

Slide Number	Notes
1	<ul style="list-style-type: none"> • Note policy is effective July 1, 2012 at a minimum counties must meet the requirements of this policy by this date • As with all state policies, counties may make stricter policy provisions • Changes to school discipline policies, etc need to be done soon • Need to be done in time to have handbooks, planners printed, etc
22	<ul style="list-style-type: none"> • Major policy change • This policy had over 800 written comments to the WVBE while the last major revision of 2510 only resulted in 300 or so comments. • Repealed 5 policies • Although it didn't repeal or even modify Policy 2419 – Regulations for the Education of Students with Exceptions which certainly needs to be reflected in the implementation of 4373
23	<ul style="list-style-type: none"> • The old Student Code of Conduct Policy was primarily a Reactive Policy • This new policy describes Expected Behaviors for grades PK-1, 2-4, 5-8, 9-12 • Policy also addresses Interventions in addition to Consequences • It is all about SHAPING BEHAVIOR not just CATCHING AND PUNISHING
24	<ul style="list-style-type: none"> • New 4373 speaks to consequences putting the responsibility for the action/reaction on the student • Invites student insight into his or her behavior and the consequences and ways to avoid future similar problems • Students will need to take ownership for their own behavior
25	<ul style="list-style-type: none"> • Changes the perspective of student discipline from an individual one to a school wide one
26	<ul style="list-style-type: none"> • The policy is divided into 6 Chapters as indicated here – each will be considered in varying degrees of detail. • Chapter 2 is not really anything new but a re-statement of the Student Rights and Responsibility Policy and is included in this policy to stress its relationship to the concept of expected behaviors • Chapter 2 deals to a great degree with legal issues. There is an on-line electronic manual which will provide live links to pertinent information.
27	<ul style="list-style-type: none"> • Although all 6 chapters are important, the three listed here (1, 3, and 4) represent the major changes from previous policies • Chapter 1 describes the WVBE vision for expected student behaviors in Safe and Supportive Schools • Chapter 3 (The Implementation Chapter) describes step to prevent inappropriate behaviors • Chapter 4 categorizes inappropriate behaviors in 4 levels and presents options for interventions and consequences
28	<ul style="list-style-type: none"> • We will focus on three large areas: The Vision of the Policy It's emphasis on a pro-active approach, Prevention It's listing of inappropriate behaviors and suggested Interventions • This slide provides an organizing principal for the key information in Policy 4373 and the rest of this presentation

29	<ul style="list-style-type: none"> We will begin with the Vision and look at relevant policy sections and the requirements of the policy
30	<ul style="list-style-type: none"> This statement of WVBE vision (from the introduction to the policy) is our first real hint as to the breadth of the “EXPECTED BEHAVIORS” addressed in this policy. It doesn’t say we will cause students to just be “well-behaved” but challenges us to support them in developing skills in the broader areas of health, responsibility and self-directedness!
31	<ul style="list-style-type: none"> The WVBE has Strategic Goals that address what students need to KNOW, how they are to BEHAVE, and they must ACCOMPLISH This second goal of the WVBE’s defines what they expect of students in the realm of BEHAVIOR This is one of only three broad goal statements of the WVBE
32	<ul style="list-style-type: none"> Chapter 1 – Expected Student Dispositions has only two sections Section 1 – states the Rationale for Developing the Student Dispositions And Section 2 – provides the STANDARDS and OBJECTIVES for programmatic levels
33	<ul style="list-style-type: none"> Highlight that this policy says that students MUST DELIBERATELY have as a focus CONVEYING DEMOCRATIC PRINCIPLES We will be addressing the EXPLICIT CURRICULUM the policy proposes to accomplish this One repeated emphasis of this revision is that IMPLICIT LEARNING is crucial and incorporates how ALL INDIVIDUALS WITHIN A SCHOOL INTERACT WITH ONE ANOTHER REALLY SETS THE TONE FOR SO MANY OF THE MAJOR COMPONENTS OF THE POLICY <p>The term “MUST” can have two distinct meanings. “Must” may mean that a legal requirement or mandate exists that requires compliance. However, “must” may also mean that something is necessary for successfully completing a task or realizing a vision. In the implementation of 4373, it is important that we emphasize the latter of these two definitions and attempt to convince people to do these things because they are necessary and essential to creating Safe and Supportive Schools.</p>
34	<ul style="list-style-type: none"> This exercise is designed to get people talking about this term which may be new to many – it is important that there be a COMMON understanding of the meaning of this term. This should be a brainstorming session with no wrong answers. The definition from the policy follows shortly.
35	<ul style="list-style-type: none"> Same as slide 34 for this term
36	<ul style="list-style-type: none"> This slide introduces the term DISPOSITIONS BUT also charges schools to work CONSISTENTLY and PERSISTENTLY Philosophically rooted in “our nation’s democratic principles.” Again, remember that in this context, “must” means that it is essential or necessary for success.
37	<ul style="list-style-type: none"> This exercise can best be done by recording keys words on the white board, butcher

	<p>paper, etc. from the participants in response to each of these terms. Again, no wrong answer – just a method to get people thinking about the need for common understandings of these terms</p>
38	<ul style="list-style-type: none"> • “Definition” of DISPOSITIONS directly from the policy • You might ask participants to identify words in the definition that they feel are really important.
39	<ul style="list-style-type: none"> • Another section of the policy that ties values to dispositions
40	<ul style="list-style-type: none"> • Clearly states that the TEACHING and LEARNING of these dispositions (VALUED dispositions) is a shared responsibility that reaches far beyond the school walls. • This is not a direct quote from the policy. In the policy the word “every” appears before school employee and we added “EVERY” on each line to stress that this is a widely shared responsibility.
42	<ul style="list-style-type: none"> • Although “Stakeholders” is not defined in the policy, it is reasonable to reflect on the previous slide and ASSUME that School Employees, Students, Parents, and Community Members are Stakeholders • This is the last slide on the VISION of the Policy and would be a good time for a Q and A and/or reflection opportunity. • You might ask them to put in the vision of the policy into own words.
43	<ul style="list-style-type: none"> • We will focus on three large areas: • The Vision of the Policy • It’s emphasis on a pro-active approach, Prevention • It’s listing of inappropriate behaviors and suggested Interventions • This slide provides an organizing principal for the key information in Policy 4373 and the rest of this presentation
44	<ul style="list-style-type: none"> • Simply lifting the PREVENTION piece from the BIG PICTURE slide
45	<ul style="list-style-type: none"> • Social and Emotional Learning may be a new term for some of the participants. • CASEL (Collaborative for Academic, Social, and Emotional Learning) describes SEL (Social and Emotional Learning) as “a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.”
46	<ul style="list-style-type: none"> • The intention is that the Explicit Curriculum not be documented in teacher lesson plans but instead provide a framework within which the school can become Safer and more Supportive as determined by each school faculty.
47	<ul style="list-style-type: none"> • Social and Emotional Learning is not new – it is already contained in the policies noted on this slide.
48	<ul style="list-style-type: none"> • WVDE has already done the crosswalk – included in training materials.
49	<ul style="list-style-type: none"> • In this specific example, Objective 5-8.7.1.2 Students will apply strategies to manage stress and to motivate successful performance is directly related to: <ul style="list-style-type: none"> • Health – HE 7.7.04 • Physical Education – PE.7.3.3 • Guidance and Counseling – 7.1.3 and • Learning Skills and Technology Tools 21C.O.5-8.3.LS.5 • Crosswalks are provided for each of the four programmatic levels, each of the behavior standards and objectives, and each of the policies listed • In some cases, the crosswalk is by specific grade level and in others, it is by

	<p>programmatic level</p>
50	<ul style="list-style-type: none"> This definition focused on what students will learn as a result of Social and Emotional Learning Wouldn't the world be a better place?!
51	<ul style="list-style-type: none"> Defines the three core areas
52	<ul style="list-style-type: none"> Stresses again that this is not just a school project but places a burden on family and community learning environments in addition to safe and supportive schools. Also note how students are to FEEL in those settings.
53	<ul style="list-style-type: none"> Maslow's Hierarchy has been around for years and years but this policy refreshes our focus on the need to meet the most basic of human needs in order for students to be ready to learn.
54	<ul style="list-style-type: none"> "Community" is mentioned in both Chapters 1 and 3. It appears that in Chapter 1 that community is in terms of Partners (organizations?) while in Chapter 3 it is community MEMBERS which seems to imply individuals. The common thread is that the community shares in this responsibility.
55	<ul style="list-style-type: none"> Who can Identify this bird? If someone identifies it as a "Cowbird" then ask that person what is unique about a Cowbird? The answer being a Cowbird lays its eggs in other species of birds nest with the expectation that the hatchlings are raised by the host birds. This is an analogy that illustrates that there are parents that expect schools raise their children. We (schools) have to accept this and do the best job we can to take on this challenge.
56	<ul style="list-style-type: none"> Stresses the importance and role of parents in both LEARNING and BEHAVIOR As a way of understanding how parents can complement their children's learning, consider the following statement adapted from a quote by Barbara Colorose: If kids come to educators and teachers from strong, healthy, functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job not only more difficult but also more important.
57	<ul style="list-style-type: none"> Community can be very broadly defined to include: extended family, neighbors, faith-based organizations, disability-based organizations, businesses, civic groups, ... You might ask the team can you name others?
58	<ul style="list-style-type: none"> Note that the support of community groups and agencies is no longer seen as a desirable component but an essential "must have" component for the school to accomplish this vision.
59	<ul style="list-style-type: none"> This data comes from a school climate survey administered in 42 high schools in counties involved in the S3 (Safe and Supportive Schools Grant)
60	<ul style="list-style-type: none"> There is no one delivery model prescribed by 4373 but instead schools are charged with analyzing various methods and finding the BEST FIT for the individual school. The approach must be school-wide Learn and practice = explicit curriculum and implicit learning
61	<ul style="list-style-type: none"> The Standards and Objectives are divided into programmatic levels – PK-1, 2-4, 5-8 and 9-12. Skip to the desired programmatic level
62	<ul style="list-style-type: none"> There are three standards – Self-awareness and Self-management is the first at all programmatic levels. The standard and its description do not change from programmatic level to programmatic level.
63	<ul style="list-style-type: none"> Behavior categories are considered from these three categories:

	<ul style="list-style-type: none"> • What a student does as an individual • What a student does that involves social interaction through/by starting and responding to others.
64	<ul style="list-style-type: none"> • These are the objectives for the first standard. Note that they are written in terms of what the student will be able to do. • They focus the efforts of the implementation in the area of self-awareness and self-management. • There are also EXAMPLE behaviors that “document mastery of Self-awareness and Self-Management
65	<ul style="list-style-type: none"> • Just like Standard 1, at the four programmatic levels, this standard remains the same. Standard 2 focuses on social awareness and interpersonal skills and each is clarified on this slide.
68	<ul style="list-style-type: none"> • It is recommended that these standards and objectives be reflected in the IEP for a student with exceptionalities who have behavioral concerns.
69	<ul style="list-style-type: none"> • The Standards and Objectives are divided into programmatic levels. We will begin with a brief overview of elementary school, community and social standards. The programmatic levels are categorized at PreK-1st, 2nd-4th, 5th-8th, and 9th-12th.
70	<ul style="list-style-type: none"> • There are three standards (Self-Awareness and Self-Management, Social-awareness and Interpersonal Skills, and Decision-making Skills and Responsible Behaviors). • The standards and descriptors do not change from programmatic levels so you will see this slide at each level.
71	<ul style="list-style-type: none"> • Behavior categories are considered from these three categories: • What a student does as an individual. • What a student does that involves social interaction through/by starting and responding to others.
73	<ul style="list-style-type: none"> • Just like Standard 1, at the four programmatic levels, this standard remains the same. Standard 2 focuses on social awareness and interpersonal skills and each is clarified on this slide.
76	<ul style="list-style-type: none"> • It is recommended that these standards and objectives be reflected in the IEP for a student with exceptionalities who have behavioral concerns.
77	<ul style="list-style-type: none"> • The Standards and Objectives are divided into programmatic levels – Pk-1, 2-4, 5-8 and 9-12. • Skip to the desired Programmatic Level
78	<ul style="list-style-type: none"> • There are three standards – Self-awareness and Self-management is the first at all programmatic levels. • The standard and the descriptions do not change from programmatic level to programmatic level.
79	<ul style="list-style-type: none"> • These are the objectives for the first standard. Note that they are written in terms of what the student will be able to do. • They focus the efforts of the implementation in the area of self-awareness and self-management for high school students. • There are also EXAMPLE behaviors that “document mastery of Self-awareness and Self-Management
80	<ul style="list-style-type: none"> • For middle school students, there are three categories of behaviors – Individual behaviors, Initiative interactions, and Responsive interactions • After reviewing these definitions, go back to precious slide to re-visit the EXAMPLE

	behaviors in each category
81	<ul style="list-style-type: none"> The second (of 3) standard is Social-awareness and Interpersonal skills with clarification of each
82	<ul style="list-style-type: none"> Objectives and Example behaviors for Standard 2 Take a couple of minutes to review the objectives and example behaviors
83	<ul style="list-style-type: none"> Third standard is Decision-making Skills and Responsible Behaviors with descriptions
84	<ul style="list-style-type: none"> It is recommended that these standards and objectives be reflected in the IEP for a student with exceptionalities who have behavioral concerns Objectives and Example behaviors for Standard 3 Just because it is the last one, don't skip over the behaviors and example behaviors
85	<ul style="list-style-type: none"> The Standards and Objectives are divided into programmatic levels – Pk-1, 2-4, 5-8 and 9-12. Skip to the desired Programmatic Level
86	<ul style="list-style-type: none"> There are three standards – Self-awareness and Self-management is the first at all programmatic levels. The standard and the descriptions do not change from programmatic level to programmatic level.
87	<ul style="list-style-type: none"> These are the objectives for the first standard. Note that they are written in terms of what the student will be able to do. They focus the efforts of the implementation in the area of self-awareness and self-management for high school students. There are also EXAMPLE behaviors that “document mastery of Self-awareness and Self-Management
88	<ul style="list-style-type: none"> For high school students, there are four categories of behaviors – Individual behaviors, Initiative interactions, Responsive interactions, and Work-skills interactions After reviewing these definitions, go back to previous slide to re-visit the EXAMPLE behaviors in each category.
89	<ul style="list-style-type: none"> The second (of 3) standard is Social – awareness and Interpersonal Skills with clarification of each
90	<ul style="list-style-type: none"> Objectives and Example behaviors for Standard 2 Take a couple of minutes to review the objectives and example behaviors
91	<ul style="list-style-type: none"> Third standard is Decision-making Skills and Responsible Behaviors with descriptions
92	<ul style="list-style-type: none"> It is recommended that these standards and objectives be reflected in the IEP for a student with exceptionalities who have behavioral concerns. Objectives and Example behaviors for Standard 3 Just because it is the last one, don't skip over the behaviors and example behaviors
93	<ul style="list-style-type: none"> Chapter 2 is the Student Rights and Responsibilities policy folded into this policy without changes. Of course, it must be reflected appropriately in all aspects of this implementation.
94	<ul style="list-style-type: none"> Section 1 – School Supplies Whatever school supplies are deemed necessary to accomplish the goals of a school system and are an integral and fundamental part of elementary and secondary education must be provided free of charge to all students, such as textbooks, paper, writing implements and computers if their use is part of the curriculum. Students may be required to purchase their own equipment, such as instruments and

	<p>costumes, for performance-based classes, such as band, orchestra, choir, dance and theatre. However, students shall not be denied participation in a class because their parents/guardians cannot afford to do so. Schools have contingency plans to accommodate students and families who do not have the financial means to make these purchases.</p> <ul style="list-style-type: none"> • Section 2 – Electronic Communication • Students’ off campus conduct that might reasonably be expected to cause disruption in the school may be prohibited or disciplined. This includes blogs and social media postings created for the purpose of inviting others to indulge in disruptive and hateful conduct towards a student or staff member. • Section 4 – GED participation in Extra-Curricular Activities • Those students participating in a GED program whose grade point average for the last semester before entering into the program was below 2.0 grade point average may become eligible if they achieve a 2.0 average or better the mid-point of the second semester (the nine week point) in the same manner as students enrolled in the regular curriculum as outlined in WVBE Policy 2436.10.
95	<ul style="list-style-type: none"> • Chapter 3 – Planning for Implementation – 5 sections which will be addressed in the next group of slides • Section 1 is the Conceptual Framework • Sections 2-5 define the responsibilities of the WVBE, RESA, County and School
96	<ul style="list-style-type: none"> • Note that the valued dispositions (from Chapter1) apply to not only students and staff but also public guests of WV public schools • Implications for ball games, concerts, plays, graduation ceremonies, career days, etc • You might remind people that this is to be the context for learning and practicing the valued dispositions
97	<ul style="list-style-type: none"> • And not just at school but also on buses, at bus stops and sponsored events. • Think about the possibilities of the very broad term “sponsored events” • You might ask for some examples of events that their schools sponsor
98	<ul style="list-style-type: none"> • This is obviously huge in scope!!! • We clearly see here that this addresses much more than student behavior, much more than staff behavior. • It includes leadership practices and organizational structures.
99	<ul style="list-style-type: none"> • Use this slide as an exercise for participants to describe a positive school climate/culture from these different perspectives. • Challenge them to think broadly about the term “adults” and not limit their thinking to teachers or professional staff but include service personnel, contracted employees, etc
100	<ul style="list-style-type: none"> • Make sure that all of these were reflected in the discussion on the previous slide.
101	<ul style="list-style-type: none"> • This chart summarizes the areas of Policy Implementation for each group having responsibilities. • This is intended as an overview of responsibilities covered in the following slides.
102	<ul style="list-style-type: none"> • In the policy, all of the responsibilities for a group are listed in a section. We chose to re-organize them so that all the responsibilities in Policy Development (as an example) are shown on the same page. We feel this shows where the responsibilities fall in each of the areas of concern. • Note that counties are to “approve policies and procedures for implementing 4373 –

	submitted to State Superintendent by July 1, 2012”
103	<ul style="list-style-type: none"> Partnership development – The state will provide copies of MOUs (formal partnership agreements) with state agencies which should help counties/schools in furthering local agreements. Note the heading – “Essential to successful implementation of 4373.” This is seen as necessary for schools to realize this vision.
104	<ul style="list-style-type: none"> Training and Tech Assistance/Policy Dissemination County are to make policy available to public in electronic or written format County are to review policy at least be-annually School are to include the policy in all student and staff handbooks or distribute a copy to all County and school are both charged with an on-going awareness campaign for all students, staff and parents/guardians
105	<ul style="list-style-type: none"> Implementation Plan Is to be included in the county and school strategic plans School implementation plan is to be developed collaboratively with all stakeholders and incorporate partnership supports and resources List of “At a minimum” will be considered individually in subsequent slides.
106	<ul style="list-style-type: none"> Evaluation of Effectiveness Data, data, data Trend data, summary data, evaluation data Includes LSIC reports
107	<p>We will focus on three large areas:</p> <ul style="list-style-type: none"> The Vision of the Policy It’s emphasis on a pro-active approach, Prevention It’s listing of inappropriate behaviors and suggested Interventions This slide provides an organizing principal for the key information in Policy 4373 and the rest of this presentation
109	<ul style="list-style-type: none"> This is the first of a list of “minimum” components that are delineated on Page 37 of the policy. Each of these components is provided as a minimum that the school must have in place to provide a Safe and Supportive School After this list of “minimums”, we will revisit each essential component in more detail
110	<ul style="list-style-type: none"> To improve, all the adults in a school must be on the same page. Notice that this requires a PROCESS – it does NOT happen all at once or automatically
111	<ul style="list-style-type: none"> Based on data that they have collected, the school will establish targets for improvement.
112	<ul style="list-style-type: none"> School climate/culture data must be analyzed <u>regularly</u>. How regularly will vary with the type of data. Discipline data, annual surveys, program evaluation data, etc.
113	<ul style="list-style-type: none"> Data – Not Guesswork should guide all decision making.
114	<ul style="list-style-type: none"> Examples might include: Teaching behaviors Incentives

	<ul style="list-style-type: none"> • Reward Assemblies • Positive Role Modeling • Mentors
115	<ul style="list-style-type: none"> • The programs a school adopts and the practices that create its environment must reflect and support the behaviors expected of students, the content of positive education, and the health outcomes being taught. • Positive education refers to the teaching of dispositions covered earlier, positive behavior supports, and interventions all done with a positive approach • The health outcomes can include physical, social, and emotional health
116	<p>Examples of interventions which might be considered:</p> <ul style="list-style-type: none"> • A plan to address issues like tardies • Programs such as Rachel’s Challenge, Project Eston, Peer Mediation, Positive Behavior Supports, etc. • Therapeutic interventions such as Tobacco Cessation, Suicide Prevention, etc.
117	<p>For example,</p> <ul style="list-style-type: none"> • a referral to mental health for a severely depressed student, • a referral to a drug/alcohol counselor for a student in need, • a referral to tobacco cessation specialist available through RESA, • a referral to law enforcement for criminal activity
118	<ul style="list-style-type: none"> • Schools will develop plans to target their data driven needs for improvement. • The results need to be regularly evaluated and assessed with adjustments made as needed.
119	<ul style="list-style-type: none"> • What the policy describes as minimum components of a Safe and Supportive School, we will in the next dozen or so slides, explore in greater detail and in some cases elaborate on them.
120	<ul style="list-style-type: none"> • This list represents the things that schools which have successfully implemented positive school climate programs have found to be ESSENTIAL.
121	<ul style="list-style-type: none"> • An effectively functioning leadership team is probably the most important single component of a successful program.
122	<ul style="list-style-type: none"> • It is advantageous to have team members who represent different parts of the faculty. • An efficient team would include a member of the school administration. Some schools have found a member of the county office staff to be a very valuable member. • The team needs to be focused on the patterns of behavior which surface. As noted the pattern may be one of how frequently a misbehavior occurs or how severe a behavior is. • The team must help identify interventions including referrals to support services. • The team must communicate their work regularly to the staff so they do not appear to be some clandestine group. • Regular meetings with an agenda help keep the team focused on the huge task in front of them.
123	<ul style="list-style-type: none"> • The leadership team is that “small group of thoughtful, committed people” who are key to success.
124	<ul style="list-style-type: none"> • This includes all staff members including bus drivers if possible. • Getting buy-in from everyone on a staff requires a process and can usually only be

	<p>achieved over time.</p> <ul style="list-style-type: none"> Although having every staff member on board is the ultimate goal, if the majority of staff are on board, the school can move forward and strive to bring more on board through the work of the team and other staff members. Often the data showing that improvements are happening is the most powerful argument for those not yet on board.
125	<ul style="list-style-type: none"> Shaping the environment in a school means that the staff are clear about their expectations for the school's climate
126	<ul style="list-style-type: none"> This list of six requirements summarizes important components for shaping the environment or the CLIMATE/CULTURE of the school. It is a matter of having clear expectations and standing firm to being consistent with them.
127	<ul style="list-style-type: none"> Congruence means that we model what we expect of students. It means that our actions reflect our expectations. Compassion means we act with caring and students know it. Conviction is our commitment to the cause. Courage means we hang tough in the face of adversity and criticism. Consistency means we all react in similar ways to similar situations. Consequences means that students are taught that actions have consequences – good choices bring good consequences and bad choices have bad consequences.
128	<ul style="list-style-type: none"> Staff members cannot consistently enforce expectations if they don't share a common, very clear understanding of exactly what will be expected.
129	<ul style="list-style-type: none"> This understanding cannot be held as a secret among faculty members but must be widely communicated to students and parents in a variety of ways.
130	<ul style="list-style-type: none"> Consistency is often seen by school teams to be a weakness for their staff. It can be an obstacle in obtaining buy-in and a challenge to bring about improvement.
131	<ul style="list-style-type: none"> This applies to both classroom management and school-wide behavior expectations. If we say we expect behaviors but don't enforce them we are promoting something else.
132	<ul style="list-style-type: none"> This is a classroom management example.
133	<ul style="list-style-type: none"> The continuum of violence is a representation of some of the violent behaviors found in the four levels of inappropriate behaviors listed in Chapter 4 of the policy. Its purpose is to illustrate that violent behaviors can escalate if not dealt with, and that behavior expectations must be enforced consistently. Suggested activity: Place sheets of paper with a violent behavior on each in escalating order (e.g., from gossiping to shooting) on the walls. Ask teachers to choose where they would intervene (i.e., step in, do something) and stand by that behavior. Get them talking about why they chose a particular behavior. Two points usually emerge: <ol style="list-style-type: none"> Violent behaviors often escalate in seriousness. What starts as gossiping or name-calling often leads to shoving, fighting, and worse. We and our school staff are not consistent in enforcing our expectations for behavior. Here is a definition that schools have used in violence prevention programs: Violence is any mean word, look, sign or act that hurts a person's body, feelings or things.
134	<ul style="list-style-type: none"> This is the main theme of the last several slides on this component: Do we all agree on where to step in? If so, great. If not, we have some work to do. We have to talk

	<p>about it until we do agree on some school-wide norms on expected behavior for this school.</p>
145	<ul style="list-style-type: none"> • Does consistency mean doing exactly the same thing for every student? For the most part it does, but this can be complicated. For example, what is in a student's Individual Education Plan or 504 Plan is the law and determines what can be done. Or common sense would dictate what should be done in some situations like a medical condition or an abusive home. • So, when are we consistent? We need to be consistent in our expectations for behavior at school, in our intervention when there is inappropriate behavior, and in making students responsible for the consequence of that behavior unless there is reason for an exception, a valid reason that would make it unfair to do the same thing as for every other student.
136	<ul style="list-style-type: none"> • Being clear about what behavior we expect and enforcing that norm consistently, yes. But they must be done with the motivation of helping students make good choices and achieve success in school and life. When we make students accountable for inappropriate behavior, they must know it is because we care about them, not that we are out to catch and punish them. • At the end of the day, we are out to help them build sound character for success in school and life. Punishment most often leads to either compliance or resistance, neither of which help students come to the insight that they need to make better choices because it is the right thing to do.
137	<ul style="list-style-type: none"> • This component is expressed clearly in this video. Our goal must be to shape behavior, not just catch and punish, if we want to nurture a safe and supportive school.
138	<ul style="list-style-type: none"> • This is information from Dan Olweus, a leader in violence prevention and bullying programs. • He stresses firm limits (school-wide behavior norms) enforced with warmth and interest in the student as a person . . . including consequences that are not hostile but flow from the behavior . . . enforced consistently. In doing this we model what we expect of the student.
139	<ul style="list-style-type: none"> • This is a personal story from a book of classroom management tips by teacher Brian Mendler. • Bethany's phone call, which probably lasted only a minute, shows how firm limits insisted on with caring can change a student's life.
140	<ul style="list-style-type: none"> • Consequences, to be effective in motivating a student to change an inappropriate behavior, must be meaningful. If noon detention doesn't do it, maybe after-school detention or in-school suspension will.
141	<ul style="list-style-type: none"> • This comes from an article on classroom management. Adam Wexler's point: a teacher should have a series of steps to extinguish misbehavior which interrupts instruction. Whatever gets the job – get the student back on task – done. • The "steps" he suggests may be thought of as classroom interventions to deal with inappropriate behavior.
142	<ul style="list-style-type: none"> • This is an excerpt from guidelines for teachers at University High School in Morgantown. It lists a series of consequences which can be used in dealing with various behaviors.
143	<ul style="list-style-type: none"> • Incentives too must be effective in motivating students to make or continue to make good choices.

	<ul style="list-style-type: none"> Note that they must be meaningful to students, not to adults. Usually, the best way to find out what will be meaningful is to ask them.
144	<ul style="list-style-type: none"> This is a list of incentives which students found meaningful in schools with S3 grants. Even though these schools have money to use on incentives, these were the things students wanted.
145	<ul style="list-style-type: none"> Data, not guess work or hunches, is what makes for solid improvement and wins over the doubters. Data can be helpful in determining which students are most at risk, if interventions are working for a student, if school structures or procedures are the cause of problems, whether programs are successful, if progress is being made on goals, etc.
146	<ul style="list-style-type: none"> This graphic representation shows the most frequent offenses in the school in an easily understood and dynamic way. When a leadership team analyzes this data, what pattern or patterns might they note?
147	<ul style="list-style-type: none"> This example shows a very clear pattern of offenses at the various grade levels.
148	<ul style="list-style-type: none"> These are other examples of patterns a team might identify in their data
149	<ul style="list-style-type: none"> These are examples of data sources a school might use to assess their progress
150	<ul style="list-style-type: none"> Intervention strategies need to be effective
152	<ul style="list-style-type: none"> This is a representation of a three tiered model, in this instance for behavior. The first tier is interventions for all students in the school, the second for students who need something more to be successful, and the third for the few, in most schools 3-5%, who need more intense interventions because nothing else has worked. The third tier often requires the support of community groups and agencies with whom the school will develop partnerships informally or with formal agreements.
153	<ul style="list-style-type: none"> This is a title slide for the activity which follows in the next slide. Invite team members to scan the environment in their school. For each of the three tiers, have them list the interventions they already have in place to meet student needs.
154	<ul style="list-style-type: none"> A new tier appears with each click. Have the team brainstorm the interventions currently being used for that tier. You can do this on poster paper, a chalk board, smart board, etc. Stress that prevention is a process. It requires teaching expected behaviors and attitudes again and again in a variety of ways. Refer to the interventions for Tier 1 listed by the team in their environmental scan. Encourage them to add things they might wish to try in the future.
155	<ul style="list-style-type: none"> This slide and the next illustrate program interventions a school might decide to implement to address student needs indicated by their data. In the case of Lewis County High School, Rachel's Challenge was judged to be an effective programmatic response to a bullying problem evidenced by the tragic death of a student.
156	<ul style="list-style-type: none"> Character Education and Social and Emotional Learning, which is sketched out in this policy, can be powerful tools of prevention. This can be done through teaching, coaching, classroom meetings, modeling, etc. They should be focused on student needs revealed by the data. For example, if the data indicates that disrespect and disruption in the classroom is the most frequent behavior referral, a focus on respect for Character Education would seem to be called

	<p>for. Likewise, if fighting is a repeated problem with 9th graders and immaturity in dealing with conflict is determined to be the cause, an emphasis on social awareness and interpersonal skills, the second standard of Social and Emotional Learning, might be appropriate.</p>
157	<ul style="list-style-type: none"> Nancy Brown explains some of the dimensions and possibilities of Character Education.
158	<ul style="list-style-type: none"> As mentioned earlier, the school cannot do it alone. Especially, for effective interventions to address the needs of intense needs of seriously at-risk students, the support of community organizations and agencies is essential.
160	<ul style="list-style-type: none"> In this and the next slide there is a sample MOU between a county school system and a community mental health agency (in this case, Expanded School Mental Health Services). Entire Sample MOU can be found in resources. MOUs set the tone for the expectations for services and protect both parties
161	<ul style="list-style-type: none"> These are the goals and strategies included in the sample MOU in the previous slide.
162	<ul style="list-style-type: none"> Parents play an extremely important role in modeling expected behaviors and collaborating with school interventions and initiatives. Community organizations – e.g., the local newspaper, the mayor and town council, businesses, etc. – can also be powerful allies in creating a safe and supportive setting for students.
163	<ul style="list-style-type: none"> This is a list of other community resources a school with whom a school could develop formal or informal partnerships
164	<ul style="list-style-type: none"> This begins a new chapter which addresses inappropriate behaviors and possible interventions. Note that the stated purpose is not limited to discipline. It is to create and ensure an orderly and safe environment conducive to learning.
165	<ul style="list-style-type: none"> Note the emphasis on programs which are proactive – they anticipate possible problems – preventative – they prevent inappropriate behavior from occurring whenever possible, and responsive – they respond to it when it does. The interventions and consequences must be meaningful in responding to those behaviors.
166	<p>The four levels of inappropriate behaviors are organized differently in this revision.</p> <ul style="list-style-type: none"> Level 1 includes behaviors that disrupt classroom instruction. Level 2 behaviors not only disrupt learning but also could be harmful even if that is not the intent of the student. Level 3 behaviors are illegal and/or harmful and willful. Level 4 addresses Safe Schools Act behaviors covered in the WV Code.
167	<ul style="list-style-type: none"> Two things are stressed here. First, the response to these behaviors must be quick and consistent. Second, it must be done in a manner that is effective in deterring repeated incidents and one that respects the individual involved.
168	<ul style="list-style-type: none"> In their policies counties are allowed to move behaviors from Level 2 to Level 3 or 3 to 2 if in their judgement their severity or frequency merit. Any changes must not, of course, contradict anything that is in code.
169	<ul style="list-style-type: none"> Counties are not only permitted by expected to find interventions and consequences that will be meaningful for their students to compliment those given in this policy.
170	<ul style="list-style-type: none"> Here are a couple of examples that reflect local resources or practices that have been

	found effective.
171	<ul style="list-style-type: none"> • School principals and administrators are urged to find intervention strategies that keep students in school where they can continue to be engaged in instruction, not send them home where most often no progress in learning occurs. • All possible resources in the school and community must be sought to accomplish this.
172	<ul style="list-style-type: none"> • Many who are excluded from school for behavior are struggling students. While this is at times necessary, they are also being put at an even greater disadvantage in terms of achieving academic success because of the instruction they will be missing.
173	<ul style="list-style-type: none"> • Many who are excluded from school for behavior are struggling students. While this is at times necessary, they are also being put at an even greater disadvantage in terms of achieving academic success because of the instruction they will be missing. • For this reason and because of the questionable appropriateness, suspension is not recommended for Level 1 behaviors. • But for that level and Levels 2 and 3 the consequence is left to the discretion of the administrator.
174	<ul style="list-style-type: none"> • A referral to the administrator is required for Levels 3 and 4 because those behaviors because they are more serious, and in some cases, illegal. • This does not mean that the teacher is prevented from using other interventions judged helpful in addition to an office referral.
175	<ul style="list-style-type: none"> • A common sense rule of thumb is stated here: if you are suspended/expelled from school, you are also barred from participating in extracurricular activities. • Note that this applies for the duration of the suspension or expulsion. If a student is suspended on Friday, for example, he or she may not attend a dance Friday evening or compete in a wrestling match on Saturday. The exclusion from extracurricular activities lasts until Monday when he/she returns to school.
176	<ul style="list-style-type: none"> • Consequences and intervention strategies may not violate the provisions in a student's IEP or 504 Plan. Those documents have the force of law.
177	<ul style="list-style-type: none"> • This sample from Level 1 illustrates the format used for each level.
178	<ul style="list-style-type: none"> • Refer back to the sample to point out its sections: the behavior, its definition, and possible interventions and consequences for any of the behaviors at that level.
179	<ul style="list-style-type: none"> • This is a list of the behaviors listed in Level 1.
180	<ul style="list-style-type: none"> • This and the following slide list the interventions and consequences that may be used at the discretion of the classroom teacher, or in some cases, the administrator. • Note that the county in their policy may add to this list interventions/consequences they deem appropriate.
181	<ul style="list-style-type: none"> • These are the rest of the interventions and consequences for Level 1. • Stress the next to last bullet OSS for Level 1 – most controversial part of draft policy. • The rationale for this section is that suspension has been shown by data not to be a meaningful intervention for Level 1 infractions. For example, WV State Code states that you cannot suspend a student for solely not attending class which includes skipping class and tardiness. • Level 1 is usually classroom management issues which teachers.
182	<ul style="list-style-type: none"> • This illustration is included to draw attention to the reality that Prevention and Intervention strategies often overlap. For example, in-school suspension is often used as a consequence when we intervene for a student's inappropriate behavior. It may

	<p>at the same time including strong elements of prevention. The ISS teacher often has students reflect on the behavior and why it is inappropriate, consider other possible choices in the situation, even reinforce themes from Character Education or teach appropriate Social and Emotional skills.</p>
183	<ul style="list-style-type: none"> • This is a list of the behaviors listed in Level 2. • Knife not meeting Dangerous Weapon Definition means a knife with a blade less than 3 ½ inches.
184	<ul style="list-style-type: none"> • This and the following slide list the interventions and consequences that may be used at the discretion of the classroom teacher or the administrator. • Once again, the county in their policy may add to this list interventions/consequences they deem appropriate.
185	<ul style="list-style-type: none"> • These are the rest of the interventions and consequences for Level 2.
186	<ul style="list-style-type: none"> • This illustration is included again for Level 2 to draw attention to the reality that Prevention and Intervention strategies often overlap. For example, in-school suspension is often used as a consequence when we intervene for a student's inappropriate behavior. It may at the same time including strong elements of prevention. The ISS teacher often has students reflect on the behavior and why it is inappropriate, consider other possible choices in the situation, even reinforce themes from Character Education or teach appropriate Social and Emotional skills.
187	<ul style="list-style-type: none"> • This is a list of most of the behaviors listed for Level 3. Note that harassment, bullying and intimidation, in addition to illegal drugs, are covered on Slides #191-196.
188	<ul style="list-style-type: none"> • This and the following slide list the interventions and consequences that may be used for the Level 3 behaviors listed on Slide #187. • Remember that Level 3 and 4 behaviors, because they are more serious and/or illegal, must be referred to an administrator even if a teacher or other staff member uses other intervention strategies.
189	<ul style="list-style-type: none"> • This is the rest of the list of interventions/consequences for the behaviors on Slide #187.
190	<ul style="list-style-type: none"> • These are the Level 3 behaviors relating to illegal drugs (imitation drugs and inhalants) and tobacco. • The provisions for illegal drugs included in the Safe Schools Act are covered in Level 4.
191	<ul style="list-style-type: none"> • This slide addresses both the behaviors and the interventions and consequences required for harassment, bullying, and intimidation. • Given the heightened attention it is receiving today, additional information on bullying and cyber bullying is provided in slides #192-193.
192	<ul style="list-style-type: none"> • There is a very broad definition of characteristics which can occasion bullying. • Note that mental, physical, developmental, and sensory disabilities are included among them.
193	<ul style="list-style-type: none"> • These facts were presented at the 2012 National Conference on Bullying in Orlando. Power Points and other resources from the conference can be found at www.schoolsafety911.org
195	<ul style="list-style-type: none"> • Video is a 4 minute overview of all aspects of bullying – identification, appropriate reactions, reporting, etc.
197	<ul style="list-style-type: none"> • These are the behaviors listed in Level 4. • Although this appears in Chapter 4, the actions are in the table at the end of Chapter 3 on pages 41 and 42.

	<ul style="list-style-type: none"> • None of this section changed. • This is an excellent time to introduce the ELECTRONIC MANUAL which can be found on the Office of Healthy Schools web page and contains live links to appropriate documents and code.
198	<ul style="list-style-type: none"> • Several important issues are addressed after the four levels of behaviors. The first is physical punishment. • In addition to the prohibition, four examples are given.
199	<ul style="list-style-type: none"> • Physical force may be used to restrain a student but only if it is reasonable for the purpose of preventing him from harming himself or another person. • It is also required that students, including special needs students, be treated with dignity and respect in using physical restraint.
200	<ul style="list-style-type: none"> • A team from each school must be trained in a nationally recognized restraint process.
201	<ul style="list-style-type: none"> • A description of alternative education for disruptive students is provided along with a listing of several different forms it might take. • This section has not changed and can be found on page 59 of the policy.
202	<ul style="list-style-type: none"> • The role of law enforcement is the final area covered. • Two highlights are presented here, namely police resource officers and the roles of police and school officials during investigations. • Can be found on page 64 of policy.
207	<ul style="list-style-type: none"> • In Chapter 5 the procedures concerning allegations for inappropriate behaviors are covered. • This and the following chapter address more serious behaviors like harassment, bullying and intimidation.
208	<ul style="list-style-type: none"> • Chapter 6 addresses the actions to be taken in dealing with inappropriate behaviors once they have been substantiated.
209	<ul style="list-style-type: none"> • If questions arise about any of these points, refer to the following pages in the policy. • Definitions for due process for ISS and OSS begin on page 69 & continues on page 70 • Procedures for compliance are on page 71. • WVEIS entry requirements are on page 71 and 72. Everything must be entered! • Policy 7211 has not changed, but has been incorporated into the policy, page 72.
210	<ul style="list-style-type: none"> • This and following two slides are comments on entire policy which proposes take a different approach to discipline than in the past
211	<ul style="list-style-type: none"> • The change required to implement this vision of safe and supportive schools, as with any fundament change, will take 3-5 years.
212	<ul style="list-style-type: none"> • This report, Healthy People 2010, stresses the powerful impact schools have in the lives of students