed on how the work around equity has changed or refined their teaching.</p> <p>2. CARE team has met on a monthly basis to plan for peer observations. The team has also met with Equity TOSA s to receive coaching and support.</p> <p>3. E-Team planned and effectively facilitated monthly late opening PD with staff.</p> <p>4. A group of Irvington parents have started meet outside of school to have their own courageous conversations about race in the community</p>

STRAND 1: EQUITY

PPS RACIAL EQUITY LENS



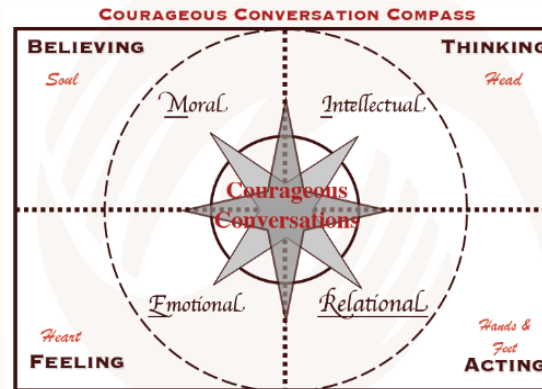
For any policy, program, practice, or decision, consider:

1. Racial/ethnic groups effected/impact?
2. Does program ignore or worsen existing disparities?
3. How have stakeholders been involved?
4. Barriers to more equitable outcomes?
5. How will negative impacts/barriers be mitigated?

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 and 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 the 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 interracial dialogue about race, racial identity and institutional racism;

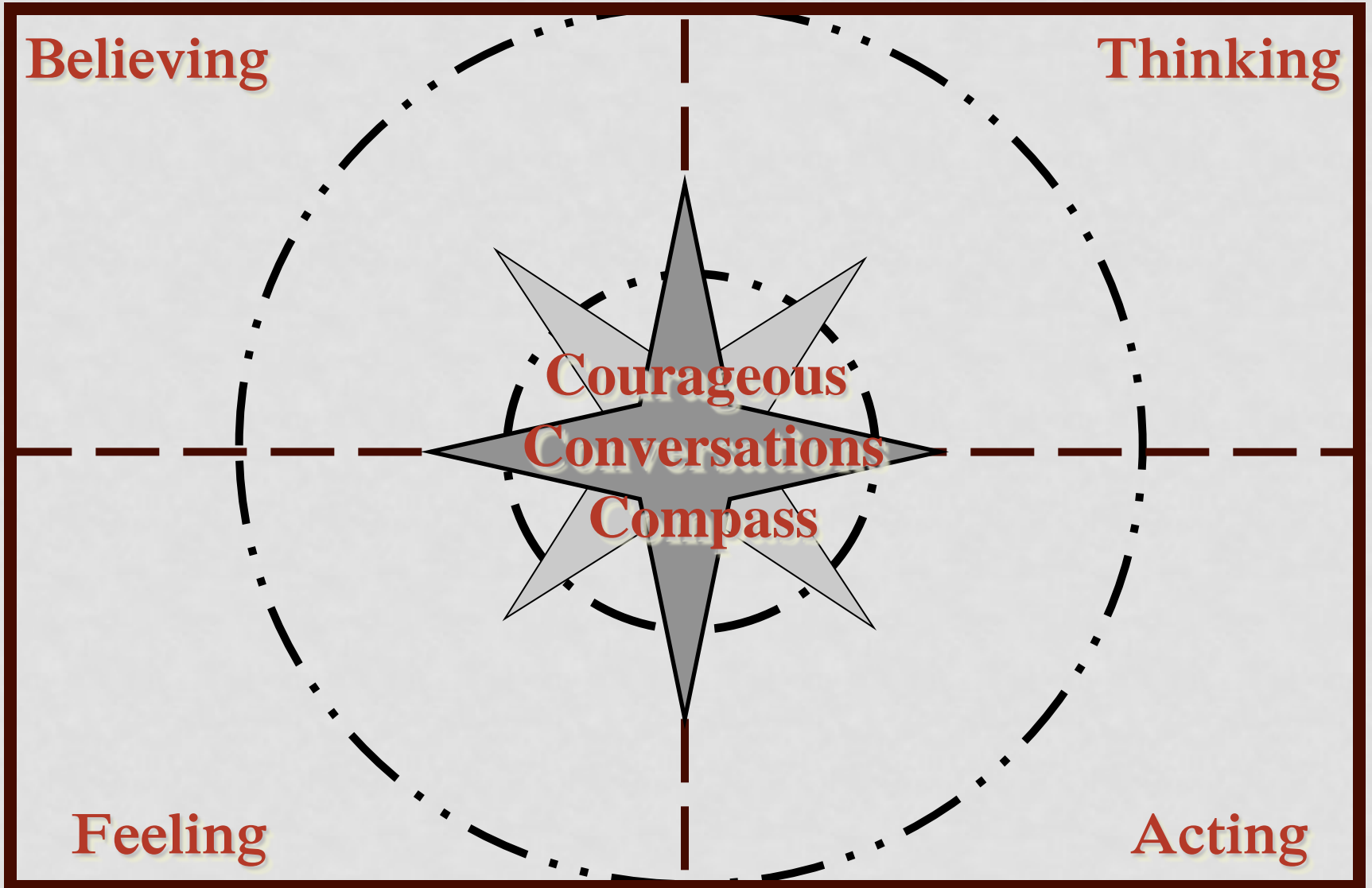
Six Conditions

1. Focus on Personal, Local and Immediate; **What is my own racial experience?**
2. Isolate Race; **What does race have to do with "this"?**
3. 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?**
5. 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?**

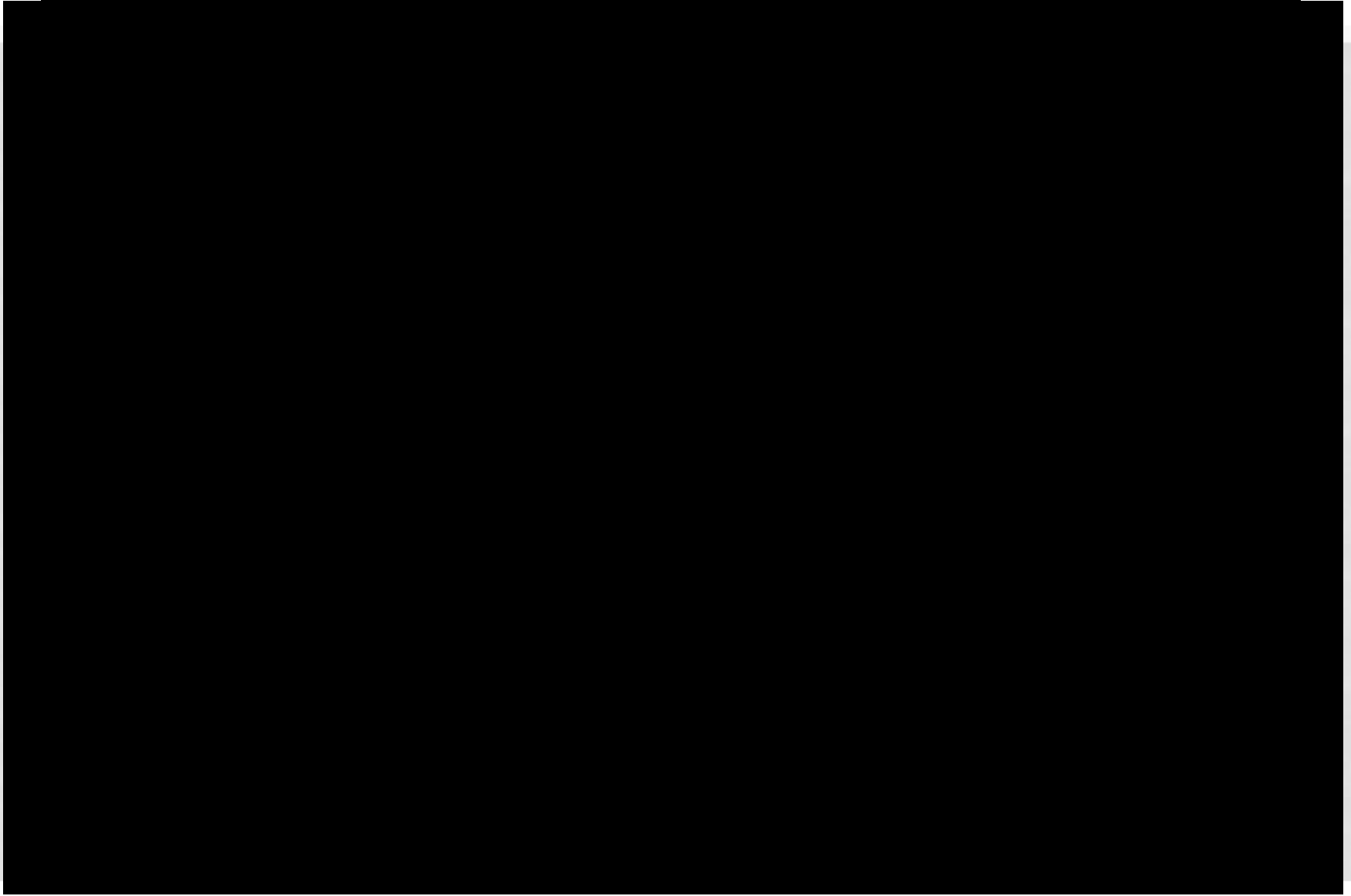
Available from Pacific Education Group

“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

PPS RACIAL EQUITY LENS

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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

3RD 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

EXPANDING 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

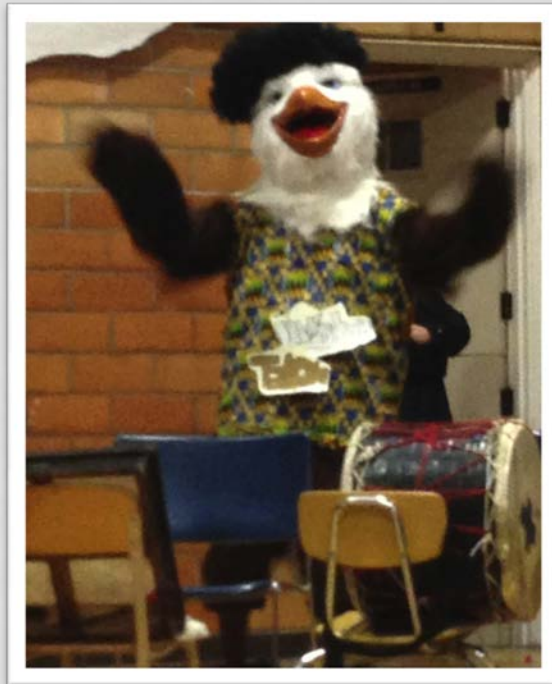
STRAND #2: DISCIPLINE PLAN

- 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

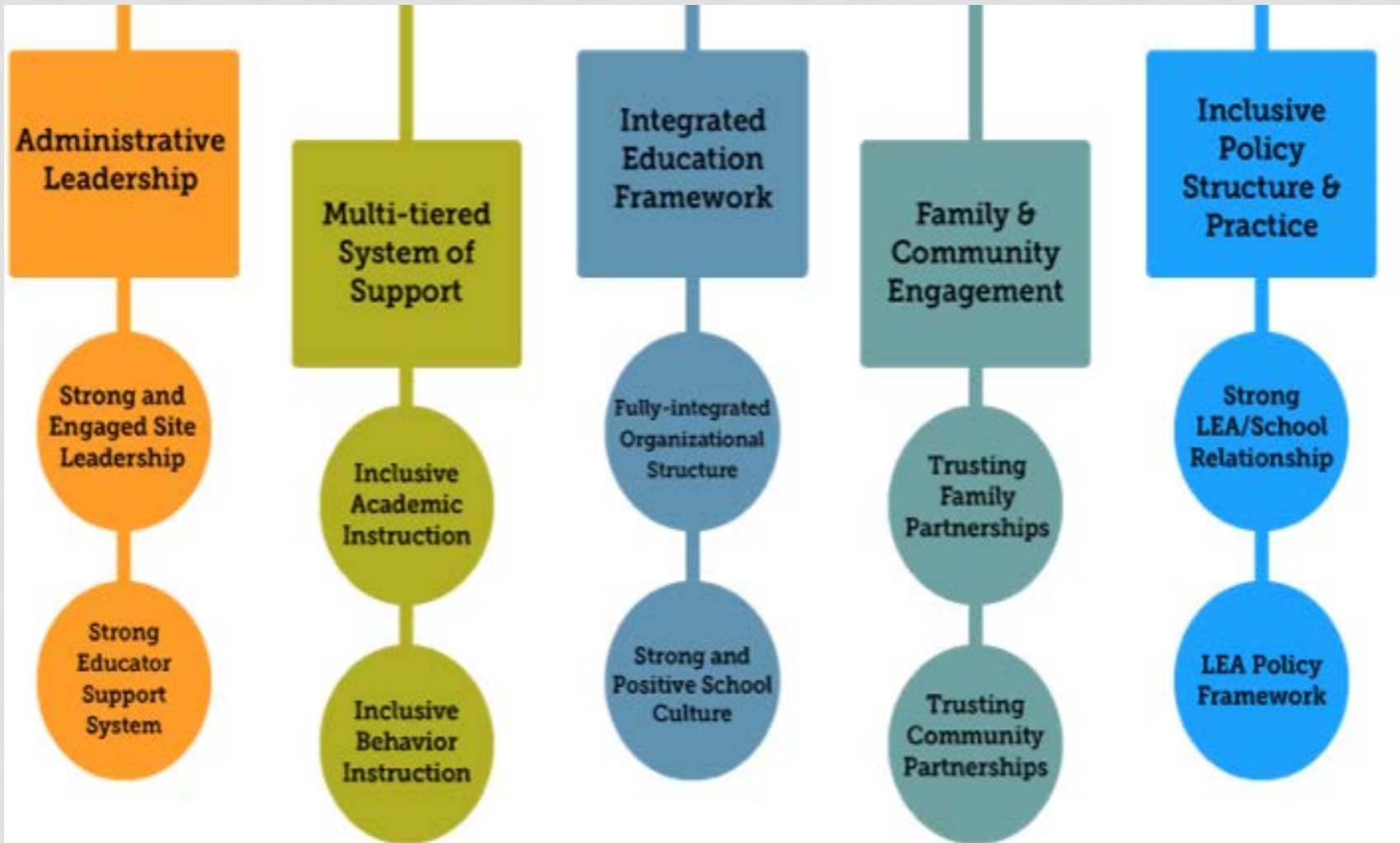
STRAND #5: DATA REVIEW ON-GOING

- 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 5th 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

SWIFT DOMAINS AND FEATURES



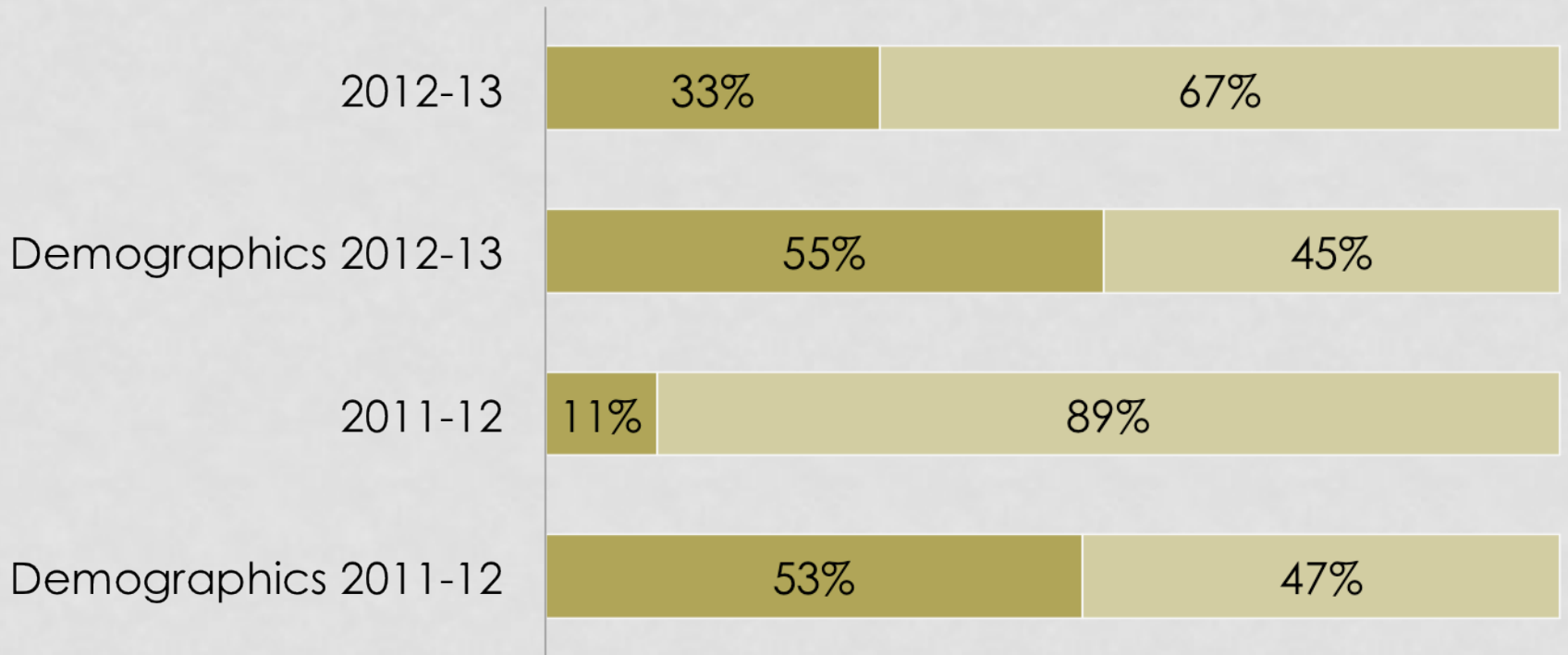
LEADERSHIP TEAM

- 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

DATA RESULTS

% OF REFERRALS BY ETHNICITY

■ White Students ■ Students of Color



SUSPENSION DATA

	2011-12	2012-13	2013-14 (to date)
# of Students Suspended	24	7	1
# of Events Leading to Suspension	35	13	4
Total # of Days Students were Suspended	41	17	2

IRVINGTON TRANSFER DATA: CHANGE ON THE HORIZON

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

“ Anywhere but here!”

IRVINGTON TRANSFER DATA: CHANGE ON THE HORIZON

- In 2011-12, 43 incoming 6th graders had transferred out and had put down three options on their transfer forms
- In 2012-13, 12 incoming 6th graders transferred out, and 11 of them went to an arts magnet school (with no additional options listed)
- For 2013-14, 11 incoming 6th graders transferred out, 10 went to the arts magnet school, and one went to a middle school

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
- 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 with Equity in the middle!

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