

NYSSBA's 2023
Leadership in Education Event

The Desmond Hotel



WELCOME



NETWORK: IHG Connect
PASSWORD: ALBDH

Recommendations for Reforming School Discipline

Presenters:

Dr. Sean Massey, Associate Professor Women's, Gender & Sexuality Studies Program, Binghamton University

Regina Armstrong, Superintendent of Schools for Hempstead Union Free School District

Dr. Heather Lyon, Assistant Superintendent for Curriculum / Instruction & Technology for Lewiston-Porter Central School District

Moderator: Angelique Johnson-Dingle, Deputy Commissioner for P-12 Support - NYSED

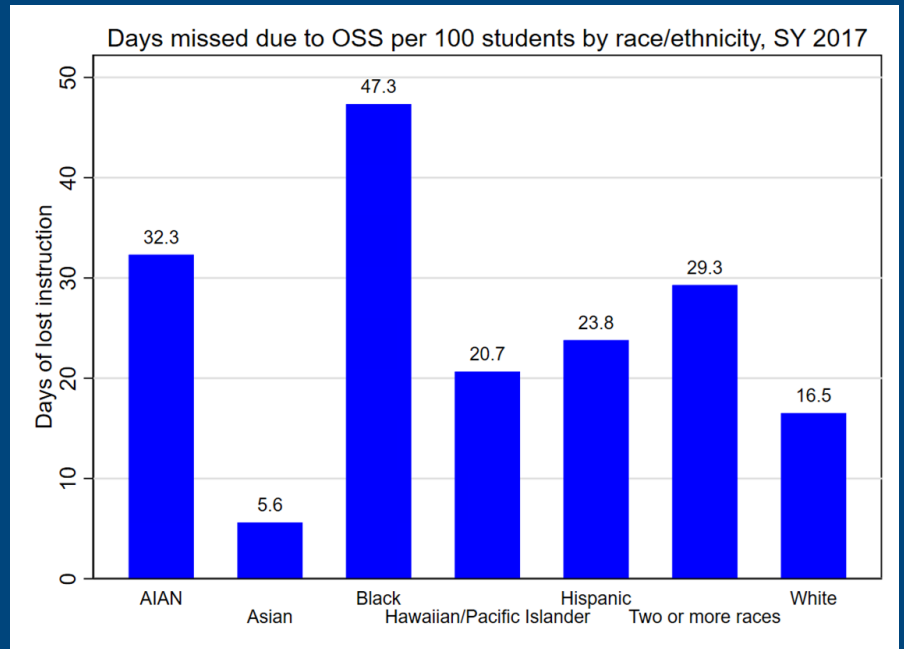


On average, 23 days of instruction are lost due to OSS, per 100 students. But there are large disparities by student race/ethnicity

The Case of New York

Civil Rights Data Collection

Source: Ryberg, R. (2021). School Discipline in New York, 2011-2017: A Presentation to the New York State Education Department Safe Schools Task Force. Child Trends: Bethesda, MD.



Safe Schools Task Force Recommendations for Reducing Disparities In and Reforming School Discipline in New York State: Goals & Themes



Exclusionary discipline:

- has long-term, cumulative negative effects, especially on our students of color and students with special needs.
- does nothing to solve the underlying issues or root causes.

Reforms must be made throughout the entire educational system.

Permanent directed funding must be allocated through the Budget process



Task Force Recommendations: Goals & Themes



Cross-agency collaboration between the Executive, Legislature, school leaders, and families.



Restrict use of exclusionary discipline with our youngest students; limit use for subjective minor infractions; limit the length of suspensions.



School policy and practice must shift from punitive structure to helping students learn from their mistakes, providing proactive & supportive alternatives to keep students in class.



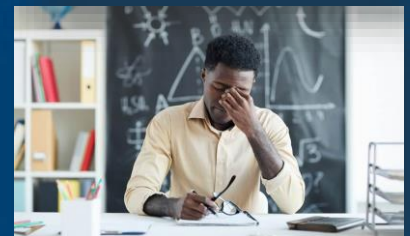
Schools must collect data to measure positive interventions, effectiveness of strategies in reducing disparities.



Educators must be supported beginning with staff preparation programs and continuing through in-service professional development.



Unprecedented, social and psychological impact of the pandemic



Racial Disproportionality: In-School and Out-of-School Suspensions in Public Middle, Junior-Senior High, and High Schools in New York State

Sean G. Massey (*presenting*) and Mei-Hsiu Chen
Binghamton University

Richard A. Kauffman, Jr.
SUNY Oneonta

Wangshu Tu
Carleton University

BINGHAMTON
UNIVERSITY
STATE UNIVERSITY OF NEW YORK



Methods

- Data were acquired through a Data Use Agreement (DUA) between NYSED and Binghamton University.
- To be included, schools had to report enrollments, in- and out-of-school suspensions, student economic disadvantage and disability status for the 2018-2019 school year.
- Integrated NYSED data (i.e., school enrollments, in- and out-of-school suspensions, student and staff demographics, classroom size) with Census Data on school enrollment zones and community characteristics.
- Created multivariate multilevel logistic regression models to assess racial disproportionality in exclusionary discipline, while accounting for the possible influence of other student, school, and community variables.

Methods

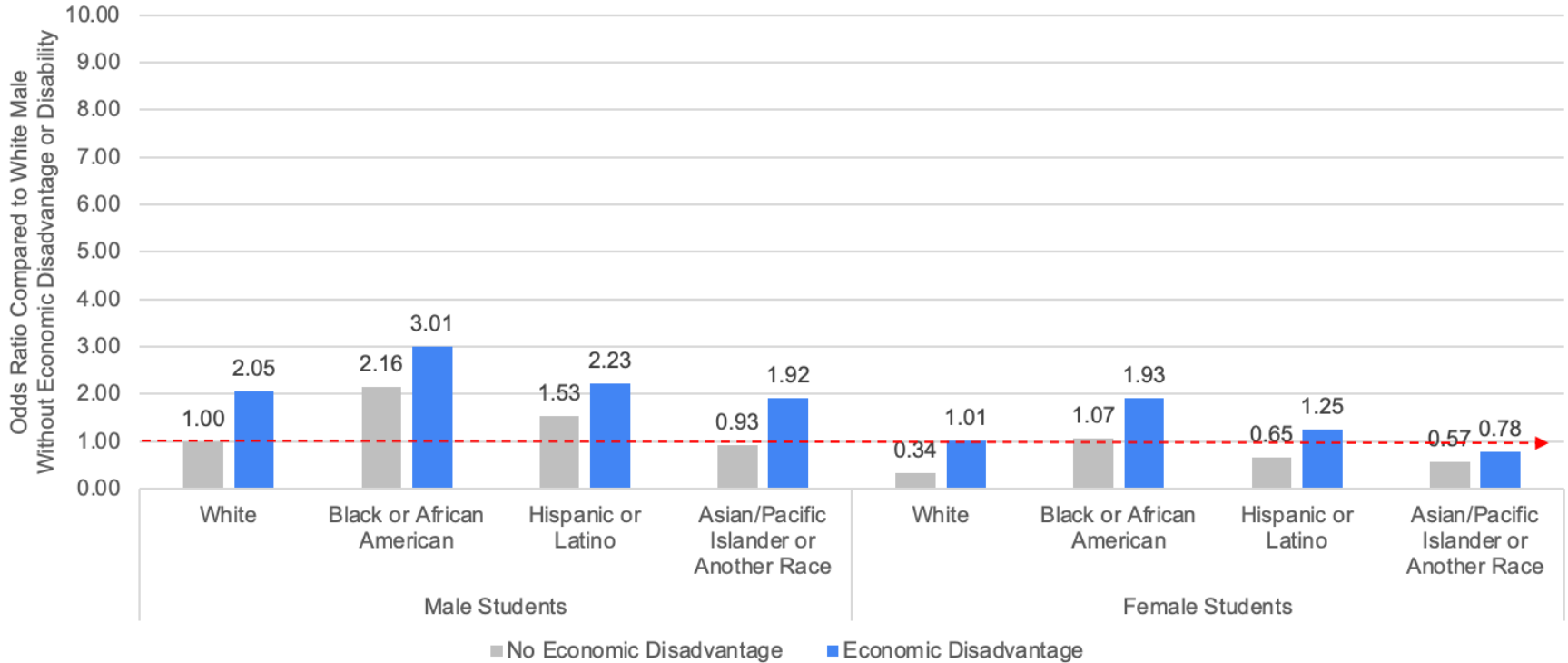
- Due to the complexity of the models being explored, not all variables will be presented today. Other predictor variables included in the model but not included in this presentation:
 - Student Diversity
 - Teacher Diversity
 - Classroom Size
 - Presence of School Resource/Safety Officer
 - School Level (Middle, Junior Senior High, High School)
 - Population Density of School Enrollment Zone
 - Community Designation (Small City, Small District etc.)
- Other outcome variables currently being assessed but not included in this presentation :
 - Graduation Rate
 - Chronic Absenteeism
 - Academic Assessments



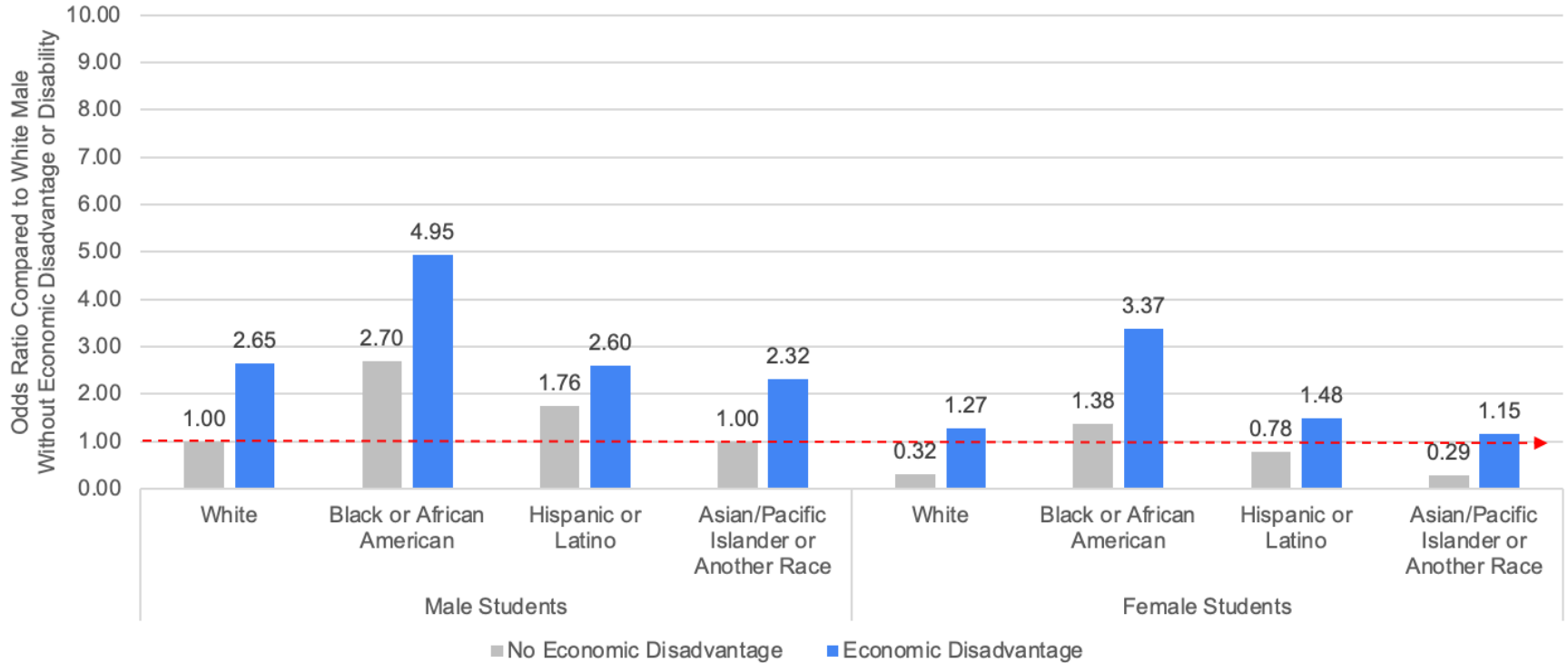
Students Without Disabilities in Schools Outside of New York City



In-School Suspensions For 2018-2019 School Year
by Student Race, Gender, Economic Disadvantage
for Students Without Disabilities in Schools Outside of NYC



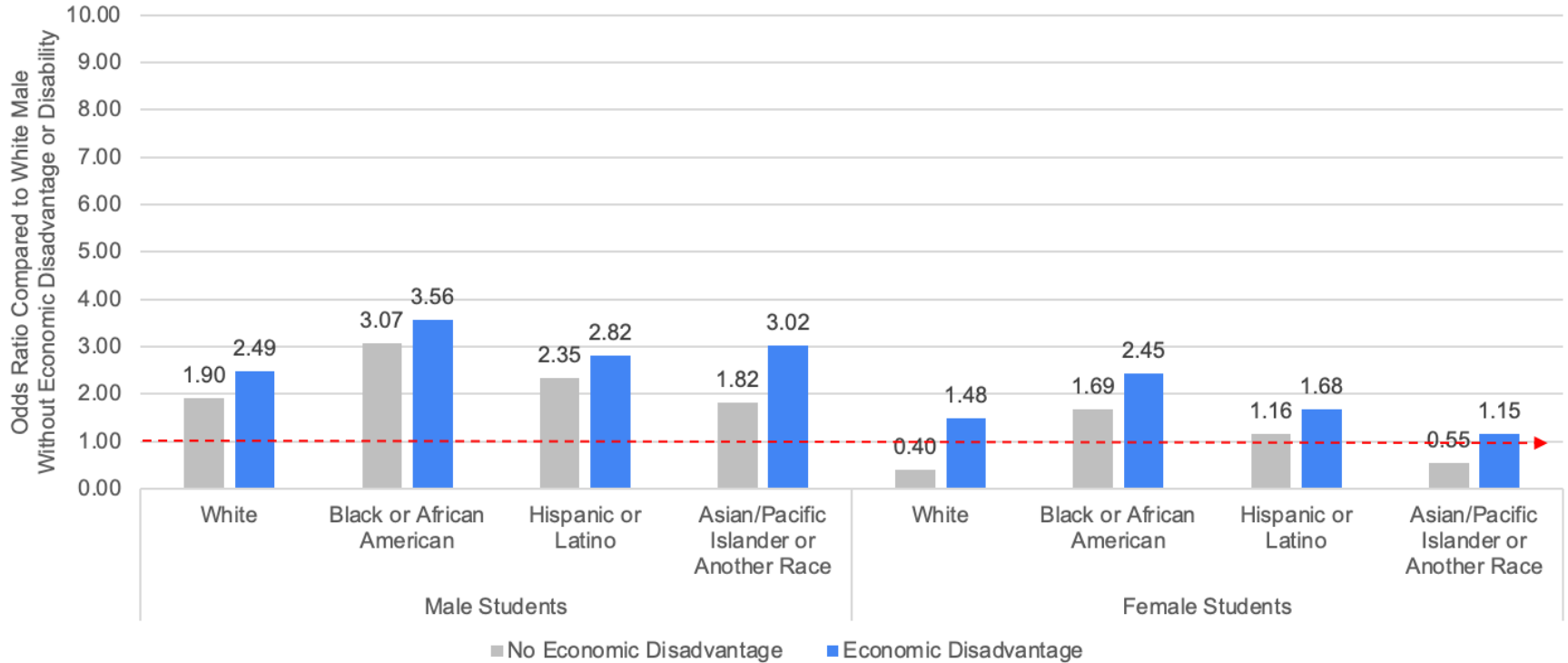
Out-of-School Suspensions For 2018-2019 School Year
by Student Race, Gender, Economic Disadvantage
for Students Without Disabilities in Schools Outside of NYC



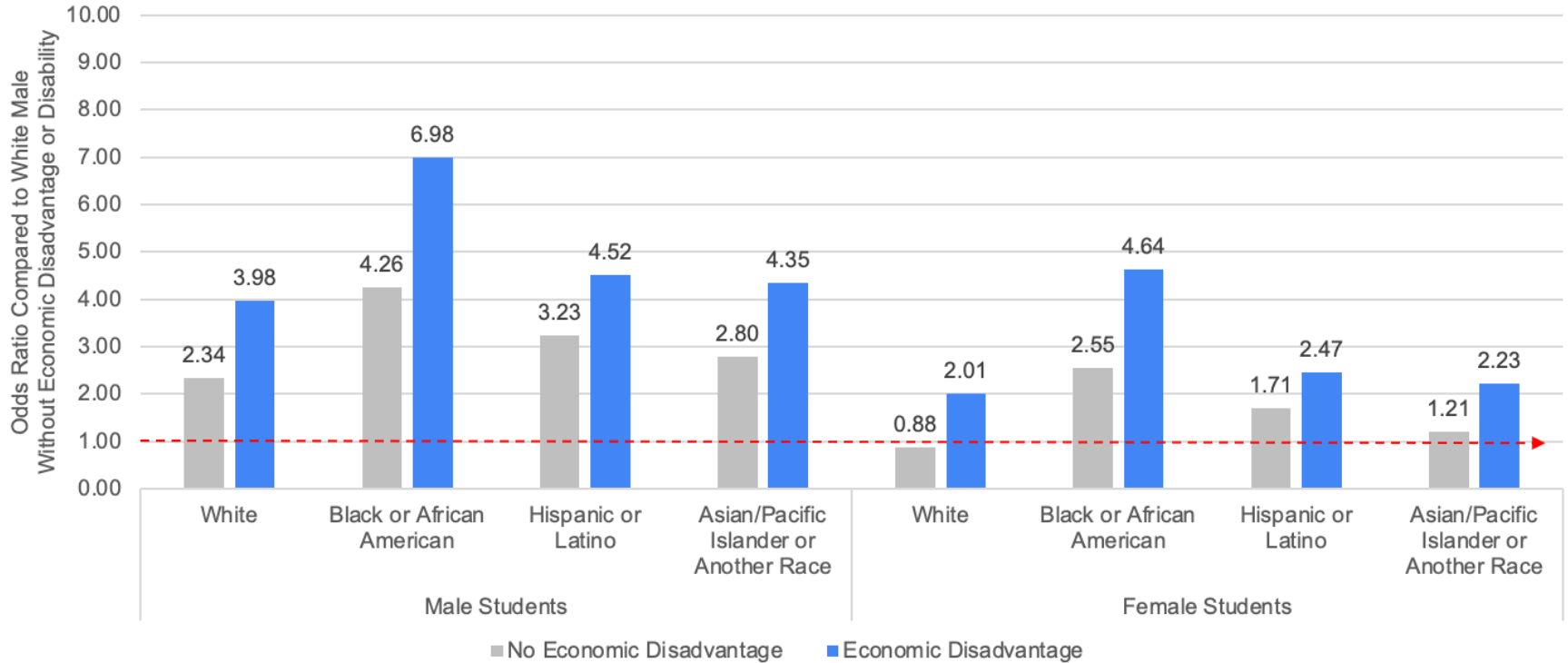
Students With Disabilities in Schools Outside of New York City



In-School Suspensions For 2018-2019 School Year
by Student Race, Gender, Economic Disadvantage
for Students With Disabilities in Schools Outside of NYC



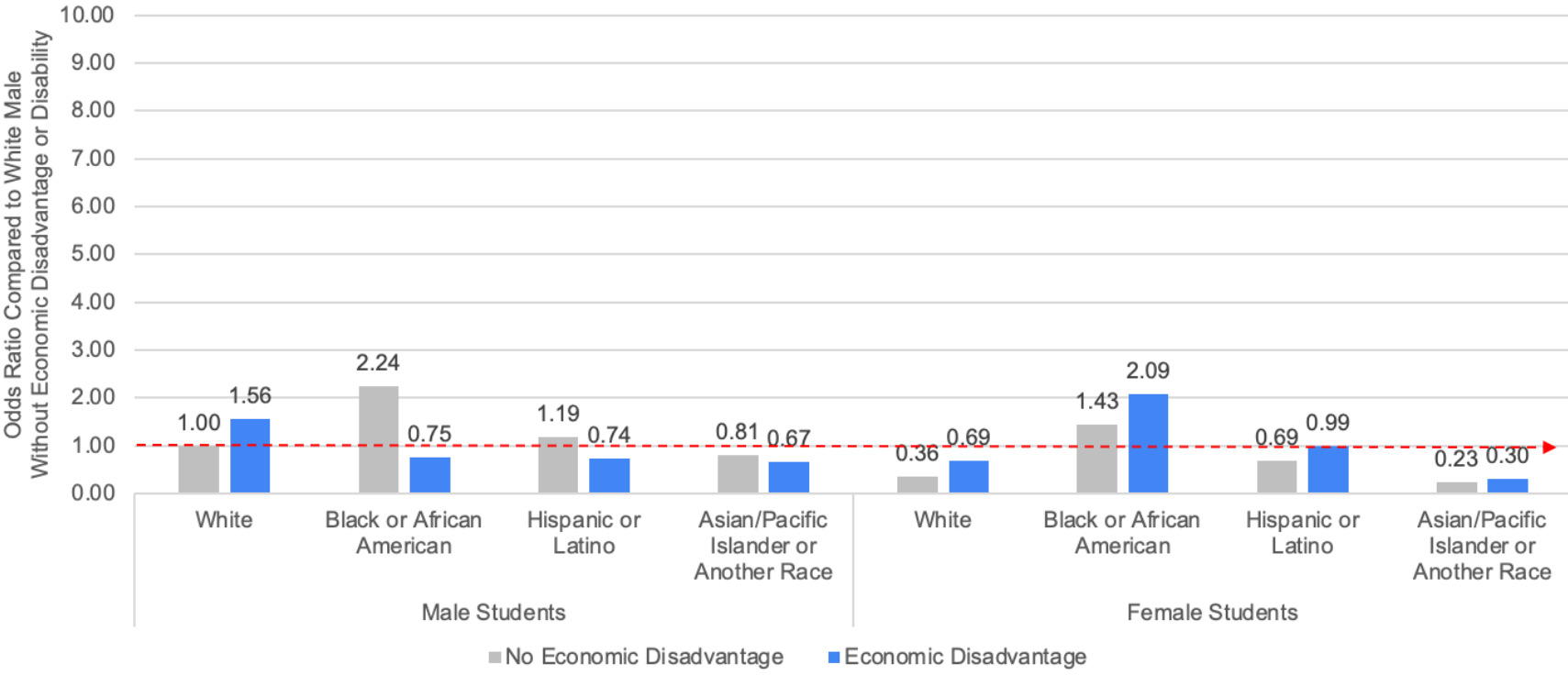
Out-of-School Suspensions For 2018-2019 School Year by Student Race, Gender, Economic Disadvantage for Students With Disabilities in Schools Outside of NYC



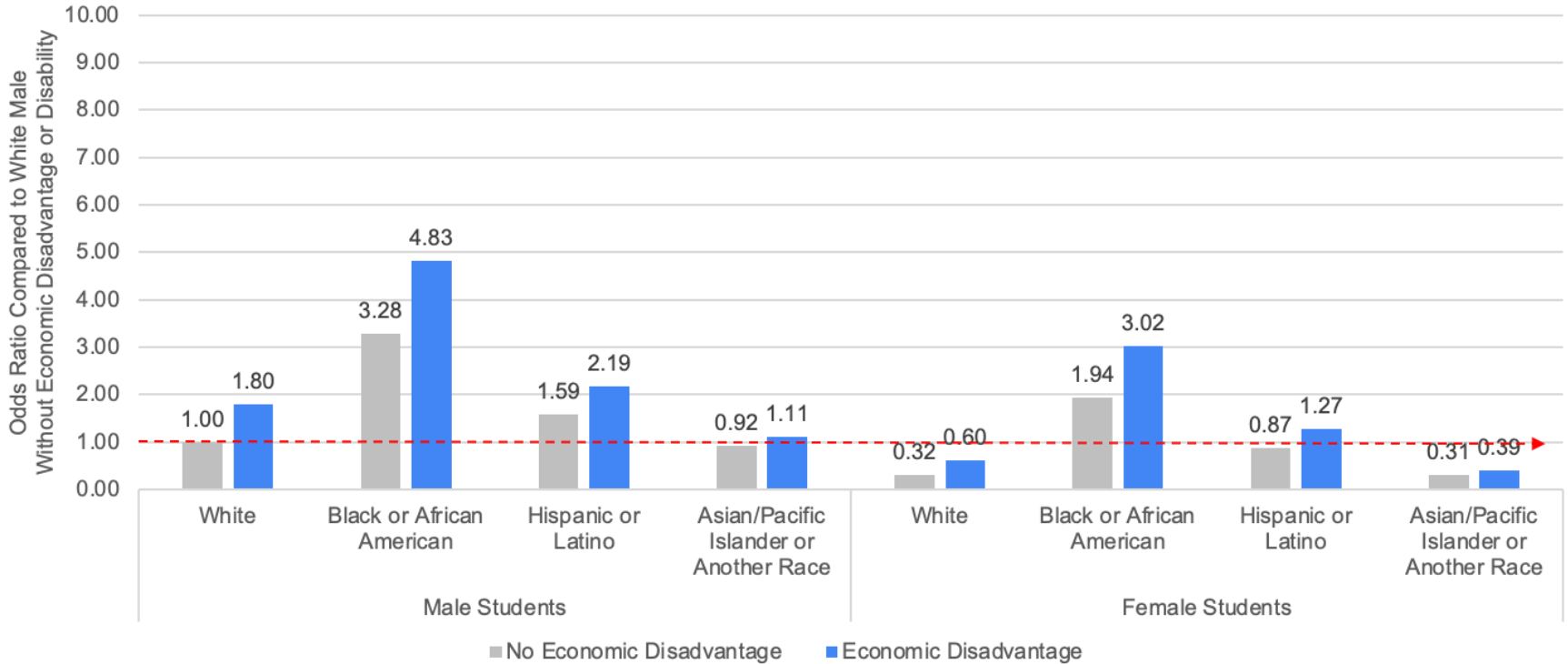
Students Without Disabilities in Schools in New York City



In-School Suspensions For 2018-2019 School Year by Student Race, Gender, Economic Disadvantage for Students Without Disabilities in NYC Schools



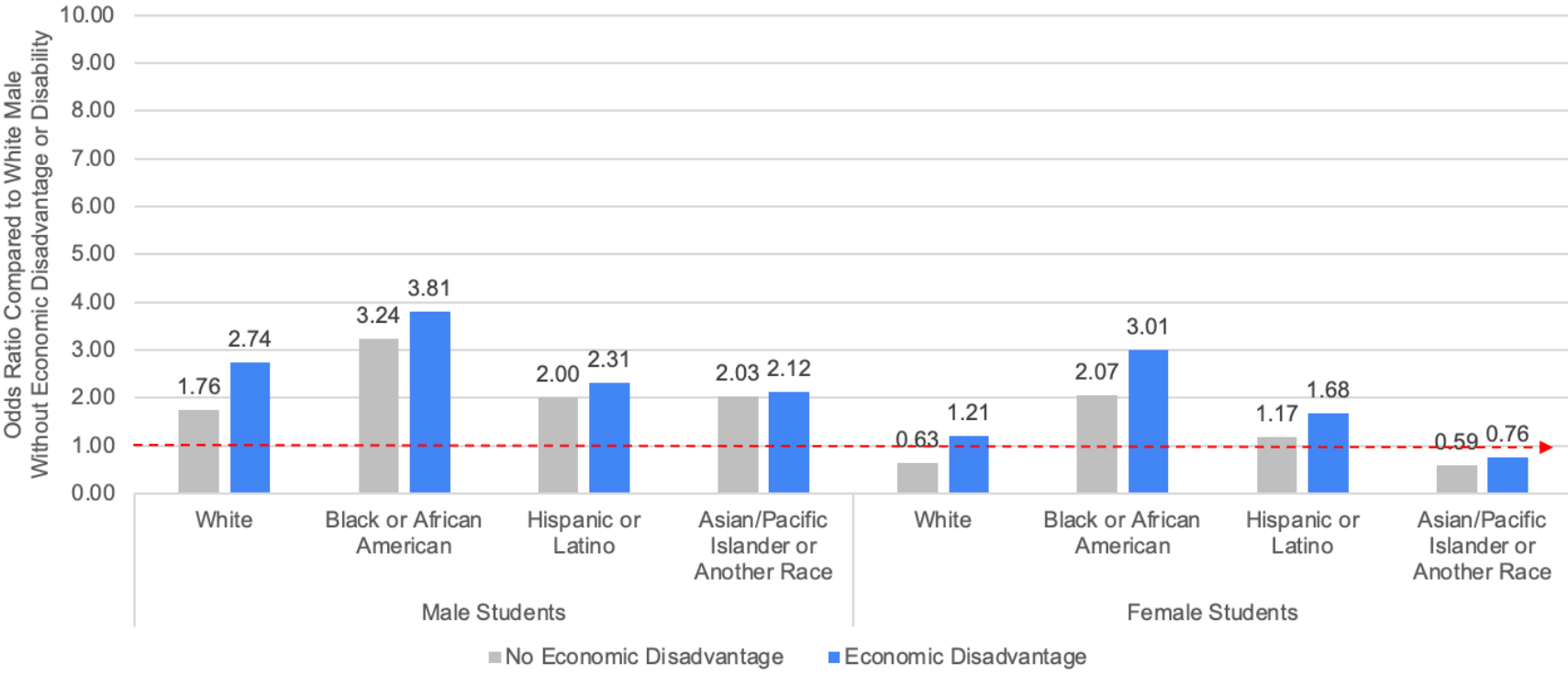
Out-of-School-Suspensions For 2018-2019 School Year by Student Race, Gender, Economic Disadvantage for Students Without Disabilities in NYC Schools



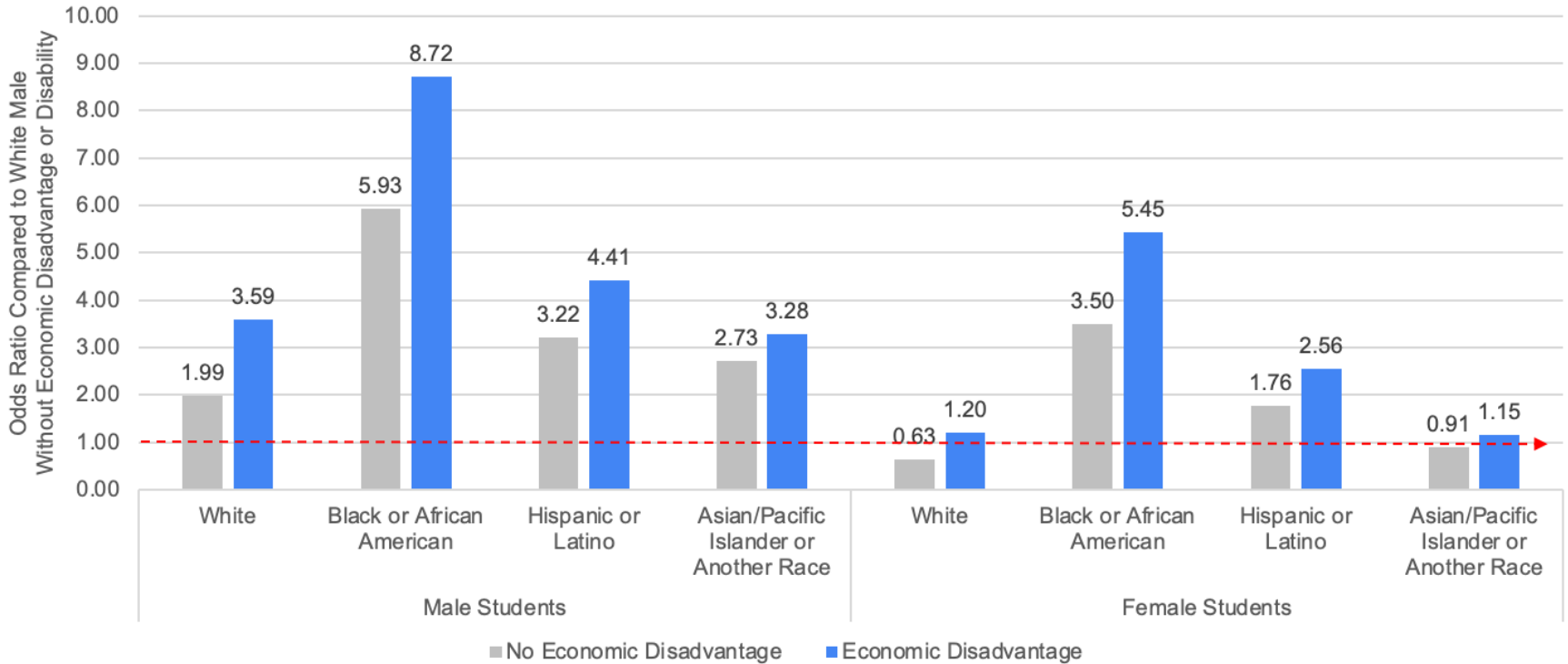
Students With Disabilities in Schools in New York City



In-School Suspensions For 2018-2019 School Year by Student Race, Gender, Economic Disadvantage for Students With Disabilities in NYC Schools

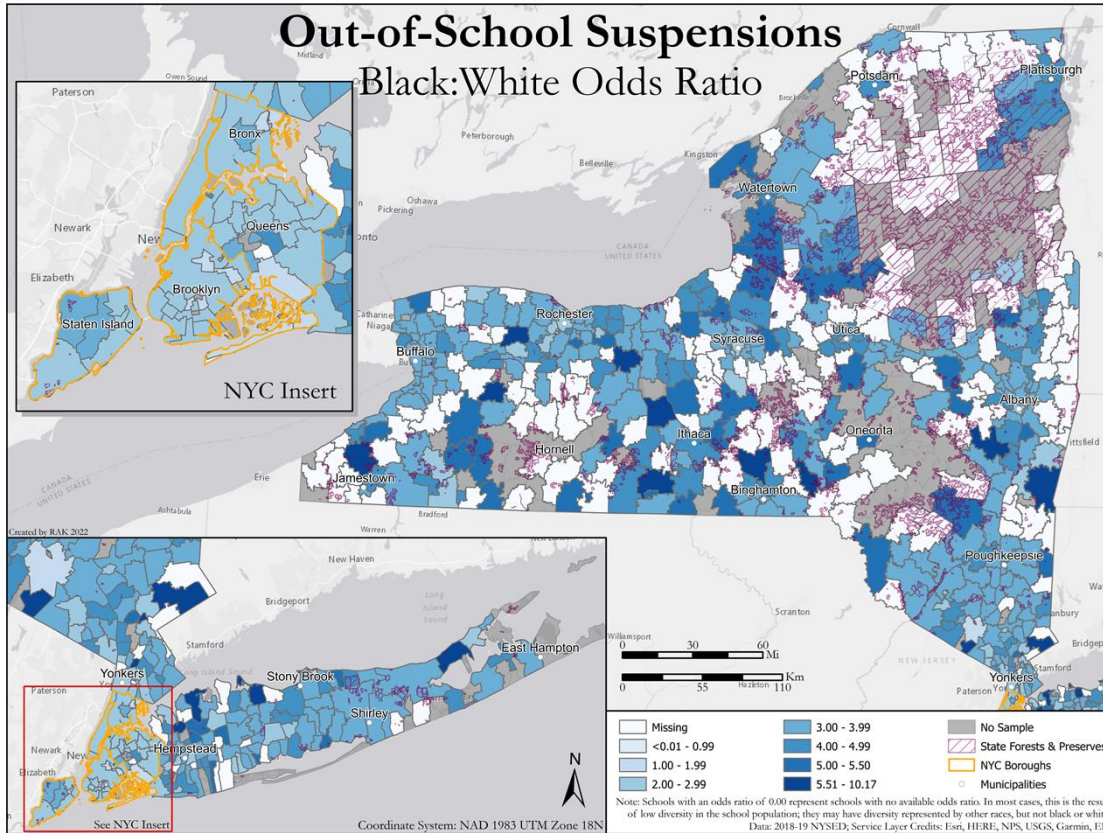


Out-of-School-Suspensions For 2018-2019 School Year by Student Race, Gender, Economic Disadvantage for Students With Disabilities in NYC Schools



Out-of-School Suspensions

Black:White Odds Ratio





MTSS Behavior



Regina Armstrong

Superintendent, Hempstead Public Schools



Shifting Mindsets

MTSS Behavior Plan

Professional
Development
Culturally Responsive
Classroom Management

Supporting
implementation
of PBIS

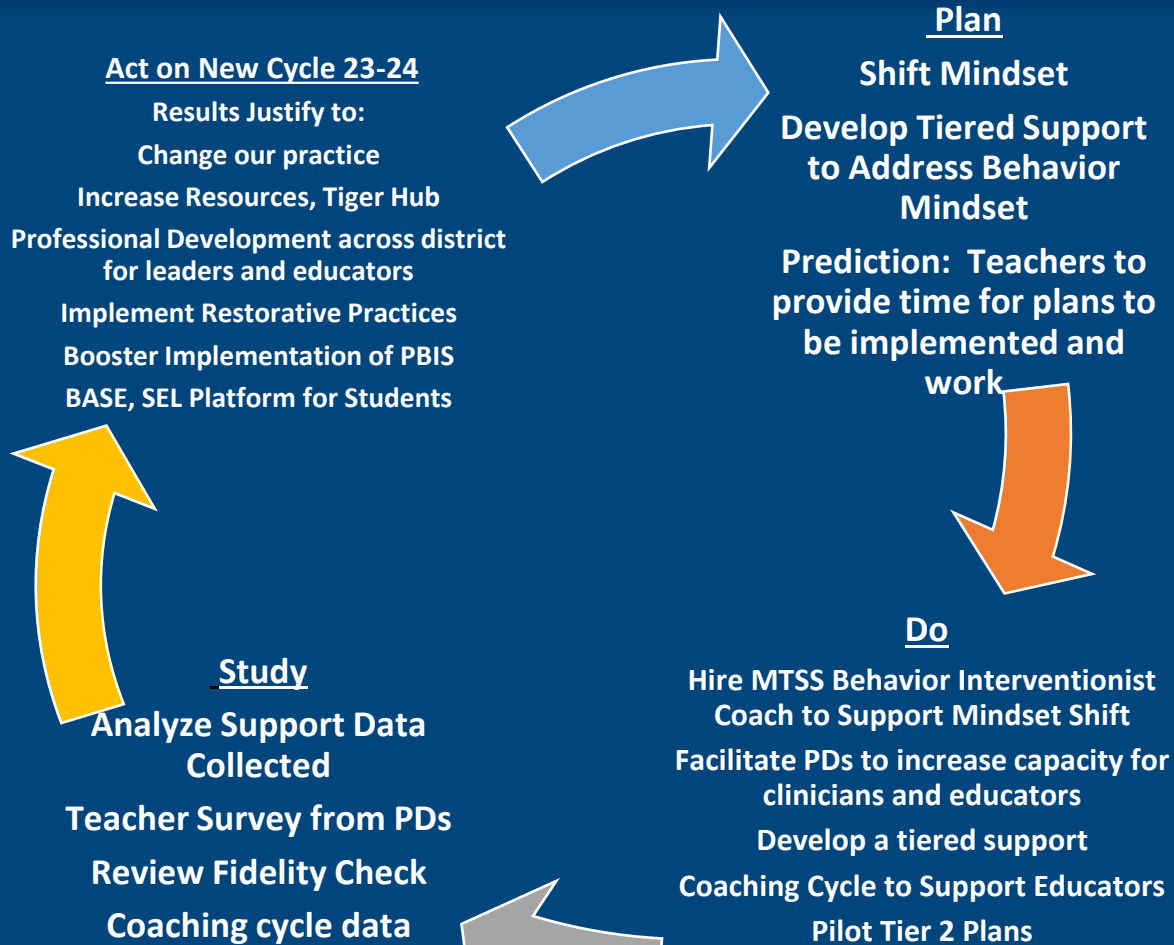
Implementation
of SEL Programs

Rethinking
Discipline

Training of Non-
Violence
Prevention



**Our PDSA
Improvement
Cycle
2022-2023**



Our MTSS Behavior Interventionist Coach

MTSS Behavior Interventionist Mrs. Lauren Emanuele		
Tier 1	Tier 2	Tier 3
<ol style="list-style-type: none"> 1. Attends MTSS School Level (Data) meetings to discuss strategy implementation and support analysis of behavior and SEL data to inform and support the team in making informed decisions 2. Provide professional development during grade level meetings, staff meetings, and/or conference day for leaders and educators on Tier 1 preventative/proactive strategies that can be implemented within the universal school and classroom behavior management system to support ALL students. 3. Conducts classroom observations using the Classroom Management Observation Tool. 4. Provide Explicit Classroom Management Coaching to teachers based on baseline data obtained through the CMOT. 5. Supports teachers regarding creating their matrix of classroom essential agreements, procedures, and routines based upon the IB learner traits. 6. Observe and/or provide support to teachers upon request. 	<ol style="list-style-type: none"> 1. Attends MTSS Grade Level meetings to discuss strategy implementation and analyze Tier 2 and Tier 3 data (through multiple data sources such as CICO, dojo points, referrals) to inform, support, and make recommendations based the data review. 2. Supports school psychologists and social workers with the creation and implementation of Behavior Support Plans as needed. 3. Collaborate with school team to review data collections and analysis and provide coaching to support the implementation of behavior support plans. 4. Provides support/coaching to school staff with the implementation of the targeted supports Check-in and Check-out system and Social Skills Groups for students. 5. Conducts observations to ensure the fidelity of tier 2 support implementation. Ensure the integrity of tier 2 supports before considering a student for tier 3 supports. 	<ol style="list-style-type: none"> 1. Attends MTSS Individual Student (IST) meetings to review tier 3 (individual student data sources) data to support informed decision making. 2. Provides support/training/coaching to school psychologists and teachers regarding implementation of Functional Behavior Assessments, Behavior Intervention Plans, Parent Collaboration, Data collection and analysis. 3. Provides Support/Coaching to staff regarding Behavior Intervention Plans as needed. Reviews data collection and analysis and provides coaching with implementation of BIP's. 4. Support clinicians with Fidelity Checks regarding BIP implementation. Additional support as needed to ensure the plans are being implemented with integrity. 5. Observe and/or provide support to teachers upon request 6. Crisis Support Responder 7. Collaboration with Social Workers and Psychologists about effective



Tier 2 Behavior Individual Plans

New Practice, Successful Pilot



Developing Goals

Goal & Progress Monitoring

Assignment Completion

Date Range	Behavior Measure	Goal Score	Goal Description	Evaluated By
5/15/2023 - 6/12/2023	Assignment Completion	80%	Jonathan will complete his assignments during the school day.	Kristin Spruell



Strategies

Interventions & Supports

Non-Verbal Cues Strategy

Assigned to Kristin Spruell Ongoing 5/08/23 - 6/12/23

Non-verbal cues will be used with Jonathan to support the use of language to state his needs and choices with regard to work completion and reinforcement.

Break Down Assignments Strategy

Assigned to Kristin Spruell Ongoing 5/08/23 - 6/12/23

Assignments will be modified/shortened to allow Jonathan to earn a break in between or within assignments

Break/Moving Position Strategy

Assigned to Kristin Spruell Ongoing 5/08/23 - 6/12/23

Jonathan will be given a 5 minute break to plan a game, complete a puzzle, take a walk, or play on the i-pad if he completes a pre-determined amount of work.

Choices Strategy

Assigned to Kristin Spruell Ongoing 5/08/23 - 6/12/23

Tracking Behavior to Increase



Behavior Incident Report



School Campus



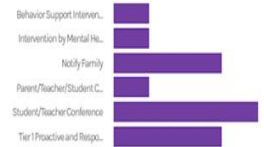
Grade Level



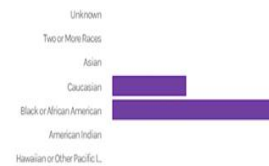
Location



Actions Taken



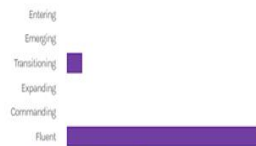
Race



Hispanic Ethnicity



English Proficiency



Gender



Mandated Learning Plan



Our 2023-2024 Plan:
Data that lead us to collectively problem-solve

The background features a collage of images related to education. At the top left, a young boy is smiling and holding a pencil. Below him, a woman with long dark hair, identified as Dr. Heather Lyon, is smiling. At the bottom, a group of diverse young children are looking through magnifying glasses, suggesting a focus on learning and discovery. The entire image has a blue tint and is framed by a white border.

The Restorative Practices Journey in Lewiston-Porter Central School District

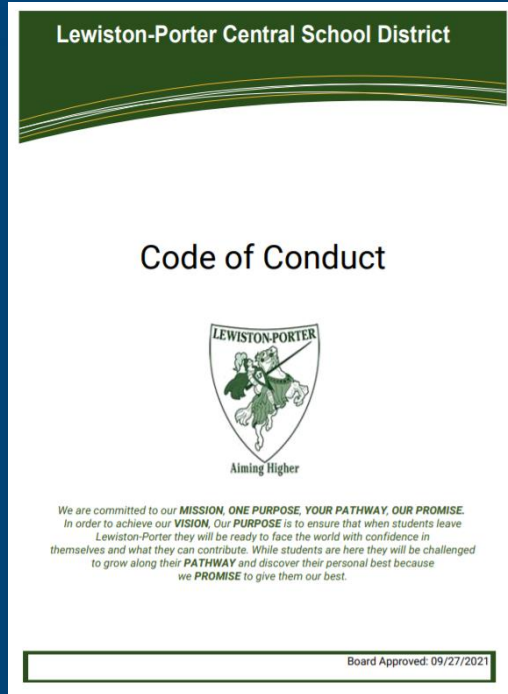
Dr. Heather Lyon

Assistant Superintendent of Curriculum, Instruction, and
Technology



Where We Started

Policy 7313: Suspension of Students



J. STUDENT ACCOUNTABILITY PHILOSOPHY, CONSEQUENCES, PROCEDURES AND REFERRALS

Historically, the establishing accountability with students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding student accountability as a “teachable moment” is fundamental to a positive approach to growth with the ultimate goal of teaching pro-social behavior. Therefore restorative justice practices will be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and readmission process to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

Restorative practices include valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community.

Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?



Timeline of Implementation

Code of Conduct
Team added
Restorative
Practices to the
Code of Conduct

18/19

19/20

First year of
the
Alternative
Learning
Environment
(ALE)

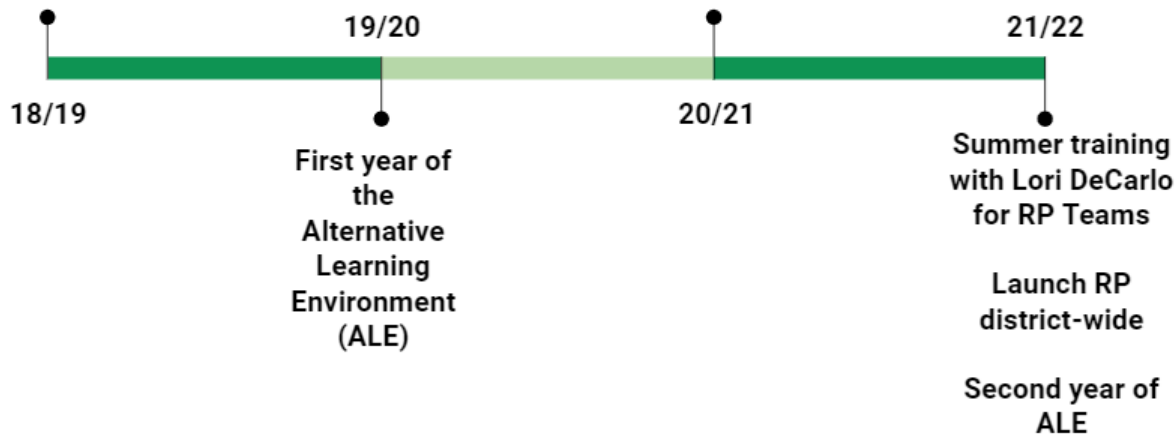
- Vetting Opening Day Speakers
- Budgeting for RP Teams (1/building)
- Vetting support for RP Teams



Timeline of Implementation

Code of Conduct
Team added
Restorative
Practices to the
Code of Conduct

Hybrid year;
ALE suspended
due to the
pandemic



District-Wide RP Work

Three-Day Summer Retreat 2021



District-Wide RP Work

**Opening Day Agenda
Tuesday, August 31, 2021**

Time:	Agenda Item:
7:45 - 8:10 am	Morning refreshments in High School Foyer and Art Gallery (compliments of LP School District)
8:10 - 8:15 am	5-minute transition to the Auditorium (enter through the rear door)
8:15 - 8:30 am	Board of Education - Welcome
8:30 - 9:30 am	Welcome What's new for the 2021-22 school year
9:30 - 10:30 am	Special Guest Speaker Launching Restorative Practices
10:40 - 11:10 am	Unit Time
11:10 am - 12:05 pm	Lunch - in each building Cafeteria
12:05 - 12:15 pm	10-minute transition time
12:15 - 1:40 pm	MS & HS Building Restorative Practices Experiences PEC & IEC Faculty Meetings (Buildings)**
1:45 - 3:10 pm	PEC & IEC Building Restorative Practices Experiences MS & HS Faculty Meetings (Buildings)**
3:10 - 3:15 pm	Loose ends in all buildings - prepare for faculty work day 9/1



hlyon@lew-port.com



District-Wide RP Work

A.L.E.

Alternative Learning
Environment



PEC RP Leadership Team



Talking piece used in PLC meetings used to represent the foundation that we are trying to build for our students. It also represents collaboration and teamwork between professionals.



1st grade class's opening ceremony of "Making it Rain"

Centerpiece created by a 1st grade class at the start of the school year by students making individual constructions and assembling them with the entire class to represent unity.



hlyon@lew-port.com



IEC RP Leadership Team

Teaching & Learning on Early Release Days and in classrooms for support

- RP Monthly Meeting with Lori DeCarlo
 - Next steps:
 - Expanding our team and time for tier 1 circles
 - Going deeper with tier 2
 - Exploring tier 3
- Staff Survey for breakout sessions
 - Restorative Practice survey
- ERD learning on RP
 - Restorative Practice with Paraprofessionals
 - check out the videos and reflection response in the form
- Monthly 7 Habits connection with RP
 - News Brief with RP and Leader in Me



hlyon@lew-port.com

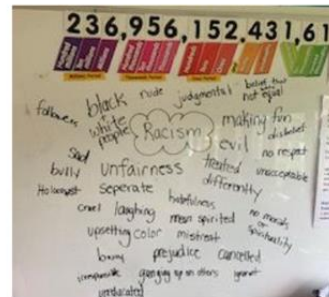


Continued IEC RP Leadership Team

Student Learning and Successes

- Tier 1: Community Circles
 - Friendship Circle for Classrooms
 - Friendship Images from Tier 1 Circle
 - What do you value most in a Friend?
 - voice memo- 3rd grade class
 - Teacher Testimony on RP in her classroom

- Tier 2: Problem Solving/Conflict Resolution
 - Google Slide Presentation
 - Student Learning (After a Circle)
 - 5th Grade Student conflict outcome



hlyon@lew-port.com



MS RP Leadership Team

Team members meet monthly with Lori DeCarlo

Scripts developed by team members based upon topics:

- Showing concern for the feelings of other
- Standing up for the rights of others
- Demonstrating empathy and compassion
- Managing one's emotions
- Considering Consequences for Decisions
- Self-care

Building Wide - Open Day *Community Building Circle*, Early Release Day faculty meetings, Early Release Day on May 17th.

NEST Time - Check-in Circles with teachers and classmates

Counseling Groups

Conflict Resolution - Discipline Referral Form

Summer Work Proposal - Curriculum that Connects SEL and Restorative Practices



HS RP Leadership Team

Survey Says.....

When faculty were asked to share any thoughts on our last early release day or restorative practices in general, here's what they said.....

"It was nice to have an opportunity to talk with teachers from other subject areas, as we don't get to do this enough with our busy work schedules"

"I think we could go a little deeper with the reflective thoughts on current school events or social issues, if we could create a safe environment to set the tone in a more comfortable or open manner. Gathering thoughts might be surprising sometimes how many of us think similarly and we are not alone"

"GREAT JOB RP Team"

"Thank you for your work with this"

"Thank you for your efforts"

"I like what we did last Tuesday and found it very valuable regarding social/emotional wellness. I wouldn't have changed a the meeting, except perhaps to have started it earlier"

When students were asked to share how they felt about restorative circles, here's what they said....

"I like the circles because I felt like my voice was heard" - Freshman Student

"Fist-to-Five is a cool way to recognize how I'm feeling each day" - Senior Student

"The circle made me feel safe and that I could be honest and share how I was feeling" - Senior Student

hlyon@lew-port.com



Implementation Plan (Blueprint)

Year	Actions	Examples of Evidence of Implementation	Examples of Evidence of Impact
22/23	Deepen knowledge of Tier 1 and 2 RP Practices	Training for new team members Retreat for existing team members Monthly team meetings	Pre- and post-survey results End of session feedback
	Explore ways to add in DEI	DEI Coordinator shares ideas from RP with DEI Team and vice versa Circles topics include DEI at times	On survey people indicate readiness to generate more overlap between these for next year
	Start creating RP understanding with stakeholders	Offer RP training to students and families	Survey results show stakeholders better understand RP
	Track data	Tracking of T1 circles (both with students and with teachers) Tracking of T2 circles with students	Teachers have more circles with their students Survey results show stakeholders see the value of RP
	Plan and deliver 3 Early Release Days	Agendas End of Session surveys	Teachers have more circles with their students Survey results show stakeholders see the value of RP

hlyon@lew-port.com



Postcards from the Journey

From Blueprint to Implementation



Dear Friend,

People will resist things they want if you don't serve it in a way that makes it digestible for them.

~P. Bismol



https://thekitchencommunity.org/wp-content/uploads/2021/10/birthday-cake-shutterstock_1766866313.jpg

https://res.cloudinary.com/d8tcojgk/image/fetch/t_auto,dpr_3.0,w_300/https://storage.jukeboxprint.com/s/images/Jukebox-Address-Postcard-02-v2.png



Dear Friend,

If you cannot envision the outcome, you will not be able to design a way to achieve it.

~Stephen Covey



https://res.cloudinary.com/dbtccgjk/image/fetch/f_auto,dpr_3-0,w_300/https://storage.jukeboxprint.com/s/images/Jukebox-Address-Postcard-02-v2.png



Dear Friend,

“High quality professional development is characterized by sustained, coherent, collaborative, job-embedded learning.”

~Eric Sheninger



https://res.cloudinary.com/dbtcocjtk/image/fetch/f_auto,dpr_3.0,w_300/https://storage.jukeboxprint.com/s/images/jukebox-Address-Postcard-02-v2.png

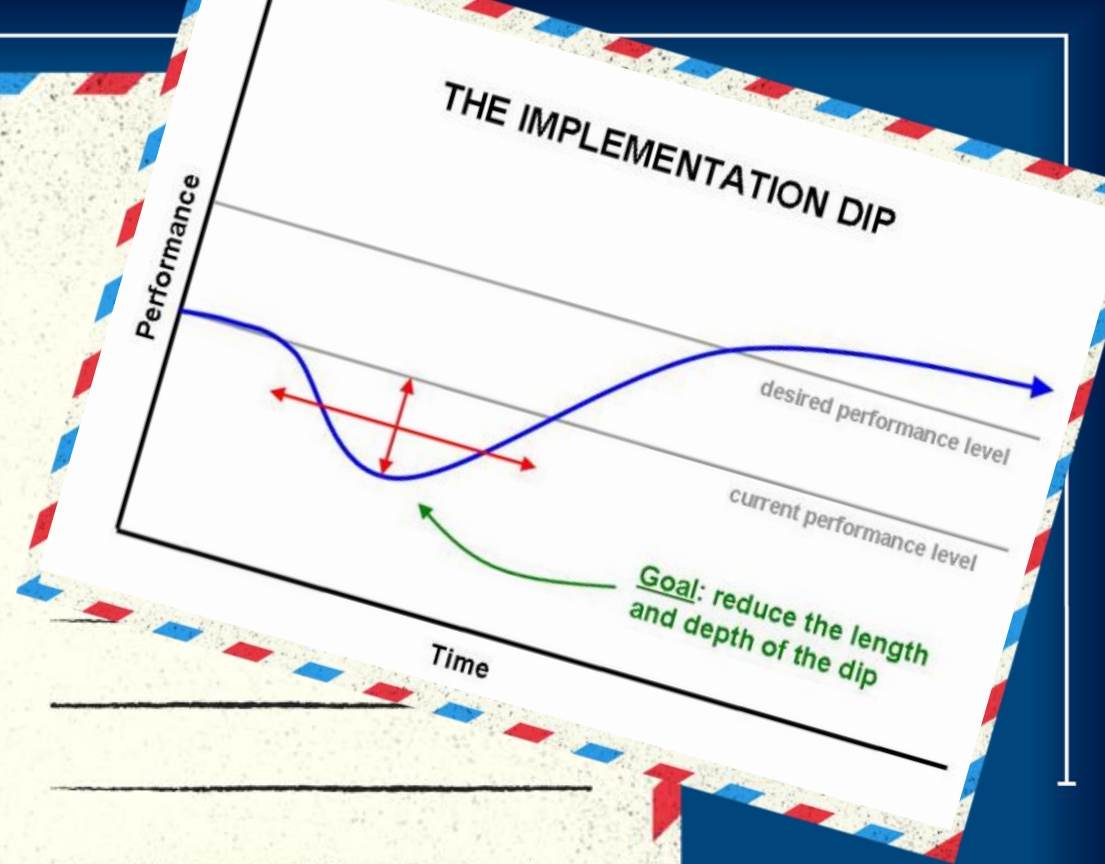
<https://images.theconversation.com/files/255562/original/file-20190125-108355-1ke4nha.jpg?ixlib=rb-1.1.0&rect=0%2C0%2C3000%2C2245&q=45&auto=format&w=926&fit=clip>



Dear Friend,

Don't get discouraged...you will get worse before you get better. That's growth.

~ Michael Fullan



https://res.cloudinary.com/dbtcocjdl/image/fetch/f_auto,dpr_3.0,w_300/https://storage.jukeboxprint.com/s/images/jukebox-address-postcard-02-v2.png

<https://edvisions.org/wp-content/uploads/2018/03/implementation-dip.png>



Dear Friend,

**Monitor and
celebrate
implementation
before looking for
impact of the
implementation.**

~Lori DeCarlo

**Baby steps are
better than no
steps at all.**



<https://www.classentrepreneur.com/wp-content/uploads/2016/09/Dave-Ramsey-Baby-Steps-.jpg>

https://res.cloudinary.com/dbtcocjdk/image/fetch/f_auto,dpr_3.0,w_300/https://storage.jukeboxprint.com/s/images/jukebox-Address-Postcard-02-v2.png



Thank You

I would like to acknowledge the work done by the Lewiston-Porter Board of Education for their leadership with the creation of the policies, administration, Lori DeCarlo, and the members of the building Restorative Practices Teams

PEC	IEC	MS	HS
<ul style="list-style-type: none">● Claudine Carlo● Aliscia Krecisz● Tamara Larson● Shannon Lotz● Kristen Maggi● Ann Marie Oliverio● Allison Reding● Katie Ries● Angela Vanegmond	<ul style="list-style-type: none">● Nicole Ando● Emily Brook● Liz Cardwell● Aliscia Krecisz● Joy Khatib● Tina Rodriguez● Josh Siuta● Lindsay Dougherty	<ul style="list-style-type: none">● Andy Auer● Alan Ingraham● Danielle Kudela● Claire Marshall● Annette Rayome● Kim Alexander● Brendan McDermott● Stefanie Bond● Jack Wall	<ul style="list-style-type: none">● Dan Behm● Michelle Conti● Trina Divincenzo● John Evert● Teri Fallesen● Max Hyland● Erin Myers● Carolyn Quigley● Brad Rowles

hlyon@lew-port.com



QUESTIONS?

