

PBIS Update

Sweetwater School District Number One
March 2021 #2

The District Strategic Plan states:

Sweetwater County School District #1 will nurture a positive learning climate and culture.

- Promote positive behaviors and relationships among students, staff, families and the community.
- Ensure schools are safe and secure.
- Proactively support physical, mental and emotional health.

To ensure we maintain a positive learning climate and culture throughout our district, we have commitment to the PBIS process and philosophies. The goal of **PBIS** is to establish a climate in which appropriate behavior is the norm.

One of the arguments in favor of suspensions is that if a student is removed from the classroom, they're no longer causing disruptions, and therefore removing disruptive students could have positive benefits on those who remain in the classroom. However, studies have found that **for all students**, even those not suspended, if they attend a school with a high suspension rate there are large negative impacts on later-life outcomes. Below I have shared the number of in-school and out-of-school suspensions by school as well as research in regards to suspension. The suspension graph is generated using information from SWIS, entries made from start of school August 17, 2020 through March, 11, 2021 were used.

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Respond don't react,
affirm your feelings
and choose your
behavior.

OUR REACTION
TO A SITUATION
LITERALLY HAS
THE POWER TO
CHANGE THE
SITUATION
ITSELF.
KUTERANDWILLIAMS.COM

Suspension Research

Florida's Department of Education releasde the following:

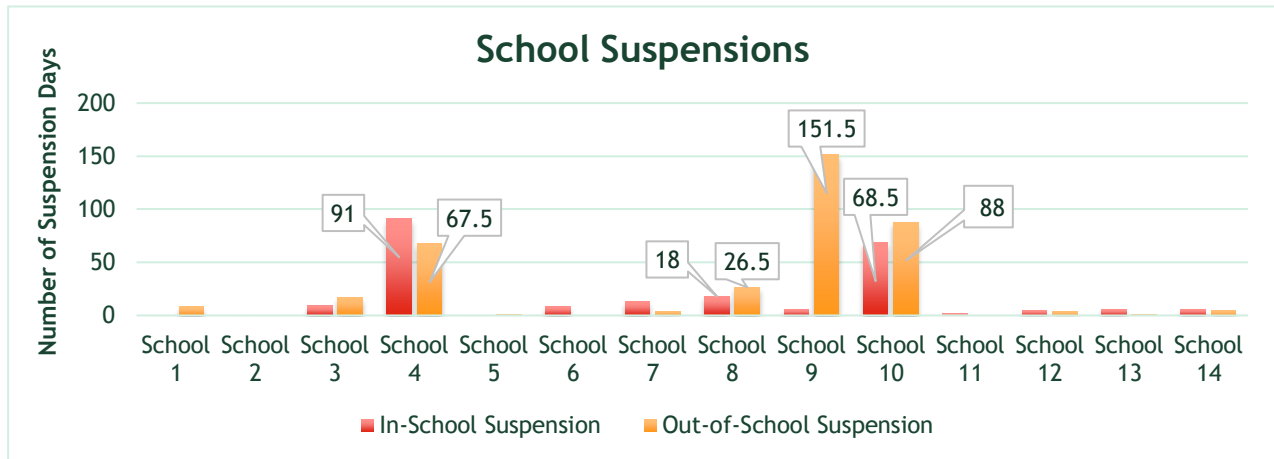
The chances of succeeding academically for each student are impacted by just one suspension — a 16% increase in dropout rate, 23% reduction in graduation rate, 19% reduction in actual attendance in post-secondary settings, and reduction of perseverance in post-secondary settings by more than 50%.

In addition, an Everyone Graduates Center study verified that the effects of exclusionary practices can be cumulative, with each additional suspension increasing the risk of dropping out by 10 percent. Students assigned to **high-suspension schools** are more likely to be arrested and incarcerated later, and less likely to attend a four-year college. As stated by Andrew Bacher-Hicks, "We found for **all students**, there are large negative impacts on later-life outcomes, related to attending a school with a high suspension rate. That suggests there are not overwhelmingly positive benefits of removing disruptive peers from the classroom." This research indicates that even students who are not removed due to suspension suffer if they attend a school with high suspension rates.

Educators wishing to address achievement gaps or criminal justice outcomes have an obligation to:

- Research best practice in regards to disciplinary measures.
- Restructure school disciplinary measures to be a method of change.
- Consider alternatives to suspension.

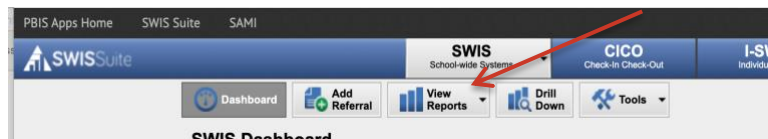
Suspension by School



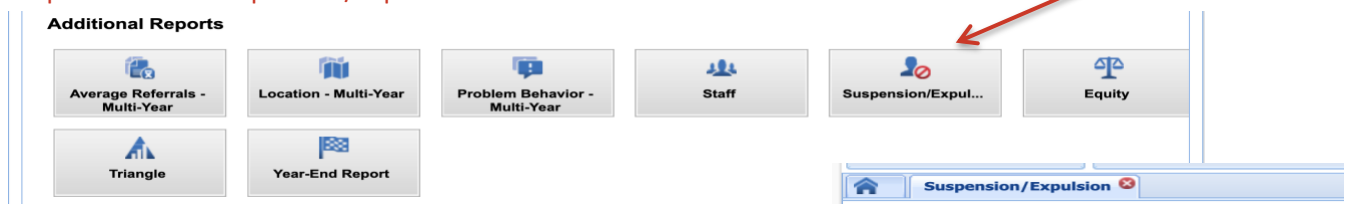
Evaluating Individual School Suspension Data

Generating the suspension report requires an administrator or an individual with SWIS reporter access. Additionally, Tina Searle or I would also be happy to generate the report for a PLC or AMP team.

Step 1 – Click on View Reports



Step 2 – Click on Suspension/Expulsion



Step 3 – Set Up the Perimeters of the Report

- Set the start and end dates that you wish to examine.
- Click on Show Individual Student Data
- Click on Show names if you wish to know the names of students who have been suspended.
- Decide if you wish to examine all students or students with IEPs and set the appropriate perimeters.

Step 4 – Click Generate

- Generating will give you a data table with the number of ISS days, the number of OSS days, the number of events, and the number of students contributing to the totals.

Report

Report Type: Suspension/Expulsion
Generated: Mar 10, 2021, 2:50:54 PM

Options

Start*: 8/1/20 End*: 3/10/21

☒ Show Individual Student Data
☒ Show Names

Student IEP's*: All Students

Buttons: Generate, Reset, Print

Special Education and 504 Suspension Information

Below are clarifying points regarding Special Education/504s and suspension.

1. The general rule of thumb is a student with an IEP or a 504 plan can't be suspended for more than 10 total days in a school year without the IEP/504 team meeting to decide if the behavior was related to the student's disability. This is called a manifestation determination meeting and is used to ascertain potential next steps.
2. Most often, both in-school and out-of-school suspension count toward the "10-day rule." According to IDEA, "a disciplinary change of placement is a disciplinary removal of more than 10 consecutive school days or a series of removals that total more than 10 school days in a school year that constitute a pattern of removals because of factors such as the length of each removal, the total amount of time that a child has been removed, and the proximity of the removals to one another."
3. While a student is in the process of being evaluated for a potential disability the "10-day rule" is most often in play.
4. Partial days as well as time in the office count toward the "10-day rule" and must be documented.
5. Child Find requires all school districts to identify, locate and evaluate all children with disabilities. This obligation to identify all children who may need special education services exists even if the school is not currently providing special education services to the child. When a student repeatedly faces disciplinary action including suspension, the district has the obligation to consider if the student may potentially have a disability.

Mandt Moment

Much of the conflict that happens in educational settings is rooted in a lack of effective and healthy communication. The challenges with communication go beyond conflict between staff and often include conflict with students, parents, and/or individuals serving the same students. When schools have cultures that promote and foster healthy communication between all stakeholders, they are able to create and sustain environments that are healthier, safer, and more beneficial for all involved.

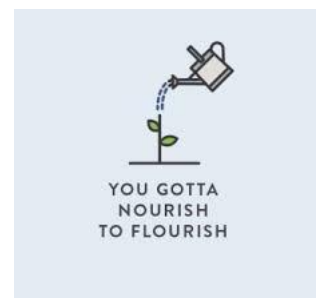
Albert Mehrabian studied communication and concluded that there are in fact 3 parts that make up the whole of communication. **7% are the words we use. 38% are the way we say what we say**, the pitch, tone, inflection. **55% is in the body language used when the person is communicating**. When there is a lack of consistency between these three elements, our credibility may be questioned. The more consistency there is between the elements, the more believable you are. Strive for consistency between these three elements to better ensure clear communication. Aaryce Hayes – SVP Operations Mandt

Self-Care – Compassion

The information in this section comes from Angela Watson and an article entitled *Why It's So Hard for Teachers to Take Care of Themselves (and 4 Ways to Start)*. As a whole, educators are not great about taking care of themselves. They work too many hours, don't get enough sleep or exercise, eat too many unhealthy foods, and don't spend enough time doing things that they enjoy. Contemplate the following:

What do we mean by self-care?

- Something you want to maintain permanently. Something you can make a routine part of your life.
- Something that has a meaningful impact on your well-being. Pick something that is going to give you a real sense of satisfaction.



Why do educators struggle to make time for self-care?

- We think busy is normal.
- We don't realize how disastrous the lack of self-care can be.
- It's hard to say no to people and things we care about.

Four steps to make time for self-care:

1. Build in rest as the catalyst for productivity, not a break from it. View rest as a necessary part of your schedule, an essential tool for productivity. Rest is not something to do after the work is done. Rest must be a routine part of your life.
2. Streamline your schedule by doing fewer things, better. Eliminate things that are not the best or most beneficial use of your time. Ask yourself, is it necessary? Is it necessary right now?
3. Pair a self-care habit with your regular routine so that it becomes automatic. Rely on the strength of an existing habit to make a new habit automatic. An example would be shutting off the lights and taking a few deep breaths after students leave at the end of the day, end of lunch, or the end of the bus route.
4. Focus on the habit of the habit, so you'll value actions over right results. Assume what you do today will be what you do tomorrow, next week, next month, next year and so forth. Stay focused on making self-care a regular part of your life.

PBIS/SWIS To Dos and How Tos

- March 5th was the end of the third quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter. If you require assistance in generating reports or sharing the data please don't hesitate to send Tina Searle and I an email.
- Explore your school's suspension data.
- Research best practice in regards to disciplinary measures.
- Structure or restructure school disciplinary measures to be a method of change.
- Generate alternatives to suspension.