SCHOOL CLIMATE, STUDENT DISCIPLINE & PUBLIC –PRIVATE PARTNERSHIP

Muscogee County, Georgia Appleseed Center for Law and Justice and Georgia Department of Education
What is the Context of the Problem?

Youth misbehavior in our schools impacts safety, instructional opportunities, the dropout rate, our employable workforce and tragically our prison population.
Muscogee County School District

Out-of-School Suspension Rates

www.GAAppleseed.org

11.7%
Columbus, Georgia

Population 200K
- Black – 46%
- White – 46%
- Hispanic – 6%
- Asian – 2%

32K Muscogee County Schools Student Enrollment
- Black – 58%
- White – 23%
- Hispanic – 6%
- Asian – 3%

Persons Below Poverty Level (2008-12) 18.8%
Fort Benning

- 46K Soldiers, Civilians & Contractors
- 23K Family Members of Active Duty Military
- 50K Military Retirees
<table>
<thead>
<tr>
<th>Crime Type</th>
<th>2012</th>
<th>2013</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder / Manslaughter</td>
<td>17</td>
<td>22</td>
<td>+ 29.4%</td>
</tr>
<tr>
<td>Rape</td>
<td>31</td>
<td>36</td>
<td>+ 16.1%</td>
</tr>
<tr>
<td>Robbery</td>
<td>423</td>
<td>481</td>
<td>+ 13.7%</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>528</td>
<td>485</td>
<td>- 8.1%</td>
</tr>
<tr>
<td>Burglary</td>
<td>2,709</td>
<td>3,355</td>
<td>+ 23.8%</td>
</tr>
<tr>
<td>Larceny</td>
<td>7,681</td>
<td>7,965</td>
<td>+ 3.7%</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>844</td>
<td>1,110</td>
<td>+ 31.5%</td>
</tr>
<tr>
<td>Number of Recovered Stolen</td>
<td>402</td>
<td>650</td>
<td>+ 61.7%</td>
</tr>
</tbody>
</table>
The district with the most potential for improvement

2011 MCSD: “The district with the most potential for improvement”
GA DOE: Focused Monitoring

We find what’s wrong... You fix it...
We asked the question...

If we go ahead & do all the things you ask us to do, we will look “good” on paper... but what “good” will it do for the teachers & students?
Active Engagement

Relationship
Trust
Collaborative Planning

Technical Assistance & Support
A Collaborative Model

Results Driven Accountability (RDA)

No Demands

Support/Assistance as Long as Needed

ALL STUDENTS
Not Only Special Needs

Maximize Resources

Invite Everyone!!!
Engaging All Stakeholders

• District Effectiveness/School Improvement/PES
• Chamber of Commerce
• Positive Behavioral Interventions & Supports
• Parents & Students
• Community Members/Organizations
Teddy Reese, JD, MPA
Dir. of Community Operations & Affairs,
Georgia Appleseed
www.gaappleseed.org
Private – Public Partnership

Making It Work!!!
Relationship Building

1. School District
2. Community Leaders
3. Elected Officials
4. Religious Community
5. Business Community
6. Non-Profits
7. Government Entities
8. Local Organizations
9. Support Groups
Data Presentation & Listening Tour

Community Forums

Civic Events

School Board Meetings

Church Events

Parent Organizations

Scheduled Meetings

Local News
Community Plan

CAG + GAA = SOLID COMMUNITY PLAN
Funding Sources

- Corporate Foundations
- Federal Grants
- State Grants
- Local Grants
- Local Businesses
- Community Organizations
Execution of the Plan
Positive Behavioral Intervention and Supports (PBIS)

Building positive school climates in Georgia.
Challenge #1
How Do School Systems Respond to Problem Behavior?

- Expansive Zero Tolerance Umbrella
- *Revisions to Code of Conduct policies to include stricter responses*
- Funding for more School Safety Officers
- Installation of more security cameras
- Self-Defense training for educators
How Do Schools Typically Respond to Problem Behavior?

- Reactive/Consequence Strategies
  - Office referral, detention, suspensions, etc.
  - Consequences will not teach the “right way”
  - Consequences may actually reinforce the behavior of concern
- Restrictive and segregated settings
- Individual counseling and therapy
- Implement packaged programs

*These responses are not providing the outcomes that help kids*
What Does Research Say About Prevention?

• Positive, predictable **school-wide climate**
• High rates of **academic** & social success
• Formal **social skills** instruction
• Positive **active supervision & reinforcement**
• Positive **adult role models**
• **Multi-component, multi-year school-family-community effort**

• Surgeon General’s Report on Youth Violence (2001)
• Coordinated Social Emotional & Learning (Greenberg et al., 2003)
• Center for Study & Prevention of Violence (2006)
• White House Conference on School Violence (2006)
PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, improve school climate, and support improved academic outcomes for all students.

*www.pbis.org*
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

PBIS Integrated Elements

Supporting Decision Making
## Traditional Discipline versus PBIS

<table>
<thead>
<tr>
<th>Traditional Discipline</th>
<th>PBIS</th>
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<tbody>
<tr>
<td>• Goal is to stop undesirable behavior through the use of punishment</td>
<td></td>
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<tr>
<td>• Focuses on the student’s problem behavior</td>
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<tr>
<td>• Goal is to stop undesirable behavior by:</td>
<td></td>
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<tr>
<td>o Replacing with a new behavior or skill</td>
<td></td>
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<tr>
<td>o Altering environments</td>
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<tr>
<td>o Teaching appropriate skills</td>
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<tr>
<td>o Acknowledge appropriate behavior more frequently</td>
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</table>
The Critical Elements of School-Wide PBIS

1. The PBIS Team-Principal
2. Clear Expectations & Rules
3. Teaching Behavior
4. Data Entry and Analysis
5. Recognition (Feedback)
6. Effective Discipline Process
7. Faculty Commitment
8. Implementation
9. Classroom
10. Evaluation

A brief review of some of the critical elements of PBIS that are addressed in a 3-day school training. Not all elements are addressed in this presentation.
Using Data to Make Decisions

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?

School teams rarely have access to the data they need to determine their monthly discipline trends.
Big 7 Data Collection & Analysis

How many referrals are there:

1. Per day each month?
2. Based on location?
3. Based on the type of behavior?
4. By grade level?
5. By days of the week?
6. By student?
7. By time of day?
An active PBIS district has:

- A district leadership team that meets at least annually
- A dynamic PBIS Implementation Plan
- A district coordinator to support school implementation
- PBIS schools devoted to improving their climate through the PBIS framework

Actively preparing for PBIS implementation within 6 months

Spalding
Columbus, GA...
Poised for Greatness

River Center for Performing Arts

Springer Opera House
(State Theater of GA)

Rails to Trails

Fort Benning
One of the Largest Military Bases in the U.S.

Fall Concert Series
#1 High School in GA
#38 in the Nation
(Daily Beast)

Riverwalk

Market Days
Longest Urban Whitewater Course in the World

Whitewater Zip Line Now Open!!!
MCSD Leadership

Starting...

“The Great Conversation”

“Public education is a miracle. And this is its most hopeful time.”
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