

Ensuring Safe and Inclusive Bullying and Harassment Free Schools Equity-Oriented Strategic Planning

South Harrison Schools

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INDIANA UNIVERSITY

SCHOOL OF EDUCATION
IUPUI

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Agenda & Activities

Welcome and Introductions

- Overview of today's session

Positioning the Work

- Review Vision and Goals
- Overview of Key Terms

Context Analysis & Hypotheses

- Examine District Context
- Develop Hypothesis Statements

Objectives and Outcomes

- Review Four Objectives for Goal One
- Develop Outcome Statements

Broad Strategies

- Articulate broad strategies

Next Steps

Equity

Representation

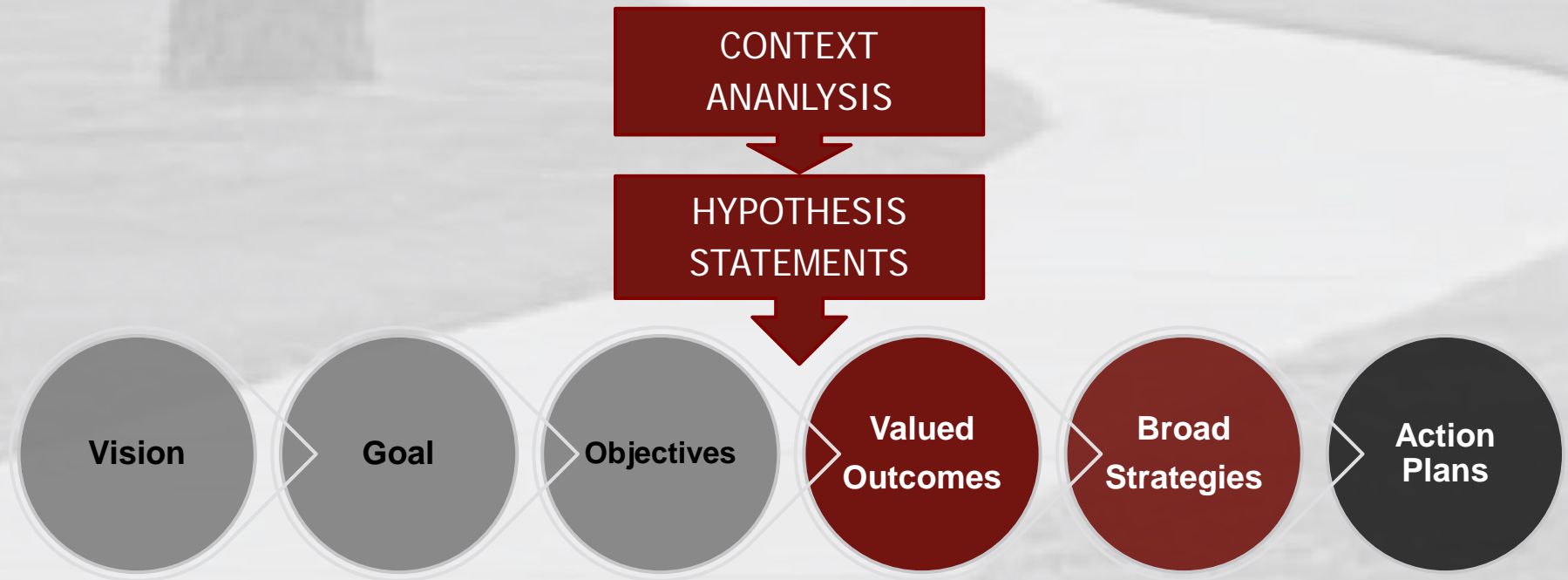
Access

Meaningful Participation

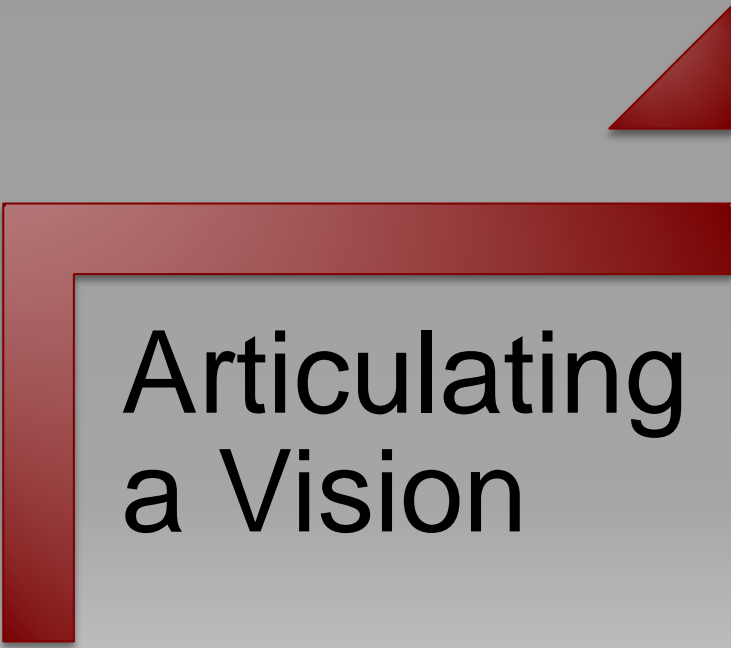
Transformative Change Towards Equity

Transformative change towards educational equity is **systemic** change that **disrupts** and **dismantles** historical legacies of normative **assumptions, beliefs, and practices** about individual characteristics and cultural identities **that marginalize** and disenfranchise people and groups of people.

Pathway to a strategic plan



Great Lakes Equity Center, 2013



Articulating
a Vision



Clarifying
Key Terms

A green road sign with the word "VISION" written on it in large, white, sans-serif capital letters. The sign is tilted slightly to the right and is supported by two wooden posts. The background is a bright blue sky with scattered white clouds. The overall image has a slightly desaturated, high-contrast appearance.

**VISION –
An inspiring image
of the future we want
to create.**

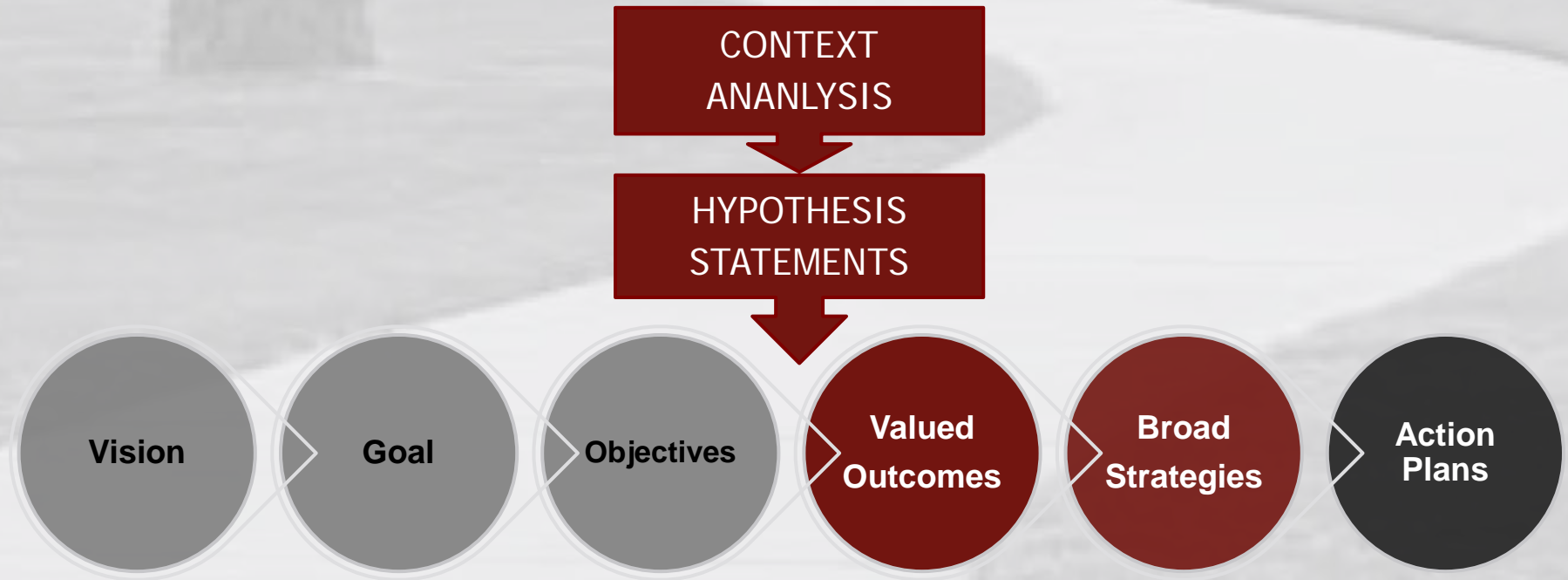
Draft Vision Statement

We envision schools where all students are empowered, inspired, and engaged in equitable, safe and inclusive learning environments.

Great Lakes Equity Center, 2012



Pathway to a strategic plan



Great Lakes Equity Center, 2013

GOAL 1

- *Ensure safe and inclusive learning environments free of bullying and harassment*

GOAL 2

- *Develop and implement a comprehensive communication and engagement plan*

GOAL 3

- *Develop and implement a comprehensive evaluation plan*



Goal One



Ensure safe and inclusive learning environments free of bullying and harassment for every student and adult in the district by 2016.



Key Terms

Safe

Inclusive

Bullying

Harassment

Learning Environments

Hostile Environment

Intimidation

Retaliation

Clarifying Key Terms

Gallery Walk and Write Chat

- Review the definitions placed on each table
- Without talking read each definition, write questions, comments, recommended changes on the paper for each definition

Definitions Discussion:

- Definitions are divided (2 per group)
- Each group review and discuss comments, questions, recommendations for their assigned terms
- Revise definition on new chart paper considering input noted from the Write Chat.

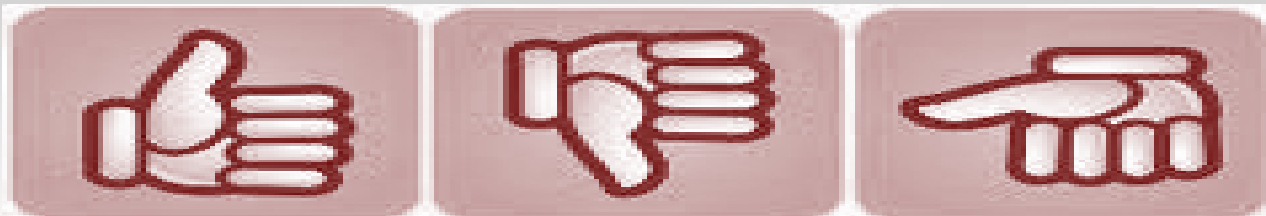
Clarifying Key Terms:

Groups hang revised definitions on wall

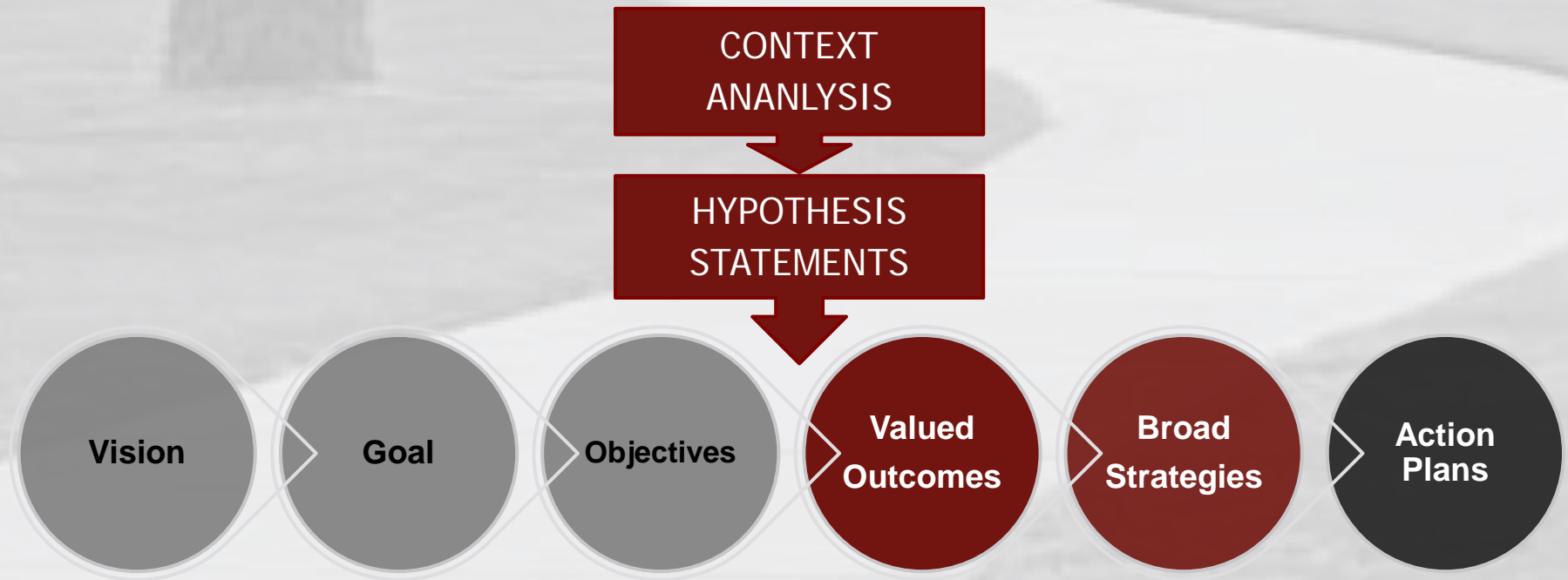
Reporter stand by group's definition and read definition aloud to whole team

Using thumbs up, down or sides ways, team members indicate clarity of terms

Thumbs down on any definition will be placed in parking lot for further refinement by core team



Pathway to a strategic plan



Great Lakes Equity Center, 2012

OBJECTIVE 1.1

- *Addressing Bullying Incidents*

OBJECTIVE 1.2

- *Addressing Harassment Incidents*

OBJECTIVE 1.3

- *Creating Physically Safe Environments*

OBJECTIVE 1.4

- *Creating Inclusive Environments*



Objectives Check-In

- You have one of the four objectives at your table
- Quietly read and discuss, then jot down edits and reflections on the paper (5 MIN)
- We will discuss each objective for no more than TWO minutes



OBJECTIVE 1.1

- *Every school in the District has a comprehensive plan for preventing, addressing, and monitoring instances of bullying that reflects sound, research-based practices, by the beginning of the 2014-15 school year.*

OBJECTIVE 1.2

- *Every school in the District has a comprehensive plan for preventing, addressing, and monitoring instances of harassment that reflects sound, research-based practices, by the beginning of the 2014-15 school year.*

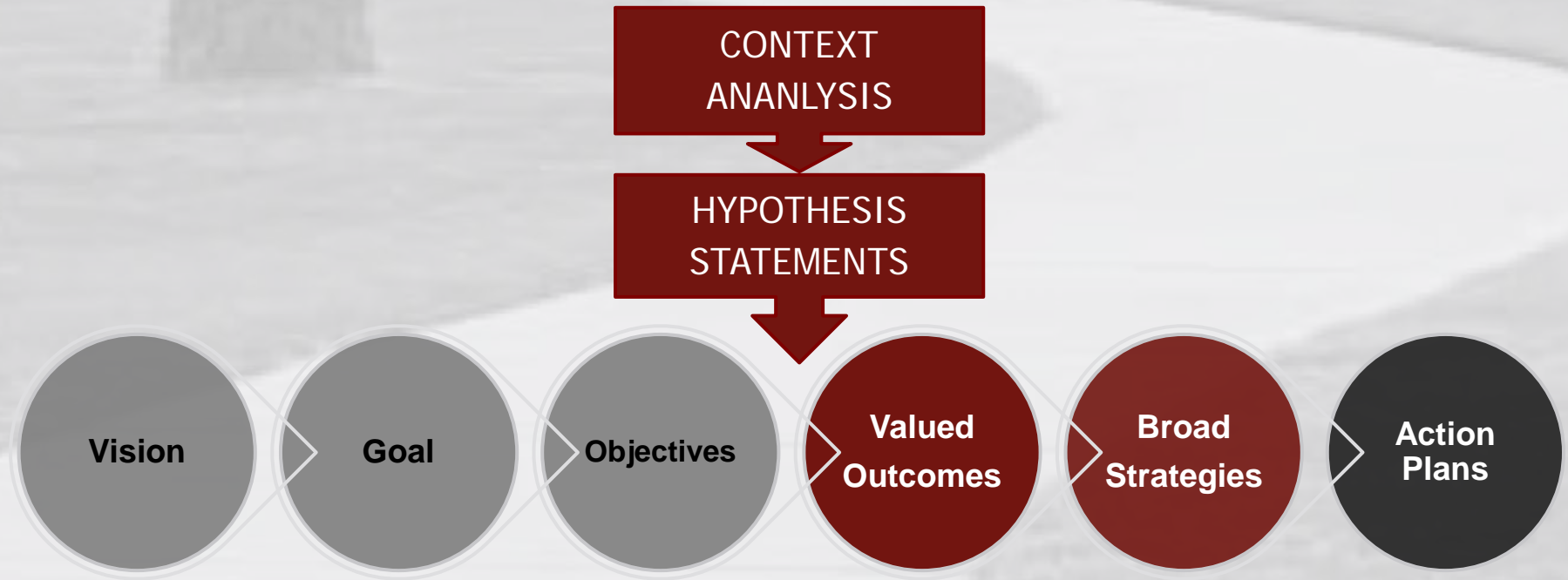
OBJECTIVE 1.3

- *Every school in the District establishes behavioral expectations and environmental conditions that safeguard the physical wellbeing, particularly related to acts of physical violence, of all children and adults in the learning community by the end of the 2014-15 school year.*

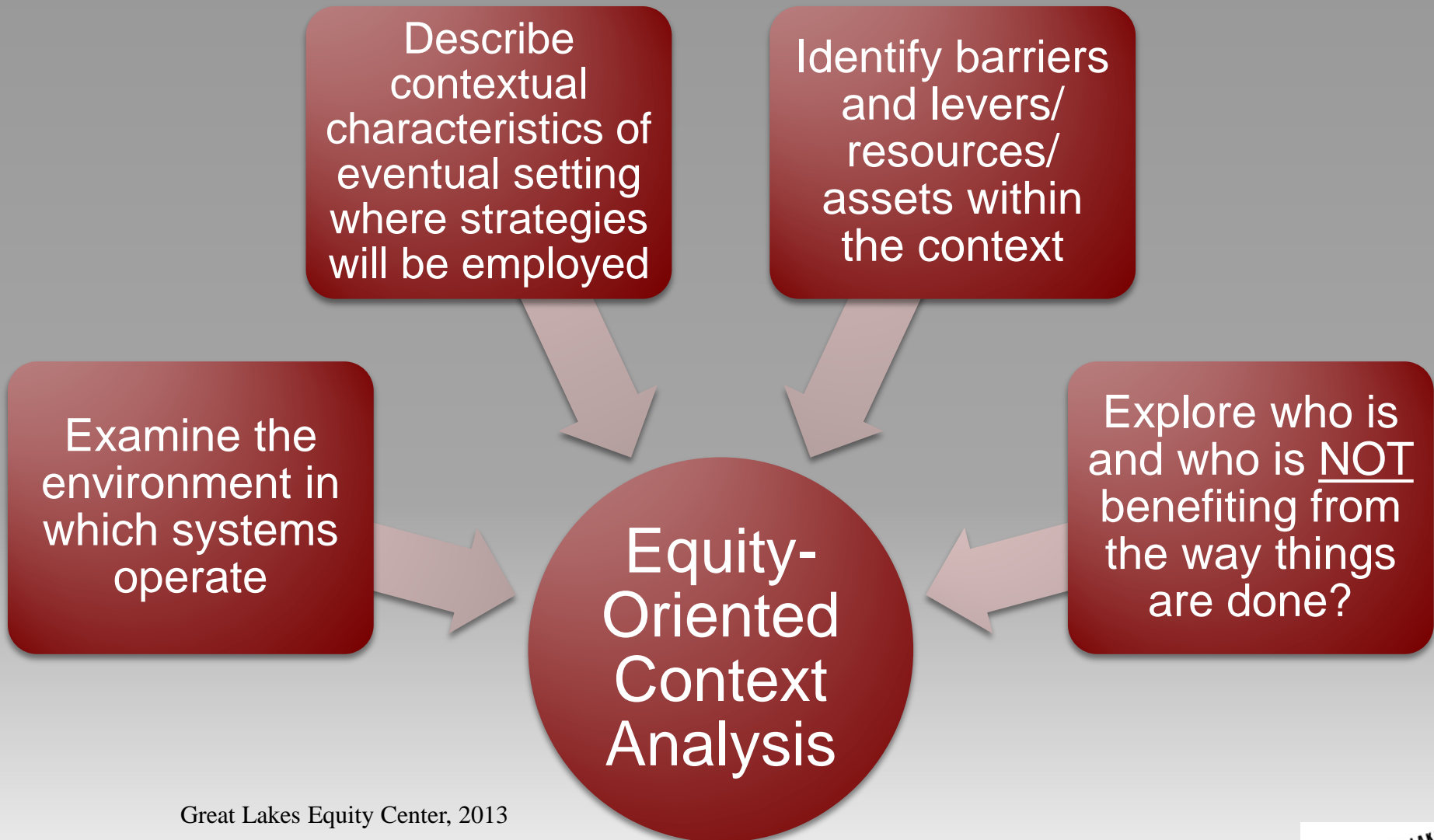
OBJECTIVE 1.4

- *Every school in the District establishes expectations for behavior and conduct, and the physical environment that ensure every child and adult feel they belong to a learning community that values and appreciates them, in terms of their physical characteristics and personal identities, by the end of the 2014-15 school year.*

Pathway to a strategic plan



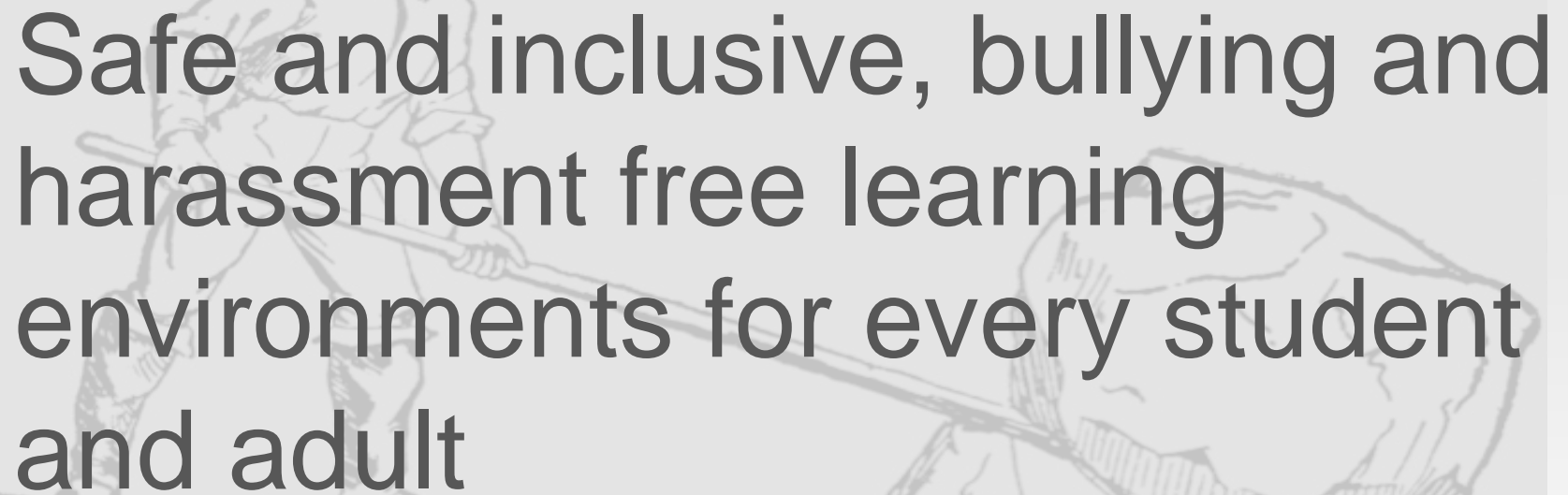
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Equity-Oriented Context Analysis: Identifying Rocks and Levers



Safe and inclusive, bullying and harassment free learning environments for every student and adult

Technical

- Related to solving specific and direct programmatic or problems of practice in the organization

Technical Questions

Are teachers implementing the new math curriculum with integrity?

What intervention programs have been used in the middle school for struggling students?

Contextual

- Related to the underlying beliefs, patterns of practice, traditions and norms that afford and/or constrain equitable practices.

Contextual Questions

What may be some organizational norms and practices that may be contributing to this tension?

What do you think about the backgrounds of the families and staff that might shed some light on the situation?

How have school traditions and/or policies affected the situation?



Critical

- Underlying beliefs and practices that marginalize specific groups and privilege others.

Critical Questions

Whose interests are being served well by our system and whose are not?

What is it about our people, policies, and practices that is advancing some and not others?

How do we ensure the voices and perspectives of historically under-represented groups are included?

Equity-Oriented Context Analysis:

Goal: The district will have a 95% attendance rate for all students

Barriers:

- Although, the district has instituted a student and family partnership program, students, staff and families report that the climate in some schools is oppressive to students and alienating to parents
- The instructional practices utilized by many of our teachers lack relevance and rigor; students report being disengaged by class instruction
- Students of color, students from low ses communities and student with disabilities are disproportionately affected by the district's zero tolerance discipline policy and are suspended and expelled from school for non-violent behavior infractions

Contextual

Technical

Critical

Equity-Oriented Context Analysis:

Goal: The district will have a 95% attendance rate for all students

Leverage Points:

- Strong student leadership programs at two schools
- District partnership with local family and community center
- Corporate partnership with Eli Lilly
- Collaborative partnership with local university

Equity-Oriented Context Analysis Group Work

Assign Roles: Divide into 3 groups and assign Recorder/Reporter, Timekeeper and Facilitator

Draw a T chart on chart paper and label one side “Technical, Contextual or Critical Barriers” depending on your assigned barrier and the other side “Leverage Points/Resources”

List barriers and leverage points related to your group’s assigned area on chart paper.

Post T charts on wall



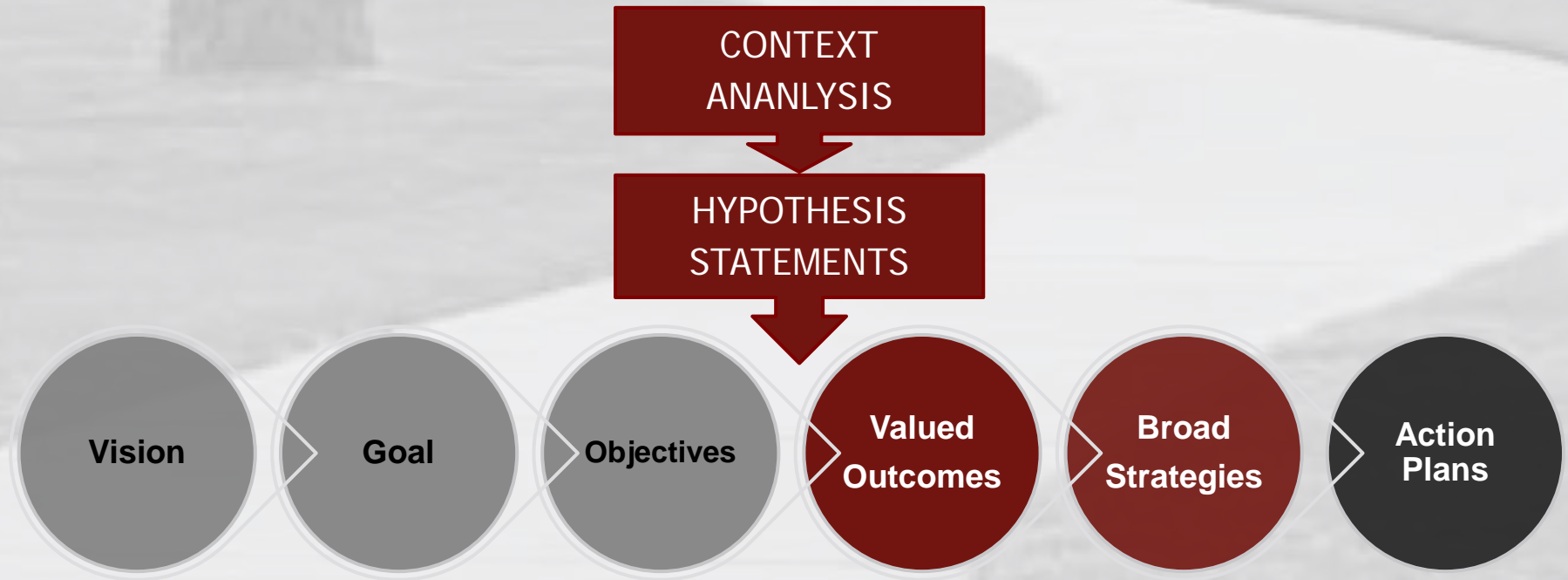
Prioritizing Barriers to Address

Each group hang T Chart on wall

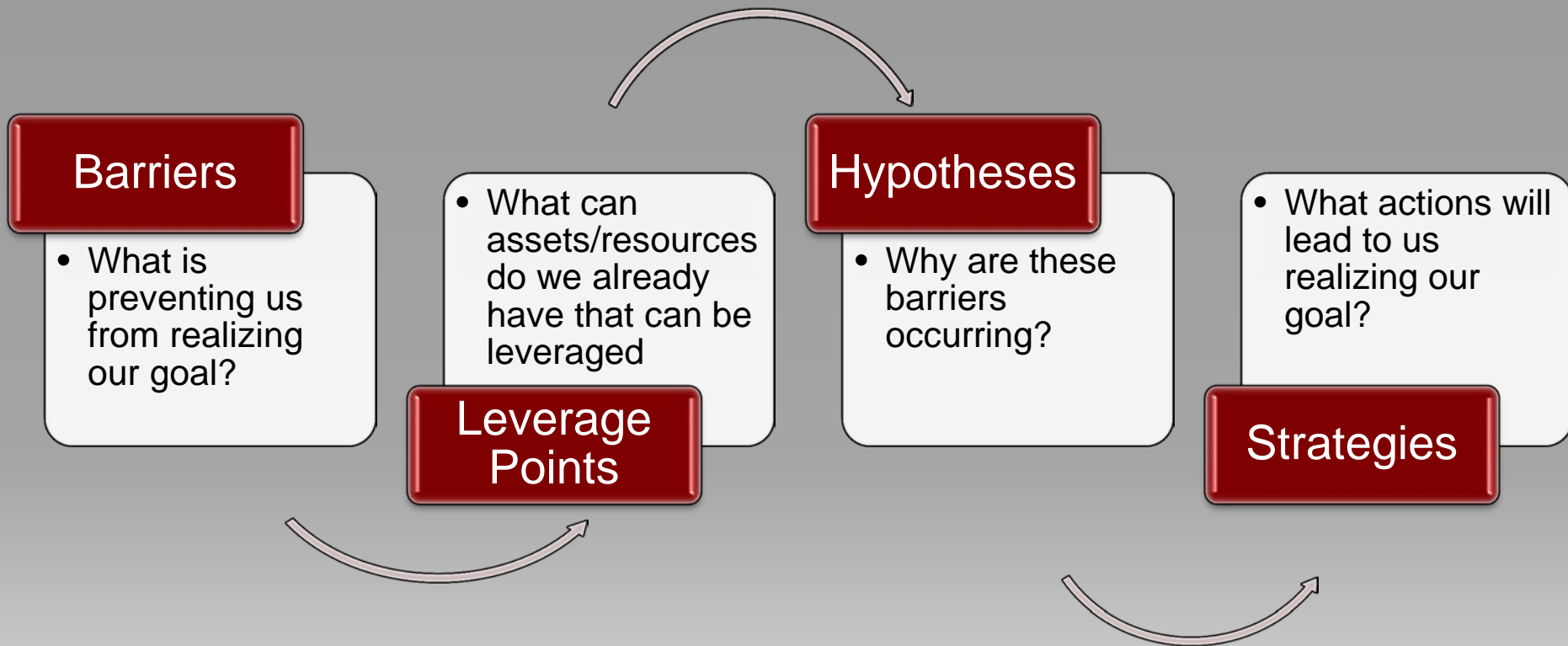
For each area, write 1, 2, or 3 for selected barriers indicating level of priority to address

Top 5 barriers with the highest number selected as priority areas to address

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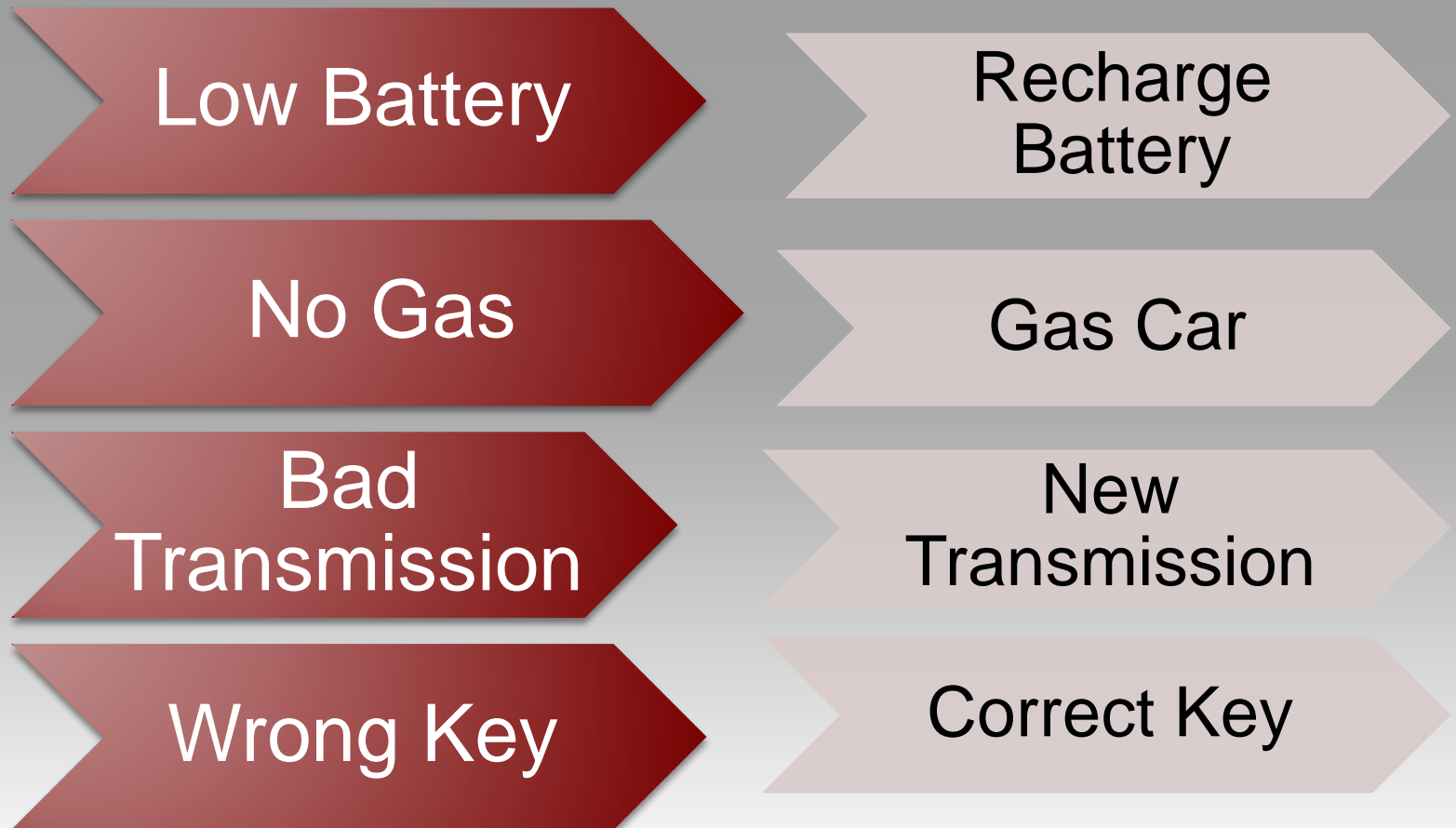


A hypothesis is ...

A data-based deduction about why the problem is occurring.

Strategies matched to the hypothesis NOT the problem

Problem: Car won't start



Four basic hypotheses:



Equity-Oriented Context Analysis:

<ul style="list-style-type: none"> Barriers 	Hypothesis	Action Domains
<ul style="list-style-type: none"> Students of color, students from low ses communities and student with disabilities are disproportionately affected by the misuse of the district's zero tolerance discipline policy and are suspended and/or expelled from school for non-violent /non-serious behavior infractions The instructional practices used by secondary teachers lack relevance and rigor; students report being bored and disengaged by class instruction Schools have not implemented the district's family-school partnership program designed to encourage family school connection and improve student attendance 	<ul style="list-style-type: none"> <u>Expectations have not been made clear</u> that schools should use discipline practices that allow educators to address disciplinary matters as opportunities for learning and to reserve exclusion for only the most serious offenses Teachers in schools A, F, and G <u>do not have the skills</u> to implement effective instructional practices that engage students in high level learning. The staff in schools A, F and G <u>are not motivated</u> to implement the family – school partnership program with fidelity. 	<p>Policy and Procedures</p> <p>Professional Development</p> <p>Accountability</p>

Hypothesis Determination

For each prioritized barrier, determine a likely hypothesis for why the barrier exists

- In groups, assign roles (i.e. facilitator, recorder/reporter, timekeeper)
- Examine the barriers and determine the hypothesis/es for each barrier
- Write an hypothesis statement for each barrier
- Post hypothesis statements

Hypotheses Consensus

“Thumbs Up” if you agree with the hypothesis



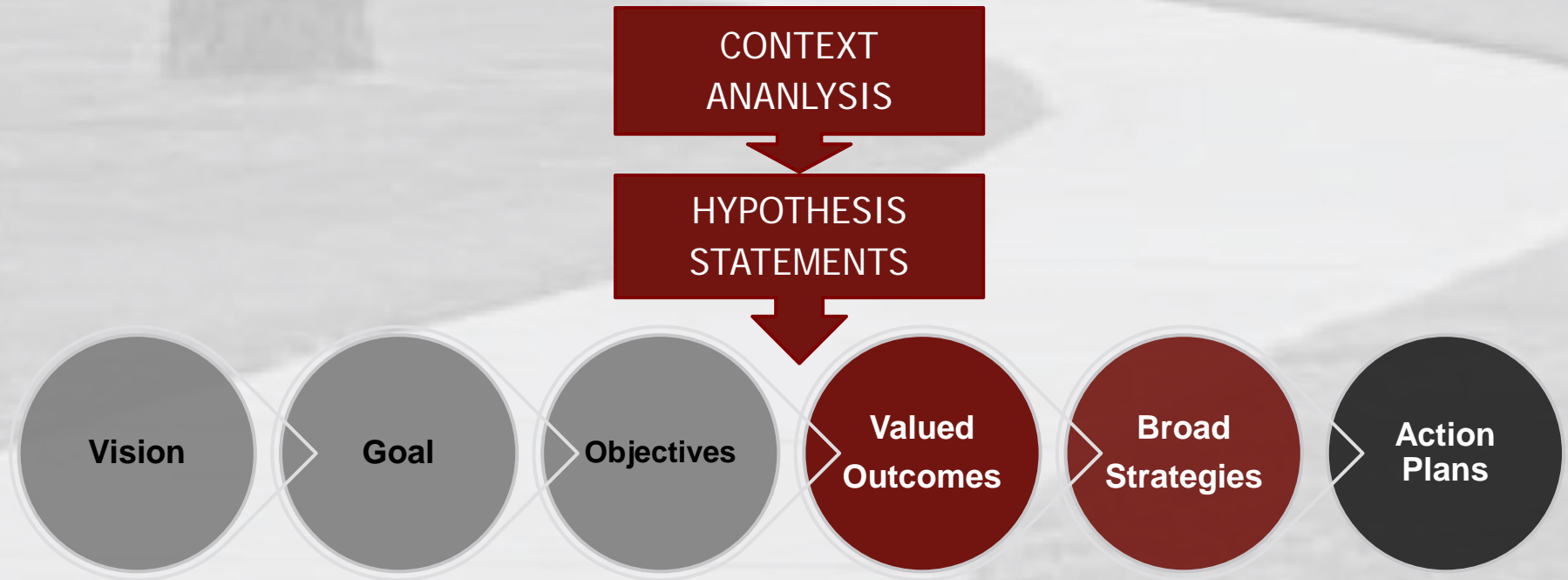
“Thumbs sideways” if you’re not sure if you agree



“Thumbs Down” if you disagree; all Thumbs Down will be discussed



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Beginning at the End...

Outcome

Short- or mid-term effects resulting from a strategy being accomplished

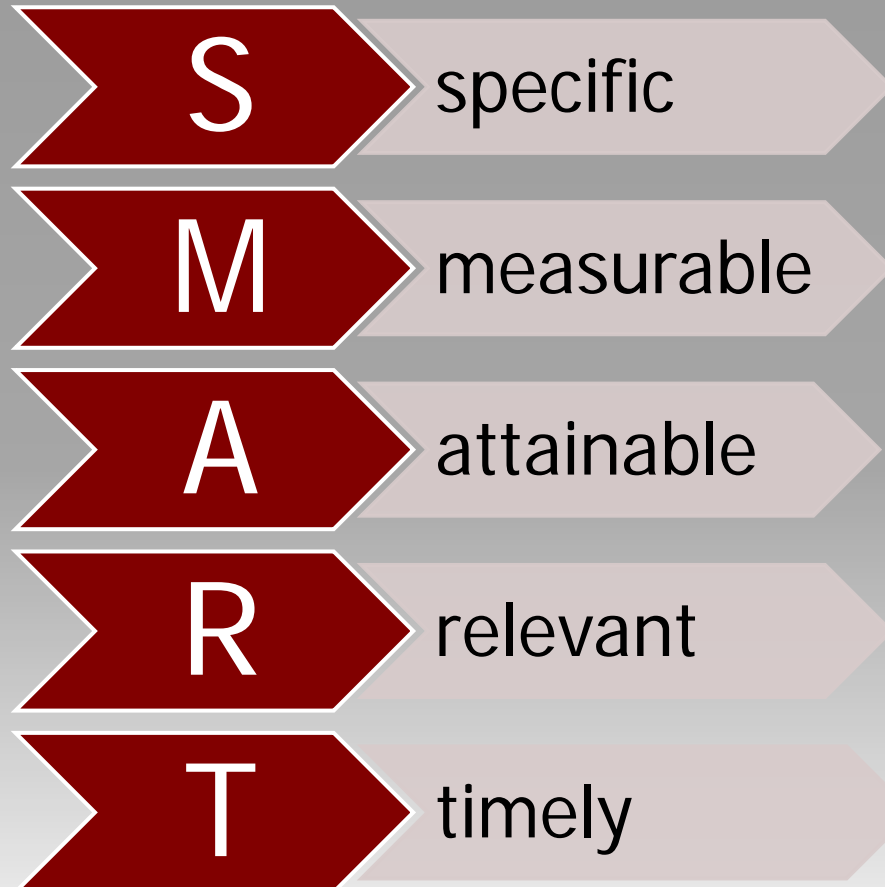
Changes in...

- Knowledge
- Skills
- Practice / Performance
- Policies
- Structures

What does it...

- Look like
- Sound like
- Feel like

Writing SMART Outcome Statements



Example Outcome Statements

- 90 percent decrease in exclusionary disciplinary actions for non-violent/non-serious behavior infractions
- Almost all (95%) of secondary teachers will demonstrate proficiency in implementing the Rigor/Relevance Framework by the end of 2015
- By the end of 2014 80% of students, families and staff will indicate significant improvement in school culture and climate on the district's annual school climate survey in schools A, F and G



Articulating Outcome Statements

For each objective, define what results you would like to see, feel and hear on the ground

- In small groups assign roles (i.e., facilitator, recorder/reporter, timekeeper)
- For each hypothesis determine valued outcome (s)
- Utilize the SMART criteria to draft outcome statements
- Indicate during posting whether the outcome is a short (within 6-12 months or long term outcome (2-3 years))



Outcome Gallery Walk

1st

Read each statement and determine agreement of long term or short term placement

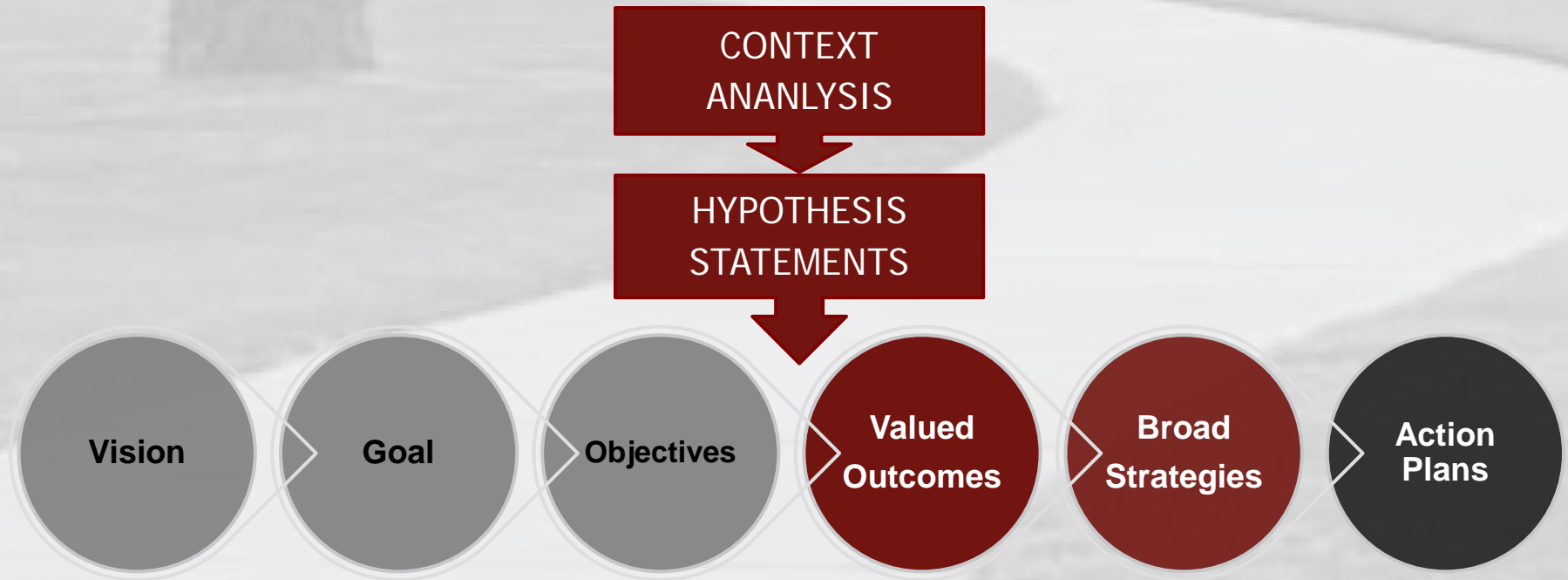
2nd

Write any comment, question, or feedback you have regarding the outcome statement

3rd

Read each statement draw a green or red dot indicating level of agreement with the outcome

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Broad Strategies



What methods and actions must be employed to accomplish the outcomes?



Which office/s will lead the planning and implementation efforts for each strategy?

The reciprocal influence of outcomes, objectives and strategies



Strategy Statements

Keeping Equity in Mind

**Equity
ensures**

- Access
- Representation
- Meaningful Participation

Broad Based Strategies:

Hypothesis	Outcomes	Broad Based Strategies
<ul style="list-style-type: none"> Expectations have not been made clear that schools should use discipline practices that allow educators to address disciplinary matters as opportunities for learning and to reserve exclusion for only the most serious offenses (Policy & Procedures) Teachers in schools A, F, and G do not have the skills to implement effective instructional practices that engage students in high level learning. (Professional Development) The staff in schools A, F and G are not motivated to implement the family –school partnership program with fidelity (Accountability & Professional Investment) 	<ul style="list-style-type: none"> 90 percent decrease in exclusionary disciplinary actions for non-violent/non-serious behavior infractions Almost all (95%) of secondary teachers will demonstrate proficiency in implementing the Rigor/Relevance Framework by the end of 2015 By the end of 2014 80% of students, families and staff will indicate significant improvement in school culture and climate on the district’s annual school climate survey in schools A, F and G 	<ul style="list-style-type: none"> Revise and disseminate district discipline policy by spring board meeting Develop multiple professional development pathways to support teachers in learning and implementing the Rigor/Relevance Framework by the end of 2015 Revise administrator evaluation process to include assessment of school culture by the September Cabinet meeting

Broad Strategies

In your table teams:

- Review the assigned hypothesis and leverage points
- Based on the hypothesis and using the SMART criteria, draft one or two high level strategies that have a strong probability of achieving the prioritized valued outcomes defined on chart paper
- Draft any additional actions not included in the hypothesis but necessary for achieving the outcomes

Broad Strategies: Whole Group Consensus

SU,HU,PU

Review each strategy

- Keep in mind the district's capacity and spheres of influence, assess each strategy for viability

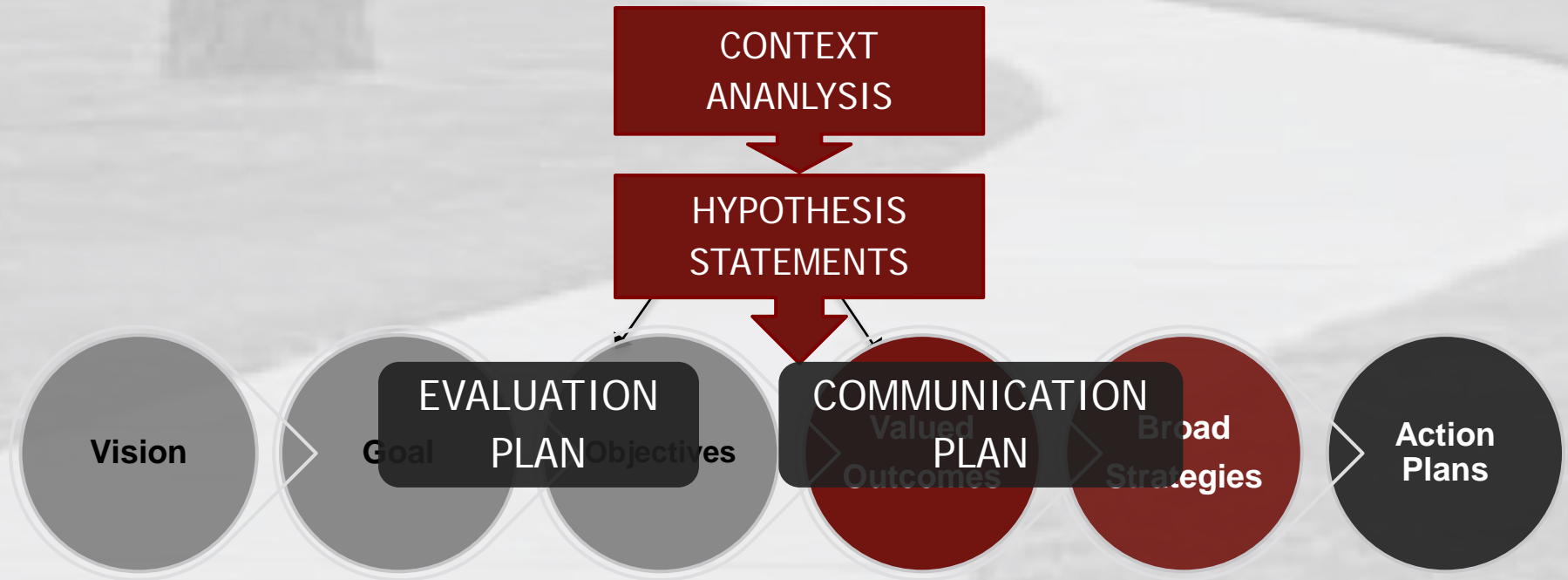


Draw a plus sign by the strategies that you think should be kept

- Draw a delta sign by strategies that you think should be changed or eliminated

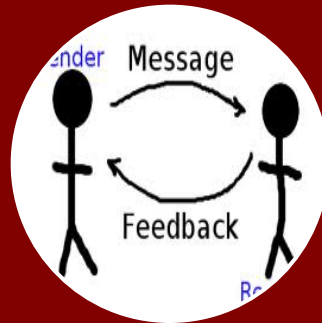


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Goal Two



Develop and implement a comprehensive communication and engagement plan related to the district-wide initiative for ensuring safe and inclusive, bullying and harassment free learning environments

Goal Three



Develop and implement a comprehensive evaluation plan to monitor and evaluate the district-wide initiative for ensuring safe and inclusive, bullying and harassment free learning environments.



Next Steps

Core Team Complete Strategic Planning Process for Goals two and three

School Administrators use Process to Integrated School-level Strategies in the School Improvement Plans

Core Team Oversees Implementation, Monitoring and Evaluation of District Initiative



Post Session Questionnaire



Help us improve our
process by sharing
your feedback!

For questions regarding the
tool and or process
contact:
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The contents of this presentation were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



References

Mulligan, E. M., & Kozleski, E. B., (2009) *A framework for culturally responsive cognitive coaching in schools*. NIUSI -LeadScape. Retrieved from http://www.niusileadscape.org/docs/FrameworkCulturally_Web_031810.pdf

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