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# Behavioral Task Force and School Culture & Climate Update

Laura Chesson, Superintendent

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# Behavioral Task Force Update

- Data from November by Level of Call
  - Data from November by School
  - Data by school by gender
  - Trainings for Verbal De-escalation
  - Individualized school response.
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# Calls for Support Over Time

<i>Calls Per School - Month</i>				
	September	October	November	TOTAL
<i>BW</i>	1	0	1	2
<i>SU</i>	28	42	33	103
<i>FR</i>	16	8	9	33
<i>MS</i>	14	24	17	55
<i>HS</i>	1	8	2	11

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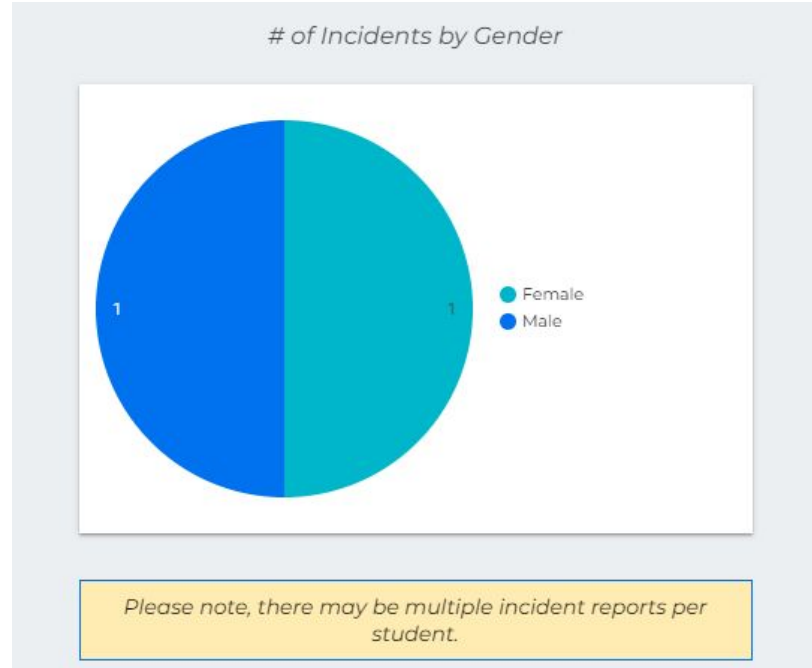
# Calls for Support for November

<i>Calls Per School - Type</i>			
	Yellow	Red	TOTAL
<i>BW</i>	1	1	2
<i>SU</i>	77	26	103
<i>FR</i>	24	9	33
<i>MS</i>	54	1	55
<i>HS</i>	8	3	11

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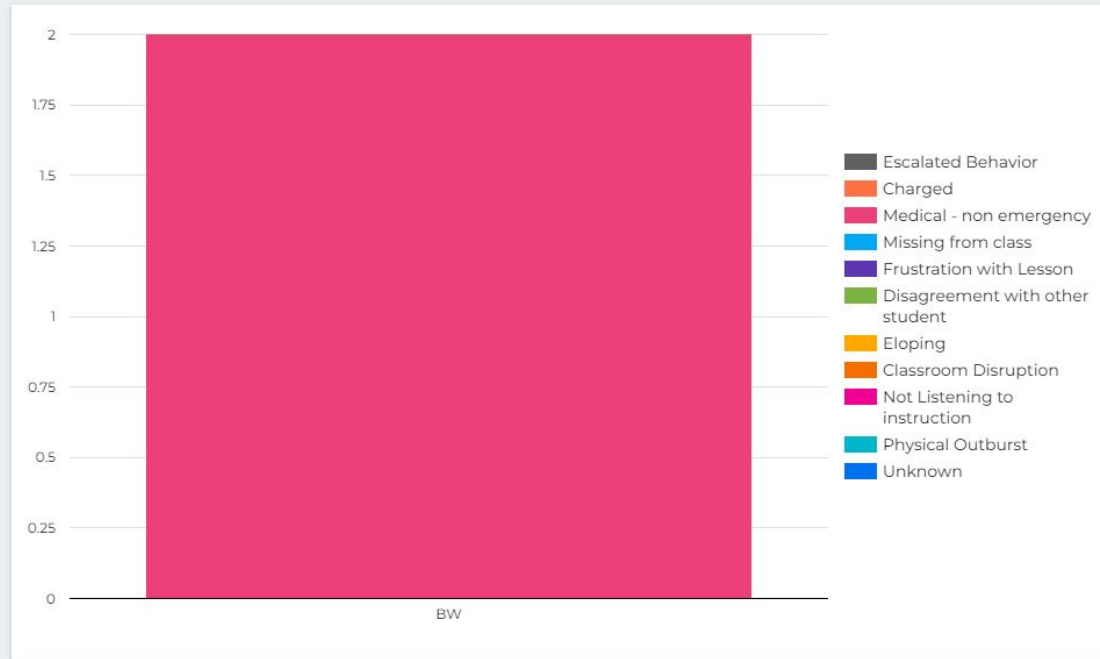
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# Calls for Support Boutwell



# Calls for Support Boutwell

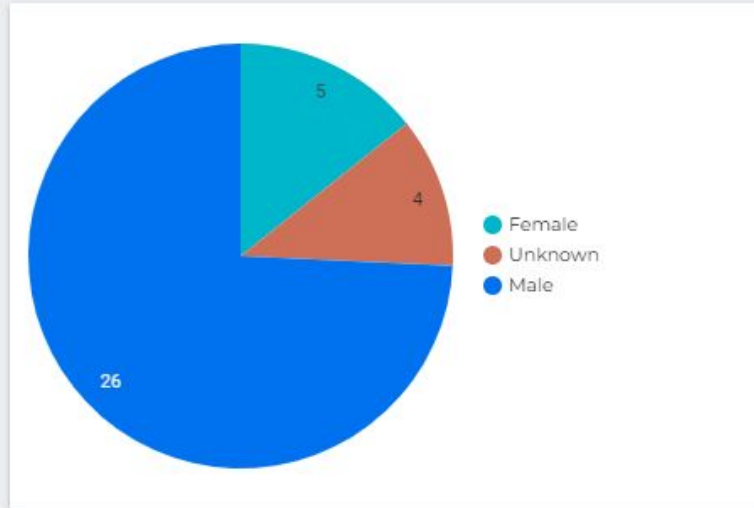
Overall Quality Per Incident



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# Calls for Support Florence Roche

*# of Incidents by Gender*

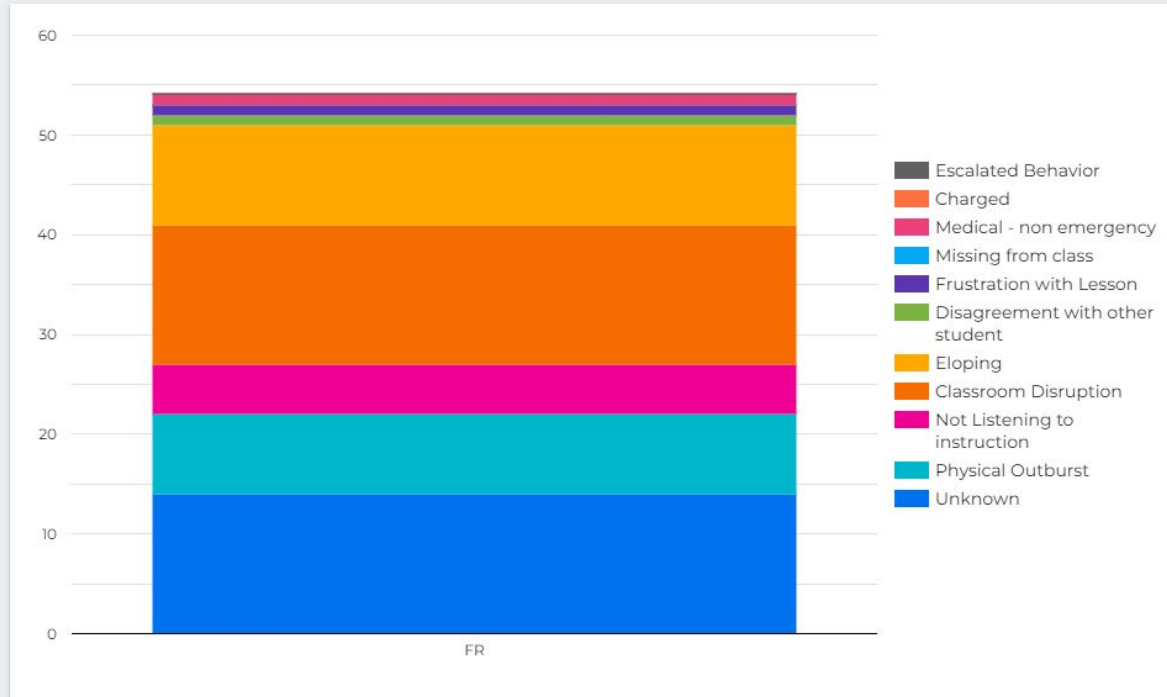


*Please note, there may be multiple incident reports per student.*

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# Calls for Support Florence Roche

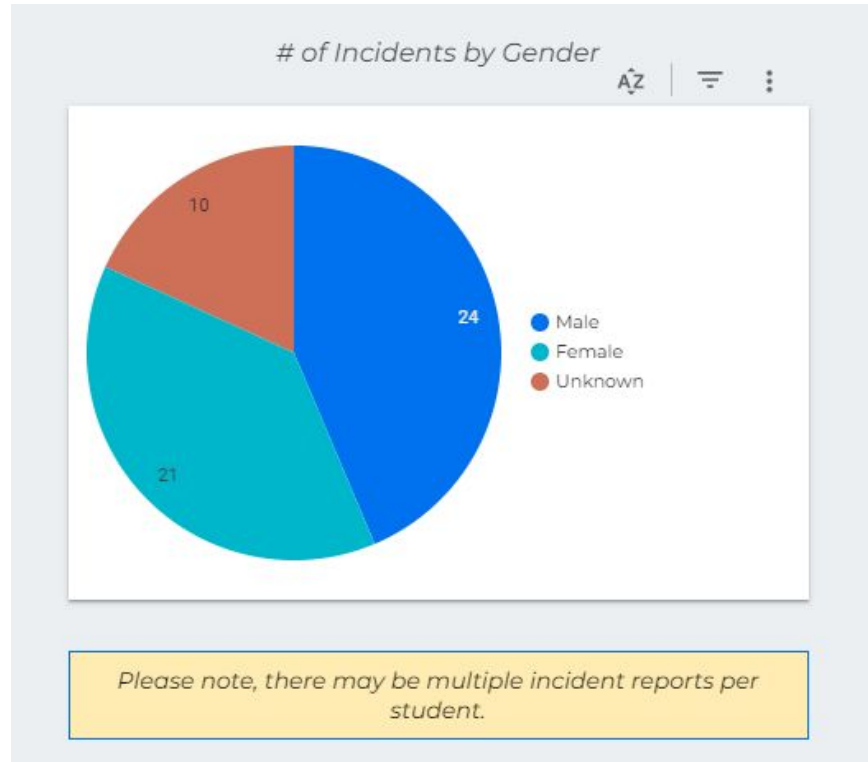
Overall Quality Per Incident



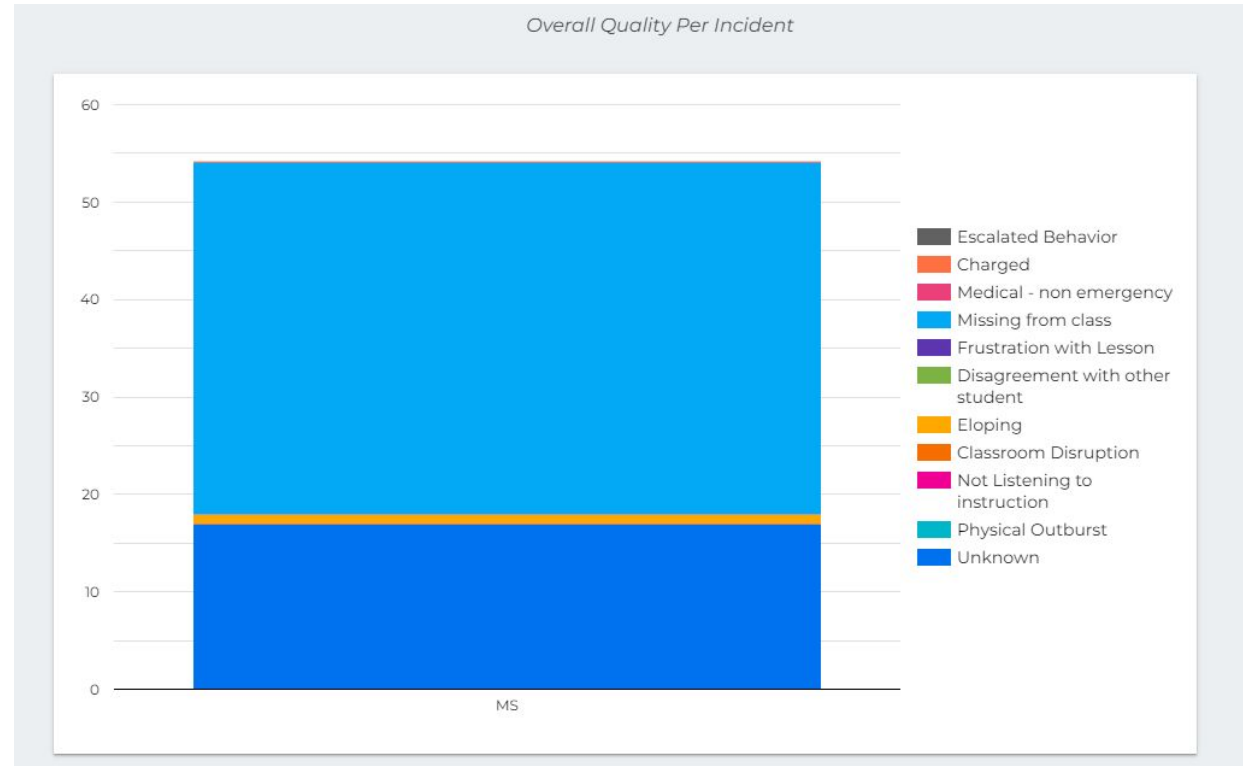


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# Calls for Support Middle School



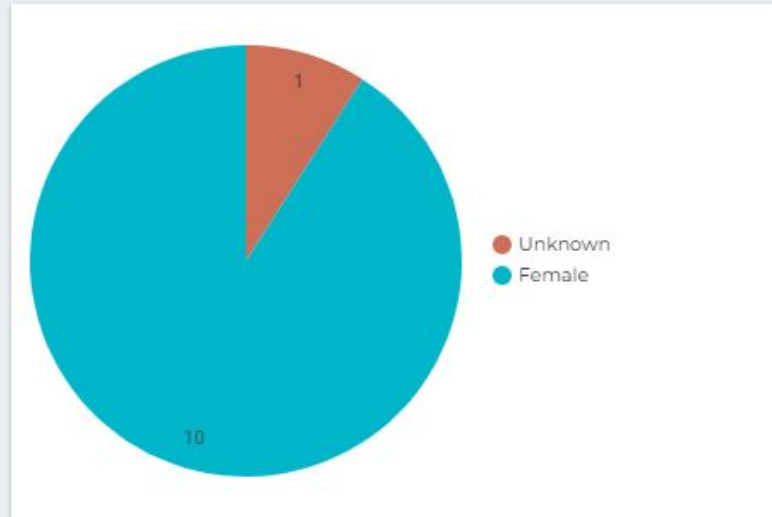
# Calls for Support Middle School



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# Calls for Support High School

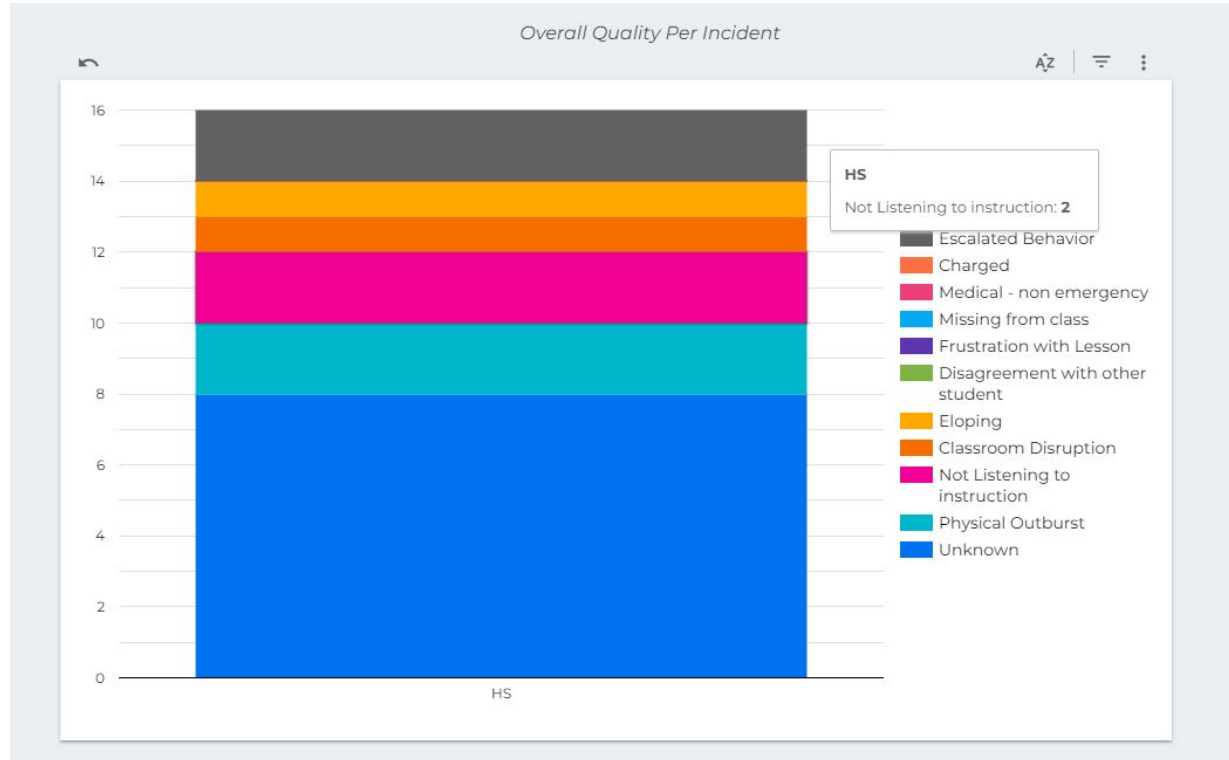
*# of Incidents by Gender*



*Please note, there may be multiple incident reports per student.*

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# Calls for Support High School



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## **Trainings for Understanding Behavior and Verbal De-escalation**

- Professional staff training on full-day professional development day. Covered understanding behavior and verbal de-escalation overview.
  - Using data from above meeting to plan PD around best practices. Marla will also be using faculty meetings to tailor next step PD's by building.
  - Paraprofessional staff training Friday, December 9th. Covering understanding behavior basics and verbal de-escalation overview.
  - Best practice discussions.
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# Response By Building

- Florence Roche - mini-task force created, administrators, counselor, teaching staff. Creation of interventions with frequent reviews as a result of de-brief. Assistance from Marla Yarid-de la Cruz (Behavioral and Mental Health coordinator).
  - Swallow - outside consultant brought in to support team of paraprofessionals & teachers with most challenging students, open positions filled by 1 contract paraprofessional FTE and one contract teacher FTE with significant experience with most challenging students.
  - Middle school - SEW task force of SPED coordinators, counselors, and administrators to plan for assistance with most challenging students.
  - High school - frequent meetings between counselors, SPED coordinators and administration to plan for interventions.
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# School Culture and Climate Survey

- Working group selected ASSC SCAI instrument (Alliance for Study of School Culture)
  - Measures responses regarding physical appearance of school, student interactions, discipline, instruction and assessment, and attitude and culture.
  - Chosen by working group as this instrument has psychometric properties. Two choices were presented by parent/SEPAC representative.
  - Online survey.
  - Takes approximately 15 - 20 minutes.
  - Piloting with grades 5, 8, and 10 in December.
  - Focus group discussions will be held on ease of use/understanding of questions etc. after administration.
  - No entry of any identifying information by student.
  - Students who have year-wide opt-out of everything on file will not participate.
  - Grades 5 and 8 will do in advisory.
  - Grade 10 will do in WIN.
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# Sample question - School's appearance

Which of the following best describes how members of your school community feel about the physical appearance of your school?

- Staff and students take ownership of physical appearance.
  - Staff regularly comments on school appearance, but students do not feel any sense of personal ownership.
  - "That is the janitor's job"
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# Sample question - Student Interactions

Which of the following best describes how members of your school community interact with one another?

- Students feel a sense of community and "school" is defined by the warm regard for the inhabitants of the building
  - Students feel like they have friends and are safe, but the school is just a place to take classes.
  - Students feel no sense of affiliation with the school or community.
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# Sample question - Discipline

Which of the following best describes the behavior choices of the students in your school?

- It is evident from student behavior that there are clear expectations and consistency in the discipline policy.
  - In many classes there are clear expectations and most teachers are fair and unbiased.
  - Students have to determine what each teacher expects and behavioral interventions are defined by a high level of subjectivity.
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# Sample question - Attitude and Culture

Which of the following best describes the environment in your school?

- Most students feel listened to, represented, and that they have a voice.
  - Most students see some evidence that some students have a voice.
  - Most students feel they have very little voice when at school.
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# Moving forward

- Data from pilot to be reviewed by working group in January.
  - Key takeaways from this review to be presented to school committee in February.
  - Pilot reviewed for ease of use, understanding of questions, modifications that might be needed to ensure equitable access to all students/staff/families.
  - Changes to administration/text etc. to be made in March & April.
  - Full 360 administration to be given in May.
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