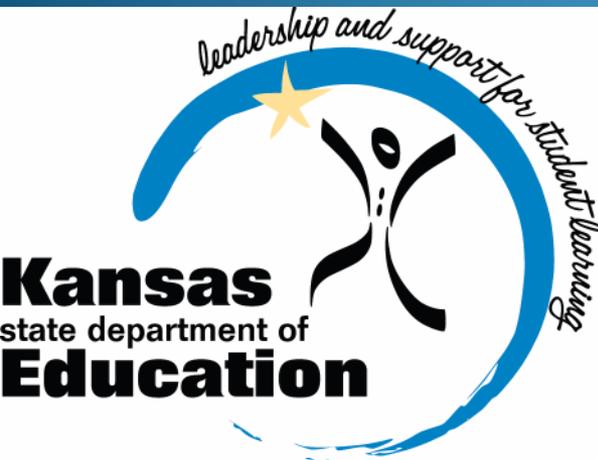


# Sustaining School Climate and Culture



Chicago Grantees Meeting  
April, 2012

# The Multi-Tiered System Of Support



# LEADERSHIP

# Culture and Climate Team

## Safe and Supportive Schools

- Vince Omni, Coordinator
- Tiffany Ellerman, Admin. Asst.
- Bonnie Houk/Lisa Chaney, Evaluators

## PCEP

- Bonnie Houk, Grant Writer
- Sue Kidd, Coordinator
- Cindy Patton, Consultant
- Tierney Kirtdoll, Admin. Asst.
- Jeannette Nobo, Asst. Direct.
- Compass Evaluation

# Partnerships

- Ks. Education Service Centers
- Ks. Attorney General
- Ks. Dept. of Health and Environment
- Ks. Institute for Peace and Conflict Resolution
- Ks. Center for Safe and Prepared Schools
- Ks. Parent Information Resource Center
- Ks. Highway Patrol
- Character Education Partnership
- Institute for Excellence and Ethics
- Ks. Black Educators Association
- Ks. School Counselors Association
- Ks. Dept. of Commerce
- Ks. Board of Regents

**EMPOWERING**

**THE**

**CULTURE**



# Kansas Multi-Tiered System of Support (MTSS)

## Behavior

- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted function-based interventions
- Small groups or individual support
- Frequent progress monitoring to guide intervention design

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

## Academics

- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

Few

Some

All

# KSA 72-8256

Requires schools to:

1. Adopt and implement a plan to address bullying and cyber bullying.
2. Adopt policies prohibiting bullying.
3. Adopt and implement a plan to address bullying that includes training provisions for staff and students.
4. Upon request, the state board shall assist in the development of grade appropriate curriculum for **character development programs.**

# BOE Motions Adopted Dec. 2010

- Anti-Bullying Awareness Week
- Statement from the BOE on the Serious Nature of Bullying
- Included “character development” in BOE mission statement
- Development of Model Social-Emotional Character Development Standards

# Anti-Bullying Awareness Week

October 3<sup>rd</sup>-9<sup>th</sup>

I pledge to be a hero and take a **STAND**

Speak out against bullying ★ Tell an adult when you see someone being bullied ★ Always set a good example ★ Notice when others are left out ★ Don't let your friends bully others

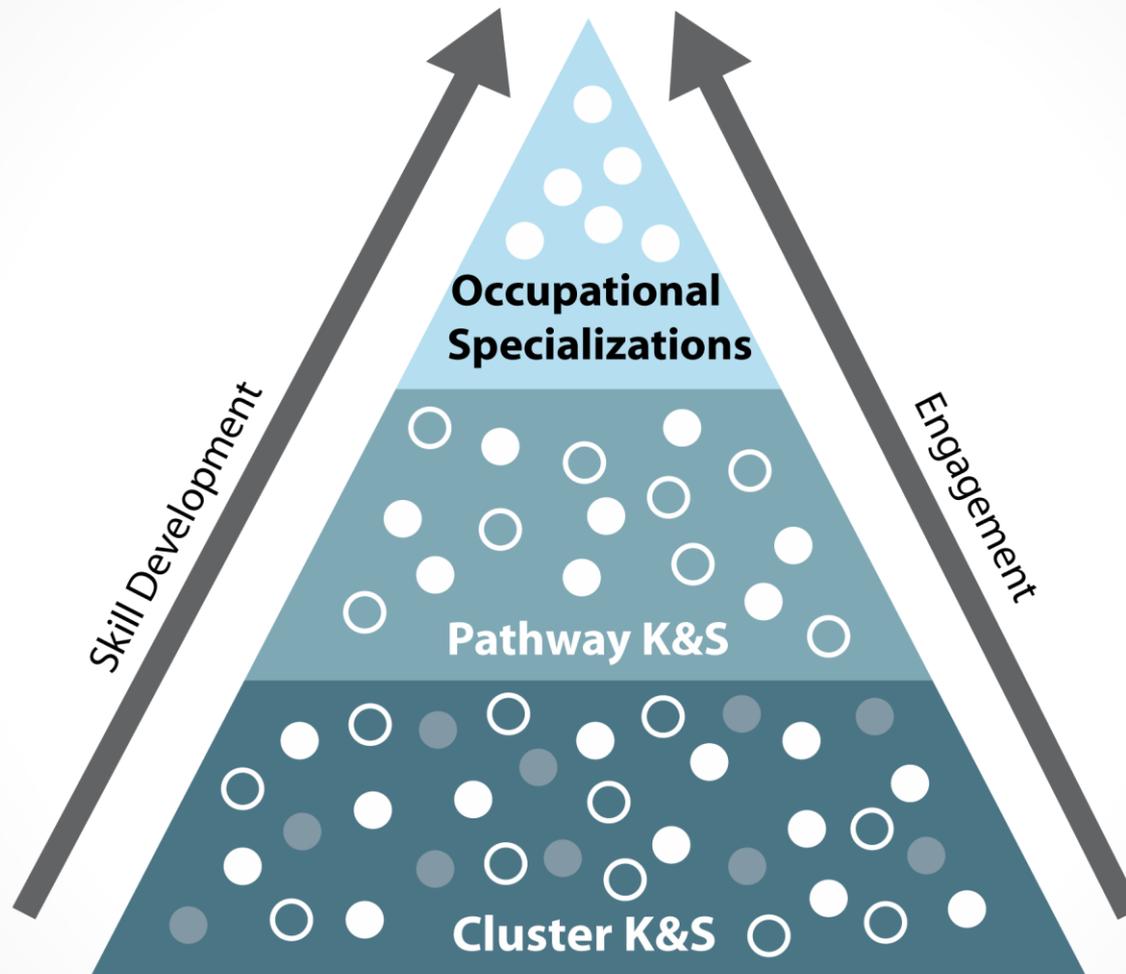




Winfield Intermediate

# Career

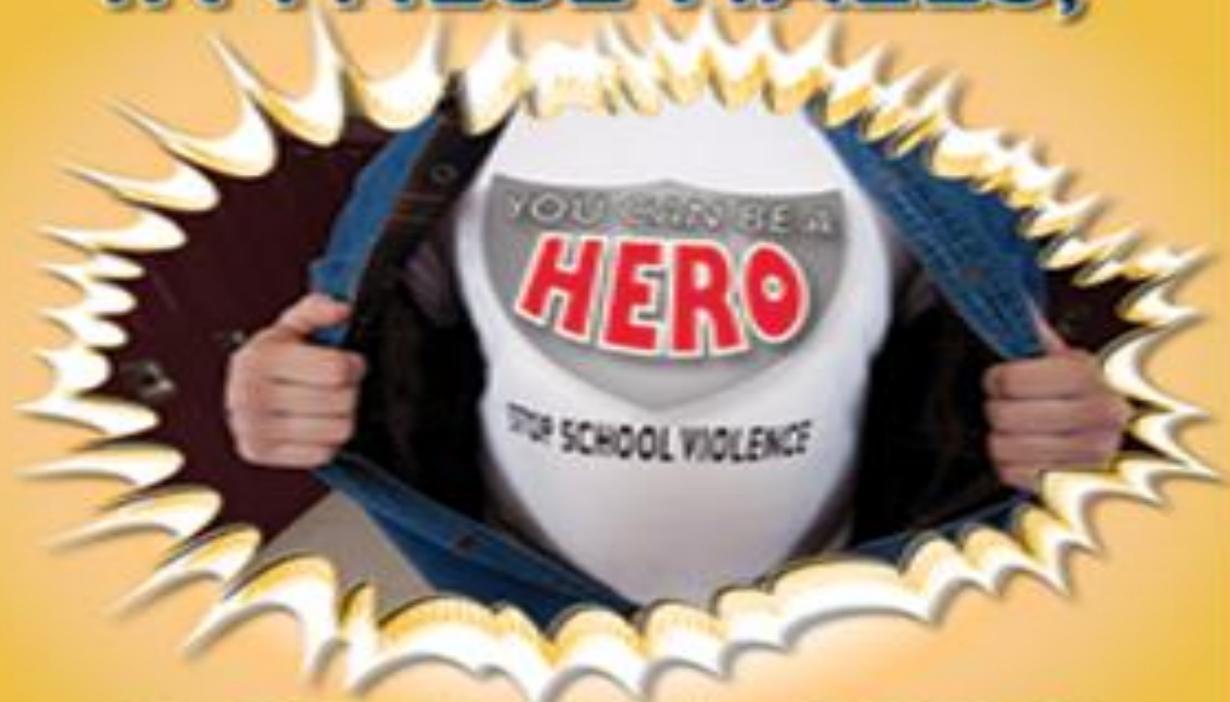
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8<sup>th</sup> Grade

**IN THESE HALLS,**



**1•877•626•8203**

**KANSAS SCHOOL SAFETY HOTLINE**

*Anonymous ~ Toll Free*

**CURRICULUM**

**AND**

**INSTRUCTION**

Tertiary Prevention:

Specialized  
Individualized  
Systems for Students with  
High-Risk Behavior

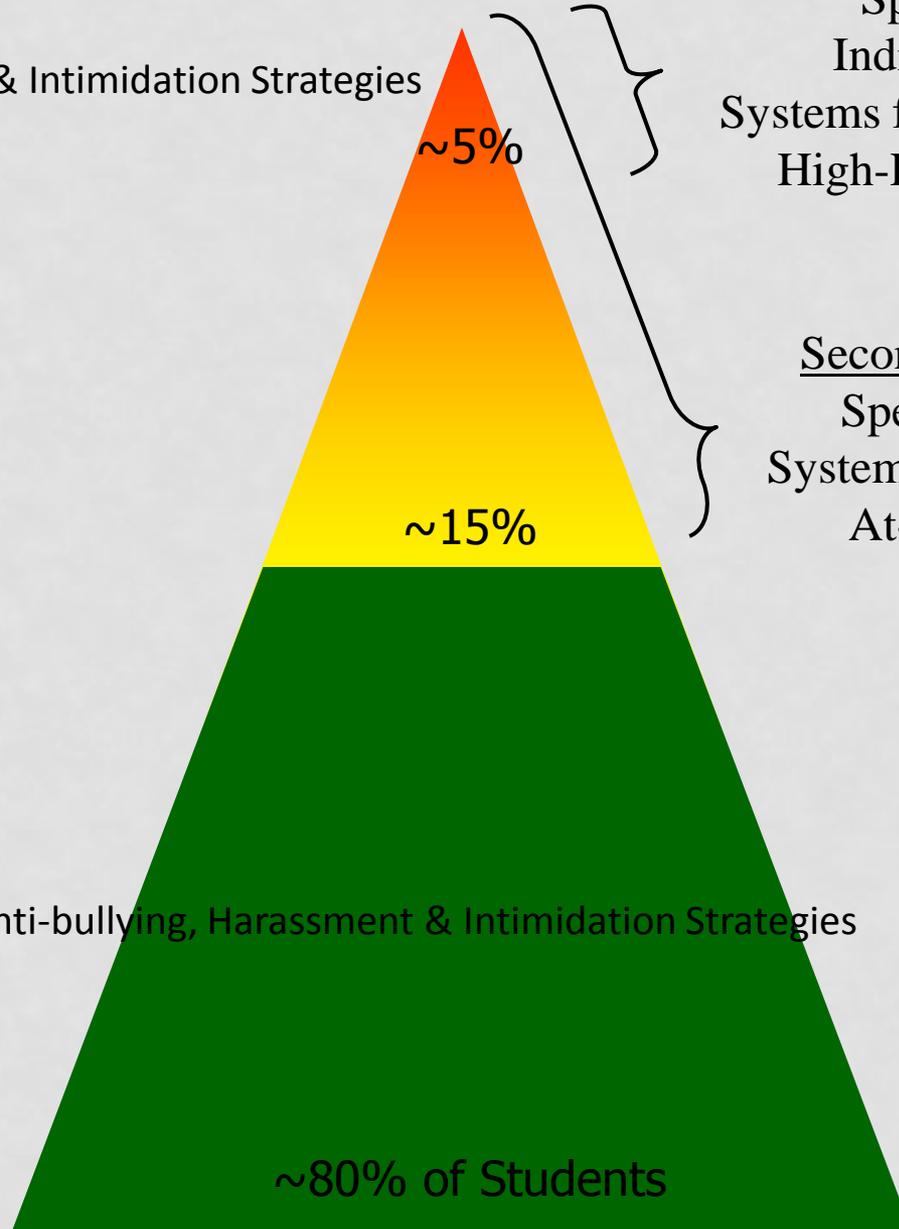
Secondary Prevention:

Specialized Group  
Systems for Students with  
At-Risk Behavior

Primary Prevention:

School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings

Anti-bullying, Harassment & Intimidation Strategies



*There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort and to evaluate available character education programs, books, and curriculum resources.*

# CEP's Eleven Principles

of Effective Character Education™

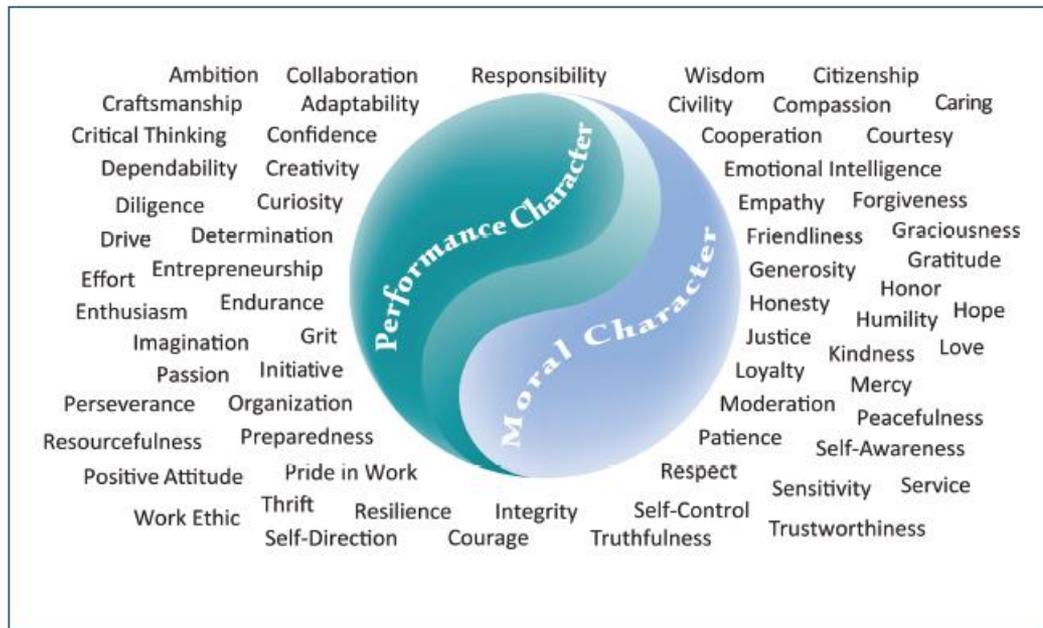
By Tom Lickona, Ed.D.  
Eric Schaps, Ph.D.  
Catherine Lewis, Ph.D.

© Character Education Partnership, 2003



**Culture of Excellence & Ethics™ Tools**

**Performance Character & Moral Character**



Power2Achieve®

From *Smart & Good High Schools* (Lickona & Davidson, 2005)

# Power2Achieve™ for Schools: Kansas PCEP 2011-2012

FACULTY AND STUDENT PROGRAMMING

Flexible Integration Modules

Toolkit for Teachers on Teaching Students to Collaborate with Efficiency & Effectiveness

Toolkit for Teachers on Developing the Mindset of Growth & Resiliency in Students

Comprehensive Course

<b>Power2Achieve™ Foundations</b>						
Participate in an intentional culture of excellence	Manage priorities & reduce stress	Acquire the mindset of growth & resiliency	Possess emotional intelligence & integrity	Collaborate with efficiency & effectiveness	Realize the potential for excellence	Live a balanced, purposeful & fulfilling life

LEADERSHIP DEVELOPMENT

Toolkit for School Leaders on Enhancing Communication & Collegiality in the Professional Community

ASSESSMENT

Formative Assessment Incorporated in Foundations Units

Culture of Excellence & Ethics Assessment Survey: Student & Faculty Pretest

Culture of Excellence & Ethics Assessment Survey: Student & Faculty Posttest

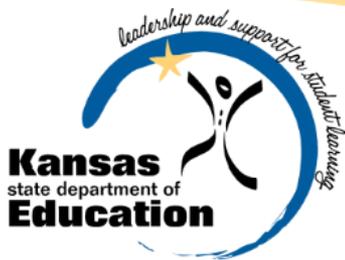
### S3 Evidence-Based Strategies By Category



<b>Academic Achievement/School Attendance</b>	<b>Relationships/ Self Esteem</b>
Positive Action (U)	Connections: Relationships and Marriage (11 th & 12th grade) (U)
Power2Achieve (U)	Expect Respect (U)
Project PATHE (U)	Peers Making Peace (U)
Wyman's Teen Outreach Program (U)	Project PATHE (U)
<u>YouthFriends</u> (U)	Relationship Smarts Plus (U)
WhyTry? (U)	11 Principles of Character Education
Building Assets-Reducing Risks (S)	Say It Straight (U)
Project SUCCESS (S)	4th R Curriculum (U)
Project MAGIC (I)	Safe Dates (U)
<b>Substance Abuse Prevention &amp; Intervention</b>	<b>Suicide Prevention</b>
<u>AlcoholEdu</u> for High School (U)	Lifelines Curriculum (U)
<u>LifeSkills</u> Training (U)	SOS Signs of Suicide (U)
Orebro Prevention Program (parent program) (U)	<u>TeenScreen</u> (U)
Positive Action (U)	American Indian Life Skills Development/Zuni Life Skills Dev. (S)
Project Northland/Class Action (U)	Care, Assess, Respond, Empower (CARE) (S)
Project PATHE (U)	Coping & Support Training (CAST) (S)
Ripple Effects (U, S, I)	
Teenage Health Teaching Modules (U)	<b>Teen Pregnancy / Drop Out</b>
Too Good for Drugs & Violence (U)	Wyman's Teen Outreach Program (U)
<u>YouthFriends</u> (U)	Taking Charge (I)
4th R Curriculum (U)	WhyTry? (U)
Big Brothers, Big Sisters of America (S)	<b>Truancy / Drop Out Prevention</b>
Building Assets-Reducing Risks (S)	Project PATHE (Positive Action Through Holistic Education) U
Restorative Practices (U,S)	WhyTry? (U)
Project SUCCESS (S)	Taking Charge (I)
Spit Tobacco Intervention for High School Athletes (S), (I)	Truant Recovery Program (I)

# Kansas Social, Emotional, and Character Development Standards

December 2011 DRAFT  
SECD Planning Team



# CORE BELIEFS

Personal management and relationship skills are vital in all aspects of learning and of life.

Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.

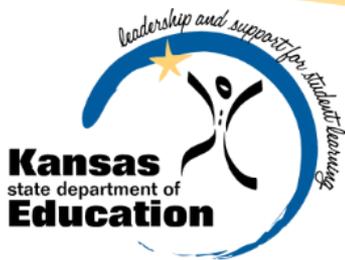
Effective social, emotional and character development skills support academic achievement in students and constructive engagement by staff, families and communities.

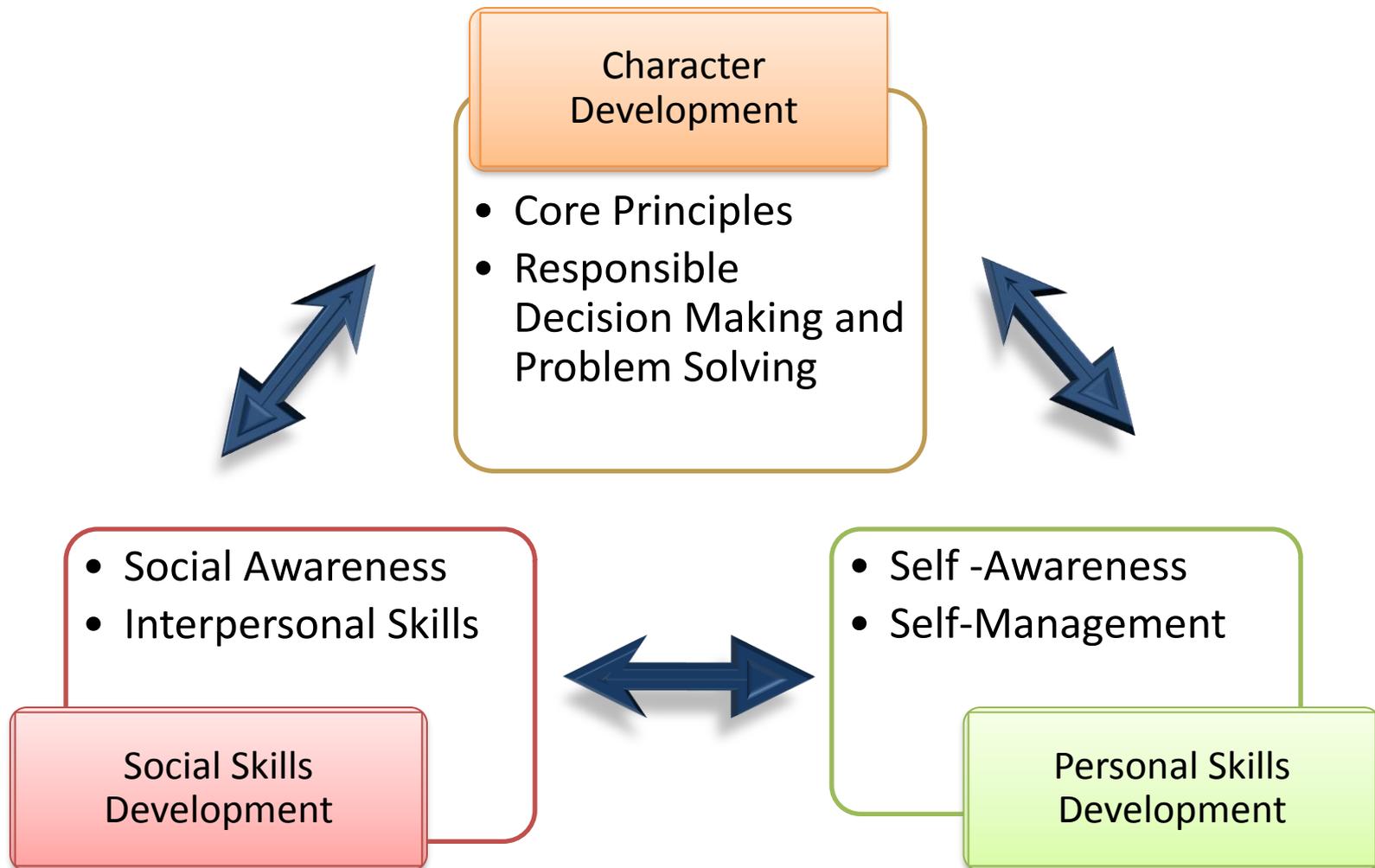
Students learn best in a respectful, safe and civil school environment where adults are caring role models.

Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in a **whole school** Social, Emotional, and Character Development (SECD) programming.

## College and Career Ready Goal

Students who are college and career ready must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success.

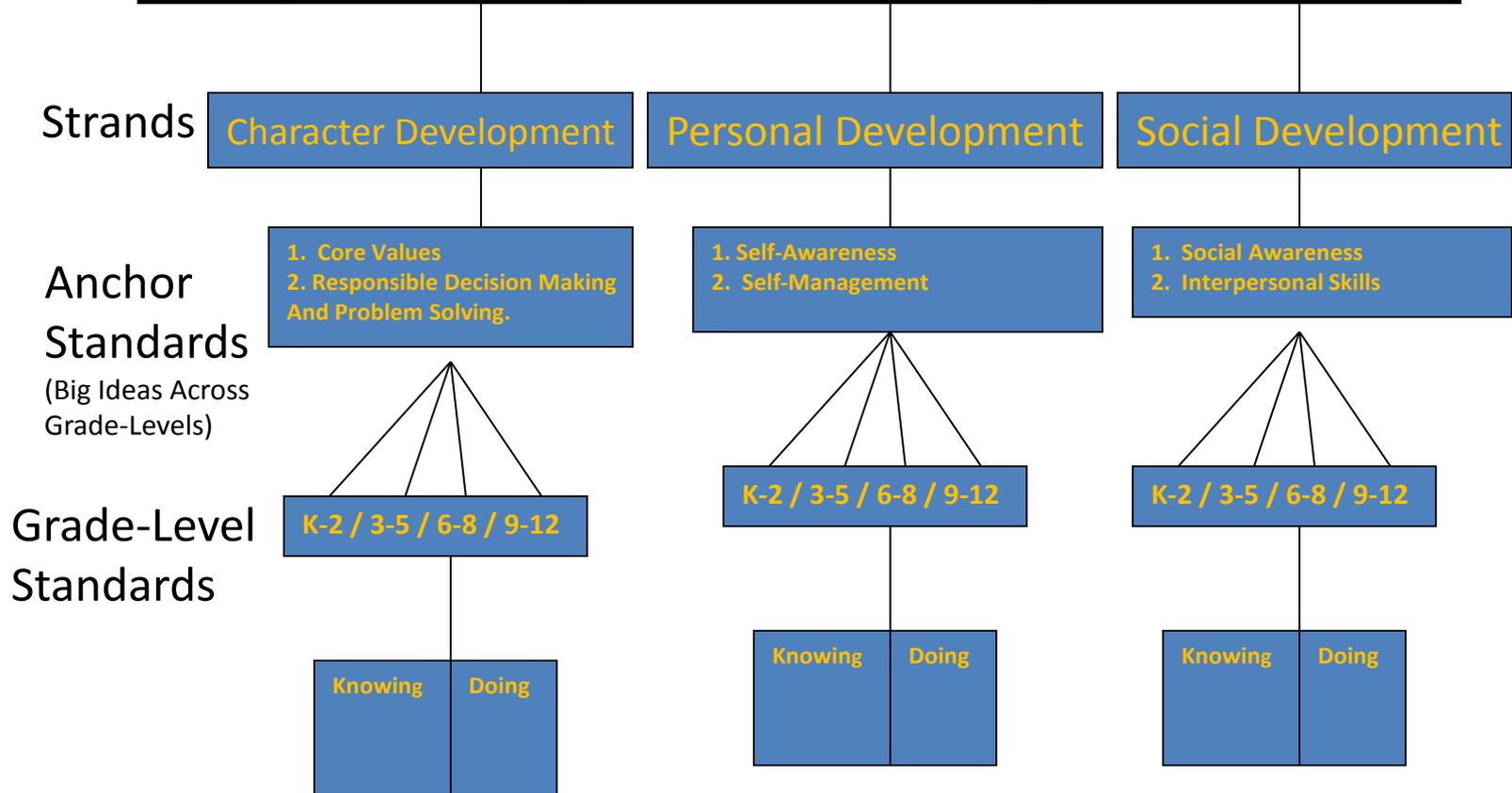




## **Kansas Social, Emotional, and Character Education Standards**

# Common Core Formatting

## Social, Emotional, Character Development Standards



# *SAFE AND SUPPORTIVE SCHOOLS GRANT*

- **Safe Schools Conference**
- **Round 1 grantees: 15 schools (\$850,000)**
- **Fall Counselor Conference**
- **School Violence Hotline**
- **Safe Schools Manual**
- **MTSS Symposium- behavioral strand**
- **New Approaches to Classroom Discipline and School Climate**
- **Kansas Center for Safe and Prepared Schools**
- **Social-Emotional Character Development Standards**
- **Kansas Parent Information Resource Center**
- **Kansas Black Educators Conference**
- **RFP for Bullying Prevention Support Hotline**

**Accountability**  
**and**  
**School Improvement**

# Kansas accreditation is:

$$Q + P = A$$

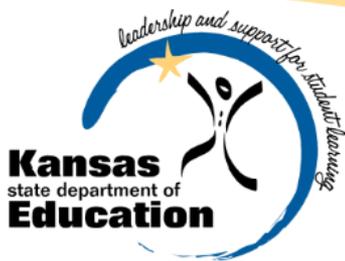


# Quality

- ✓ 1. A school improvement plan
- ✓ 2. An external assistance team
- ✓ 3. Local assessments aligned with state standards
- ✓ 4. Teachers trained in state standards and assessments
- ✓ 5. In assessed areas, all teachers must be certified
- ✓ 6. Board policies meet 91-31-34
- ✓ 7. Local graduation requirements that meet state requirements
- ✓ 8. Curricula that meet the regent's admission requirements
- ✓ 9. Elementary and middle schools that offer computer literacy, counseling services, fine arts, etc.
- ✓ 10. Secondary schools that offer business, FACS, etc.
- ✓ 11. Policies ensuring compliance with other accreditation regulations and laws

# Performance

- **% at standard or above in reading and math**
- **95% taking the state assessments**
- **Attendance rates at or above 90%**
- **Graduation rates at or above the state standard**



# 21st Century Accreditation

Relationships

Relevance

Responsive  
Culture

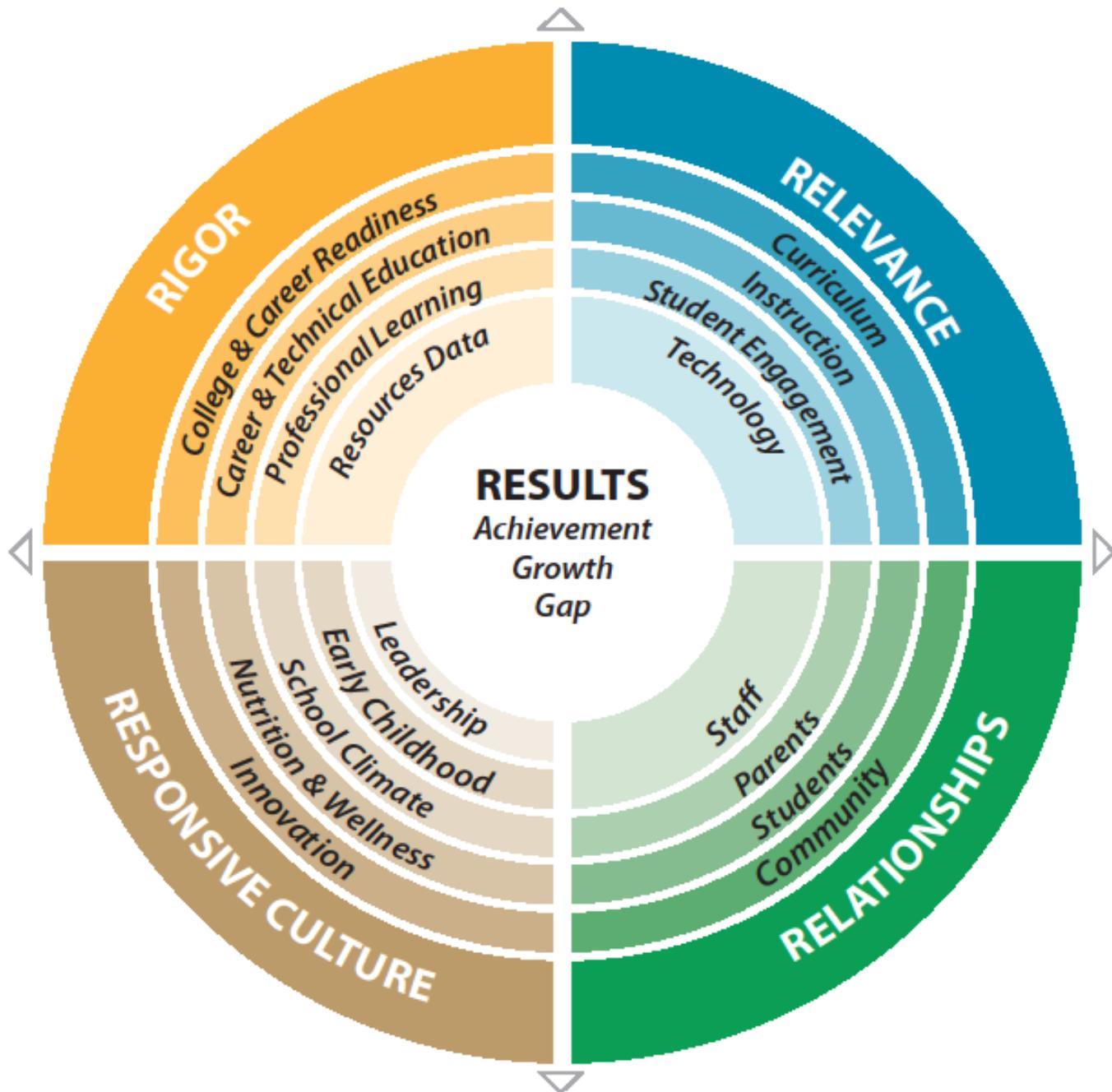
Results

Rigor

Presented to the Kansas Board of Education  
by Brad Neuwenswander and Tom Foster  
Kansas State Department of Education

13 Sept. 2011

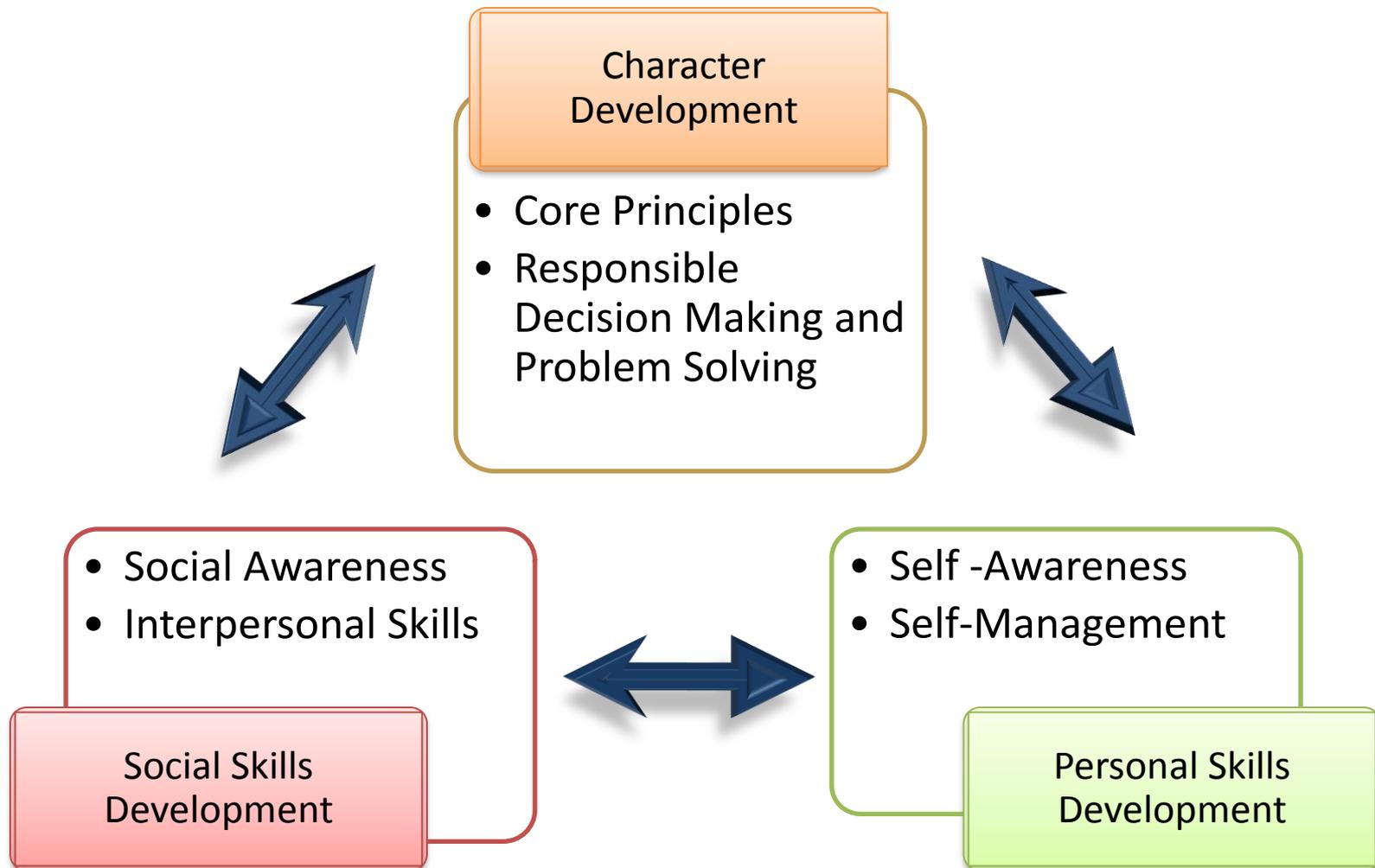
prezi by Tony Moss



	Relationships				Relevance				Responsive Culture				
	Staff	Students	Parents	Community	Curriculum	Instruction	Student Engagement	Technology	Leadership	Early Childhood	School Climate	Nutrition & Wellness	Innovation
Implementing													
Transitioning													
Modeling													
Points													
Weights													



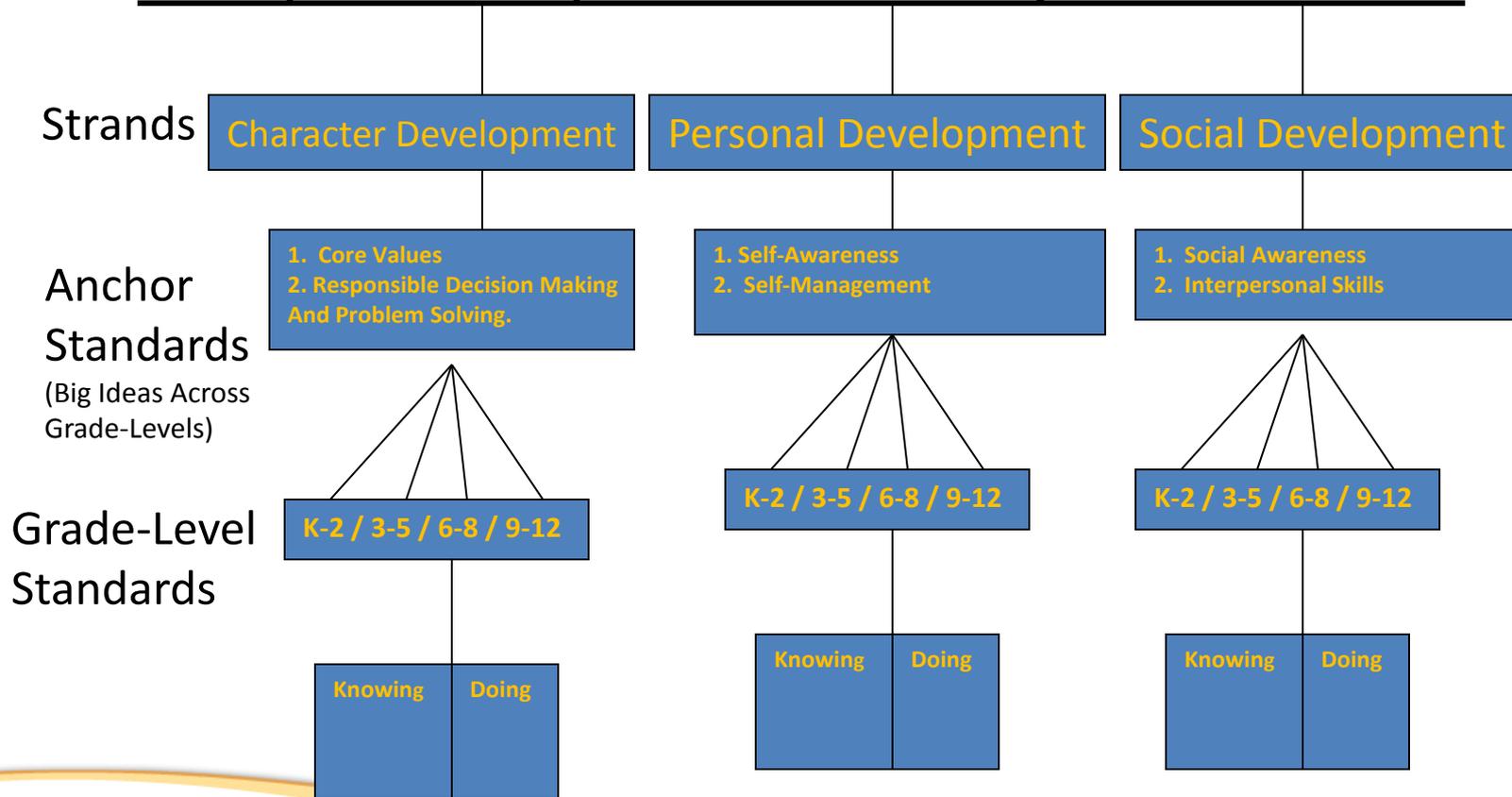
	Results				Rigor					Totals			
	Achievement Growth Gap				College & Career Readiness	Career & Technical Education	Resources	Data	Professional Learning				
Implementing													
Transitioning													
Modeling													
Points													
Weights													



## **Kansas Social, Emotional, and Character Education Standards**

## Common Core Formatting

# Social, Emotional, Character Development Standards



# 21st Century Accreditation

Relationships	Relevance	Responsive Culture	Results	Rigor
a. Core Principles (CD)				
b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)
c. Self-Awareness (PD)				
d. Self-Management (PD)				
e. Social Awareness (SD)				
f. Interpersonal Skills (SD)				

**CD:** Character Development Standard

**PD:** Personal Development Standard

**SD:** Social Development Standard

# Condition for Learning Index

Kansas Safe and Supportive Schools Continuum Conditions for Learning (CFL) Index			
Safety	Academic Engagement	Social Engagement	Environment
<p>Emotional Safety</p> <p>Physical Safety</p> <p>Substance Abuse</p>	<p>Relationships</p> <p>Respect for Diversity</p> <p>School Participation</p>		<p>Physical Environment</p> <p>Academic Environment</p> <p>Disciplinary Environment</p> <p>Wellness</p>

“If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals.”