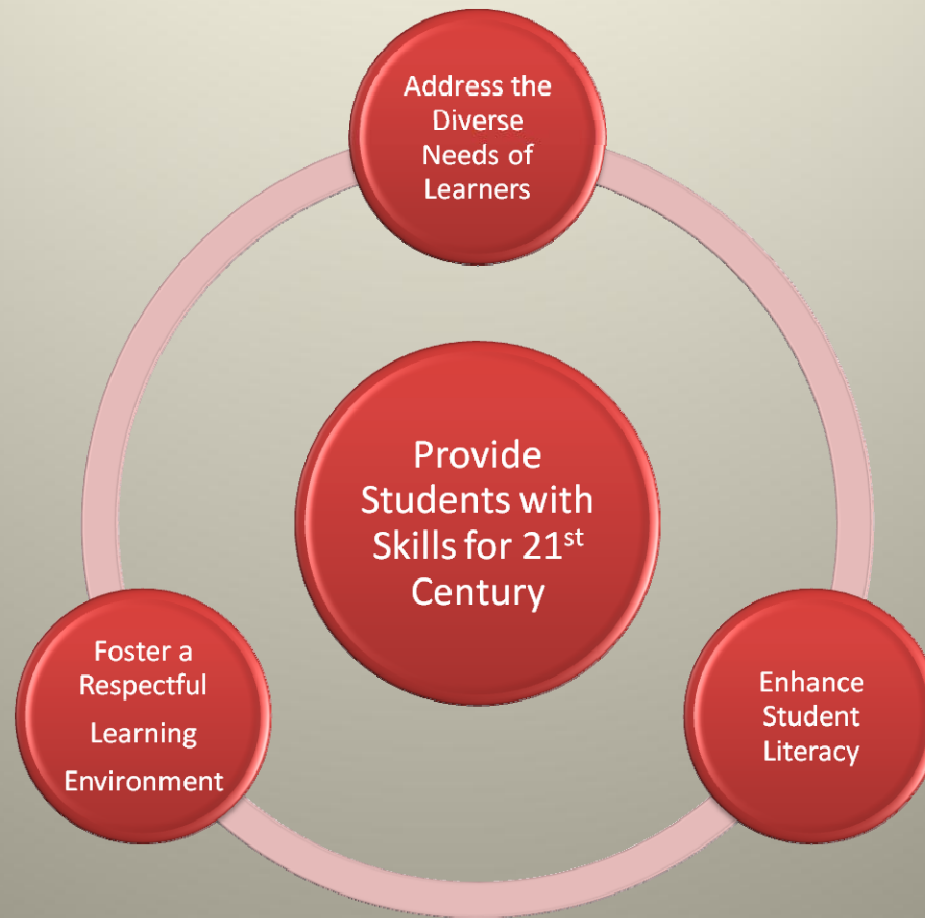


# **Fostering a Respectful Learning Environment**

February 11, 2010

# District Goals



## **Guiding Questions - SOCSD Character Education/Bullying Prevention Programs**

- What are the district-wide objectives for character education?  
How do we communicate these to staff, students, and parents?
- What are the district-wide programs and practices to achieve these objectives?
- What are the objectives for each of the programs?
- How is it determined that these objectives are being achieved?  
What data are being used to assess progress?

(Fall 2008)

## **Guiding Questions - SOCSD Character Education/Bullying Prevention Programs**

- How are the programs consistent regarding FORM, OUTCOMES, and LANGUAGE?
- How are the elementary, middle, and high school programs aligned?
- What are some suggestions for improving the effectiveness and efficiency of the character education/bullying prevention programs and curriculum?

(Fall 2008)

# DISTRICT MISSION

In a rapidly changing world, the South Orangetown school community affirms its positive vision of the future **by providing a safe and caring environment** where the excitement of teaching and learning is shared by all, and where we encourage and nurture the uniqueness of each child.

Through diverse and challenging programs, we promote high academic standards, creative and critical thinking, self-respect and **respect for others, and acceptance of our responsibilities in a global society.**

We are committed to fostering a love of learning in our students.

*“Together We Can”*

# Commencement Goals

## **PROBLEM-SOLVERS/GOAL-ORIENTED DECISION MAKERS**

- Our graduates will continue to value the importance and joy of learning.

## **SELF RESPECT/RESPECT FOR OTHERS**

- **Our graduates will demonstrate respect for themselves and an understanding and appreciation of values and beliefs of others.**

## **CRITICAL THINKERS**

- Our graduates will demonstrate the capacity to be critical thinkers in all aspects of their lives

## **EFFECTIVE COMMUNICATORS**

- Our graduates will demonstrate the ability to listen and to express themselves clearly and effectively.

## **HIGH ACADEMIC STANDARDS**

- Our graduates will achieve the high standards of the district by taking advantage of the opportunities to excel.

## **GLOBAL/LOCAL AWARENESS**

- **Our graduates will demonstrate responsibility for the welfare of their community, nation, and planet.**

# **SOCSD Anti-Bullying Policy 7551**

## **BULLYING: PEER ABUSE IN THE SCHOOLS**

The Board of Education is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying – along with the range of possible intervention activities and/or sanctions for such misconduct – to be included in the *District Code of Conduct* for all grade levels

# Instruction in Civility, Citizenship & Character Education

“§801-a. Instruction in civility, citizenship, and character education. **The Regents shall ensure that the course of instruction in grades kindergarten through twelve includes a component on civility, citizenship, and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.** The Regents shall determine how to incorporate such component in existing curricula and the commissioner shall promulgate any regulations needed to carry out such determination of the Regents.”

# **Instruction in Civility, Citizenship & Character Education (continued)**

School districts are encouraged to establish a process of analyzing their existing efforts, kindergarten through twelfth grade, in providing instruction in civility, citizenship, and character education. Through this process, districts can build upon established practices to strengthen curriculum and staff development in these areas.

<b>ACTION PLAN</b>	<b>“Fostering a Respectful Environment”</b>
<b><u>DISTRICT GOAL</u></b> Foster a Respectful Learning Environment	<b><u>MEASUREABLE OBJECTIVES</u></b> Staff will align current or develop, adapt, and adopt other programs to provide students with social/emotional support/skills. Students, faculty and staff will use common language, themes, and set of practices that foster a positive climate.
<b><u>PHASE –</u></b> Study/planning/implementation	<b><u>YEAR(S) –</u></b> 2009-2011
<b><u>CURRENT STATUS &amp; RATIONALE FOR CHANGE</u></b>	<ul style="list-style-type: none"> <li>•A student’s academic success depends upon his/her school connections and self-esteem.</li> <li>•The district must provide an environment in which all students and staff members are respected.</li> <li>•There is a NYS character education requirement;</li> <li>•The goal reflects the district’s mission;</li> <li>•It has been identified that within the district there have been various and disparate approaches to addressing approaches to character education and responding to student misconduct</li> </ul>
<b><u>INTENDED OUTCOMES</u></b>	All students will be provided with the opportunity to become successful, connected and respectful citizens.
<b><u>REQUIRED ACTIONS</u></b> A district Leadership Team sub-committee will examine the work that has been conducted at the various levels over the past few years for the purpose of aligning practices and language while respecting each school’s tradition, culture, developmental responsiveness and successful practices.	<p><b><u>In each school we will accomplish the following tasks:</u></b></p> <ul style="list-style-type: none"> <li>•Identify the school system’s current approaches. (This includes a comparison and alignment of elementary and secondary character ed. programs and practices as well as an examination of common expectations and consequences in specific buildings.)</li> <li>•Yearly ERT training and review of building safety plans.</li> <li>•Provide opportunities for Teacher/Student discussions (e.g., advisory concept, town meeting format, etc.).</li> <li>•Provide opportunities to involve parents</li> <li>•Identify community resources</li> </ul> <p><b><u>Professional development should include the following:</u></b></p> <ul style="list-style-type: none"> <li>➢Develop an assessment of current staff beliefs, provide opportunities to discuss; identify shared beliefs.</li> <li>➢Establish building-based learning groups.</li> <li>➢Provide training (e.g., PBIS)</li> <li>➢Share best practices relevant to this goal.</li> <li>➢Research and evaluate various character education programs.</li> <li>➢Provide ERT training and safety related training district-wide.</li> <li>➢Provide Instruction and dialogue on how our data informs us about our school environment.</li> <li>➢Strive to improve on the safe environment that presently exists.</li> </ul>
<b><u>REQUIRED PERSONNEL</u></b>	K-12 Leadership Sub-Committee Building Site-based Committees <b><u>Potential Participants</u></b> Administrators/Teachers/Counselors and Clinicians/Support Staff/Students/Parents
<b><u>RESOURCES</u></b>	Professional readings/Conferences/Consultants
<b><u>EVALUATION COMPONENTS</u></b>	Parent/staff/student/alumni surveys & Discipline data

- “There is nothing so uncertain as a sure thing.”

- Scotty Bowman

# Status Report

- How are we addressing the areas identified in the Action Plan?

# Character Ed - SOCES

	WOS	TZE	COTTAGE LANE
<b>School-Wide Programs</b>	<ul style="list-style-type: none"> <li>• Charlie Caps teaches all students to be kind &amp; caring</li> <li>• Golden Bus Award</li> <li>• Celebrity Readings around “Character Education”</li> </ul>	<ul style="list-style-type: none"> <li>• AOK Program</li> <li>• Golden Bus Award</li> </ul>	<ul style="list-style-type: none"> <li>• Yale</li> <li>• Literacy</li> <li>• Oleweus</li> </ul>
<b>Curricular</b>	<ul style="list-style-type: none"> <li>• Literacy is used to support our positive behavior program. Read-aloud focuses on making friends, sharing, not bullying, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Character Lessons/Programs/Activities:               <ol style="list-style-type: none"> <li>1) “The Gift”</li> <li>2) “Kinesphere”</li> </ol> </li> <li>• SOS Program</li> <li>• SAC – Student Leadership Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• PE Sportsmanship</li> <li>• Further develop a multi-cultural curriculum</li> </ul>
<b>Assembly Programs</b>	<ul style="list-style-type: none"> <li>• Charlie Caps Puppet Shows</li> <li>• Gold Bus Box Awards Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Character Ed Read Alouds</li> <li>• School-wide Song “<u>Lean On Me</u>”</li> </ul>	<ul style="list-style-type: none"> <li>• Character Ed Monthly Assembly – Word of the Month</li> <li>• Read Aloud – Book of the Month</li> <li>• Yo Jo Anti-Bullying Assembly</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• RTI team provides support &amp; professional development for staff on use of behavior modification &amp; positive reinforcement</li> <li>• Teaching Assistants attended workshop on Supt. Conf Day on supporting student behavior</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion at staff &amp; team meetings</li> <li>• CL staff text “The Morning Meeting” Book Roxann Kriete</li> <li>• Revisit the Oleweus Program – Gr 4</li> <li>• Revisit the Emotional Literacy Program – Gr 5</li> <li>• Peer Mediation</li> </ul>

# Character Ed - Secondary

	SOMS	TZHS
<b>School-Wide Programs</b>	<ul style="list-style-type: none"> <li>• Emotional Literacy</li> <li>• Peer Mediation</li> <li>• Implementation of the Code of Conduct</li> <li>• Grade Level assemblies by both school staff &amp; PTA</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Mediation</li> <li>• Peer Leadership</li> <li>• Awareness Day</li> <li>• Day of Silence</li> <li>• All Honor Societies</li> <li>• Athletic Code of Conduct</li> </ul>
<b>Curricular</b>	<ul style="list-style-type: none"> <li>• Emotional Literacy</li> <li>• Health Curriculum</li> <li>• Advisory groups based on the review of referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Peer leaders visit to 9<sup>th</sup> grade English classes</li> <li>• P.E. – sportsmanship</li> <li>• Health – Addressing hazing, tolerance</li> <li>• Social Studies – Addressing tolerance in Issues class</li> <li>• ELA – through literature</li> </ul>
<b>Assembly Programs</b>	<ul style="list-style-type: none"> <li>• PTA               <ul style="list-style-type: none"> <li>- Straight Talk-making good choices</li> <li>- Slam Dunk-making good choices/bullying</li> <li>- Making Good Choices</li> </ul> </li> <li>• Orangetown PD               <ul style="list-style-type: none"> <li>- Cyber Bullying</li> <li>- NFL Player – drugs, alcohol, bullying</li> </ul> </li> <li>• School Assemblies beginning of year &amp; throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Fall grade level assemblies</li> <li>• Awareness day workshop offerings</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Discussion at faculty meetings</li> <li>• Assembly programs</li> <li>• School psychologist presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Leaders (students)</li> <li>• Two-day training program</li> <li>• Peer Mediation training for students and moderators</li> </ul>

# Fostering a Respectful Learning Environment

**BOE**  
(Develops Policy)

**Extended Leadership Team**  
(Oversees Progress of District Goals Implementation)

**Character Ed D-W Team**  
(Works to align Building & D-W Initiatives)

**District Leadership Team**  
(Receives BLT Updates)

**Building Leadership Teams**  
(Develops & Assesses Building-based Initiatives)

# Character Ed D-W Team

- Sharing this work with building-based teams;
- Reviewing the resources (principals will receive a copy of your binder);
- Identifying core themes (e.g., empathy; emotional regulation; responsibility) at the building level with your team and then sharing them with the central group;
- Examining current or potential programs and practices at the building level to determine viability and/or effectiveness.

## To support district-wide efforts to achieve the following:

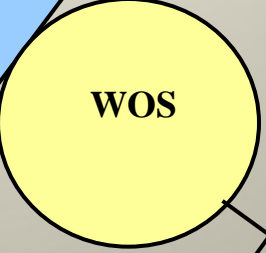
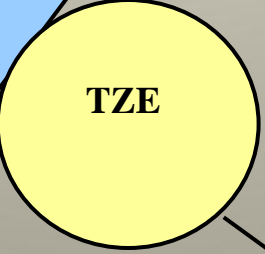
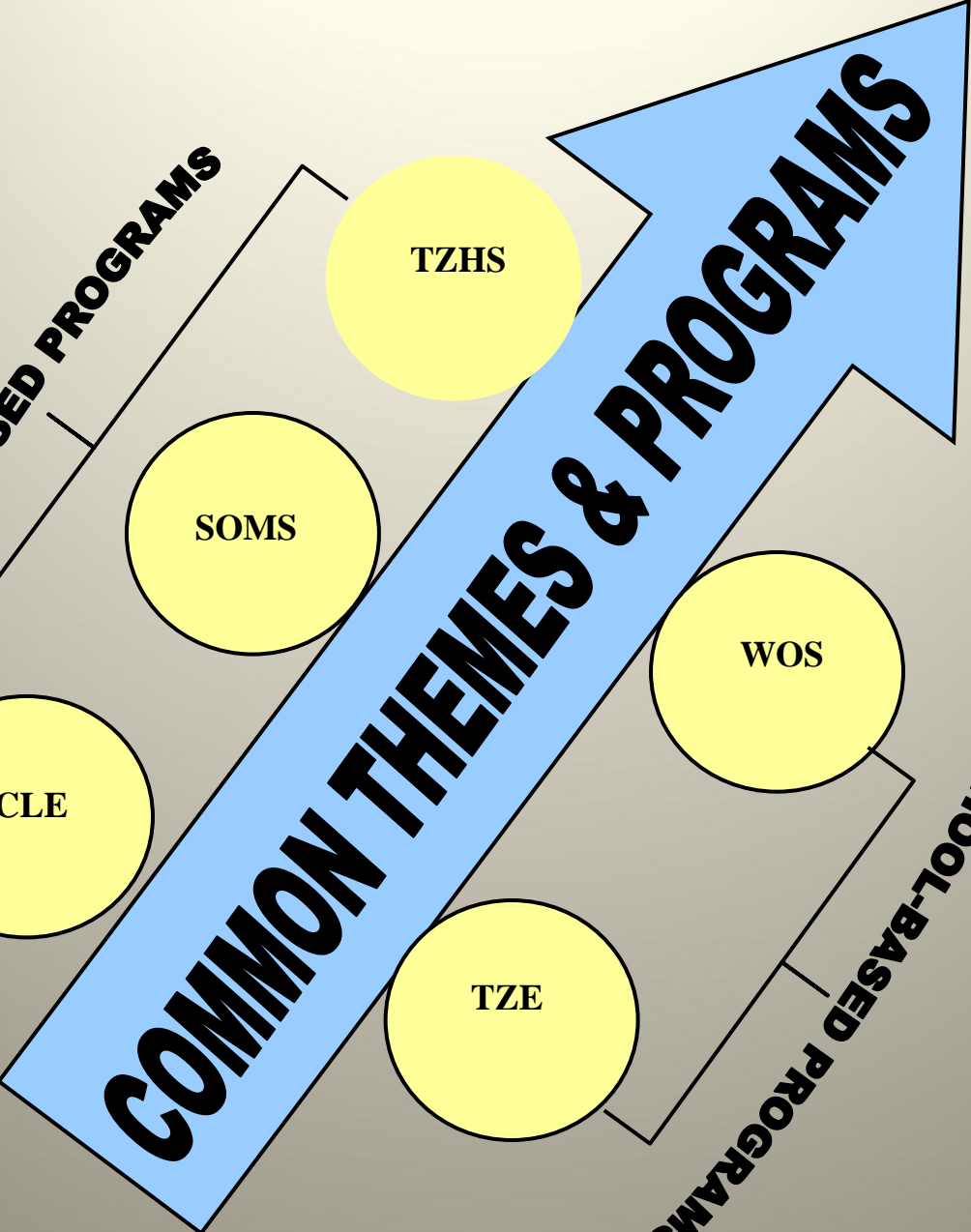
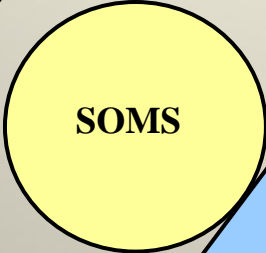
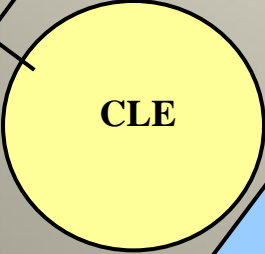
- *Establish a foundation – **PHILOSOPHICAL FRAMEWORK** or “conceptual superstructure”– to support understanding and decisions about best programs and practices;*
- *Identify **CORE THEMES FOR K-12** and against which buildings can align their developmentally appropriate initiatives;*
- *Identify **COMMON AND DEVELOPMENTALLY APPROPRIATE LANGUAGE** for K-12;*
- *Identify ways to **HELP STAFF UNDERSTAND AND RECOGNIZE DEVELOPMENTAL CHARACTERISTICS** related to moral (and cognitive) development;*
- *Ensure that the **K-12 PROGRAMS AND PRACTICES HAVE LOGICAL CONNECTIONS** to each other and at least to the core themes.*

(2009-10)

## “Character & the Hidden Curriculum”

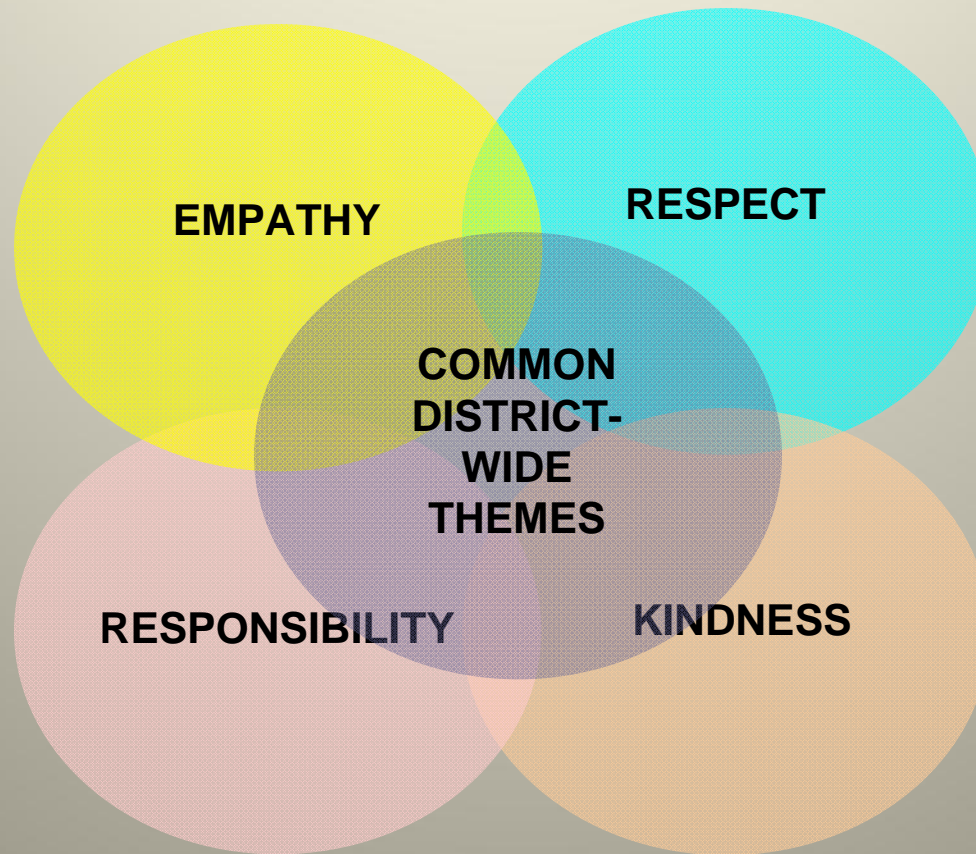


**SCHOOL-BASED PROGRAMS**



**SCHOOL-BASED PROGRAMS**

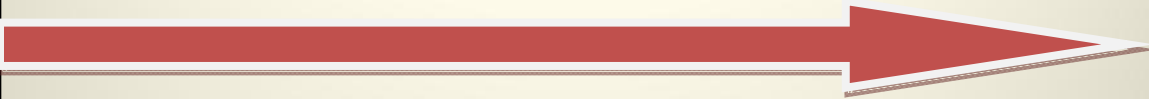
# “Preliminary” - Core Themes



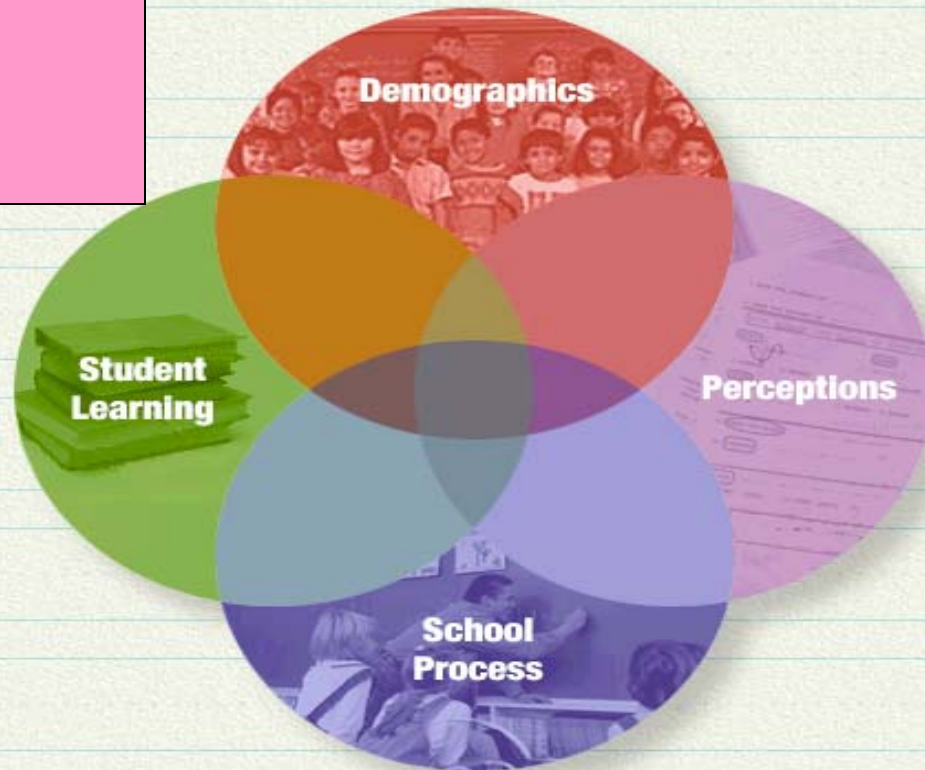
# Developmental Continuum K-12 Project



**South Orangetown Central School District - Developmental Timeline - *DRAFT***

Local				Global
External				Internal
Rules				Principles
Grades Pre K-1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
Compliance with authority and rules	Continued compliance with authority and rules	Respect for authority; external	Respect for self and what is important to others	Continued growth in respect for individuals and systems
Emerging empathy	Emerging empathy	Can express empathy	Expressing empathy to the larger community	Expressing empathy to the larger community and beyond
	Use verbal skill ability to begin to- problem solve; talk about feelings	What is right? Live up to others expectations.	Seek out adult role models	Higher order organization: see themselves as a part of the system.
	Begin to implement coping skills within the environment	Trust in peers; ability to keep secrets but ultimately will tell others	Inconsistency in trust issues with both adults and peers	Loyalty to peers impacts moral decision making
Ownership and territorial needs expressed	Emerging issues of acceptance and rejection	Behavior is motivated by social acceptance by peers	Showing responsibility; meeting obligations	Showing independent responsibility; i.e. college application (Executive Functioning scope)
Follow the rules in order to avoid punishment	Flexibility with rules; sense of fairness.	Questioning adult authority. Likes to challenge rules, argue and test limits.	Intrinsically motivated; less reliance on outside reinforcement	Establishing moral principles
Has difficulty taking the viewpoint of others.	Respond to positive and negative reinforcement	Contributes to self esteem, seeking praise or approval by adults	Metacognition: think about your own thoughts.	Better able to put themselves into other's shoes.
Thinking is still egocentric and concrete	Less egocentric, willing to negotiate.	Fear of differences impacts behavior	Seeking peer approval, peer identification.	More abstract thinking, more independence from parents.
				Tendency to externalize blame to maintain a positive moral identity

# Data



# Character Education Survey

- Principal and committee reps will meet to review
- BLTs will plan process for staff survey completion
- Schools may use groups, the full faculty, or other group structures to complete the survey
- On-line Survey completion - Spring 2010 (??)

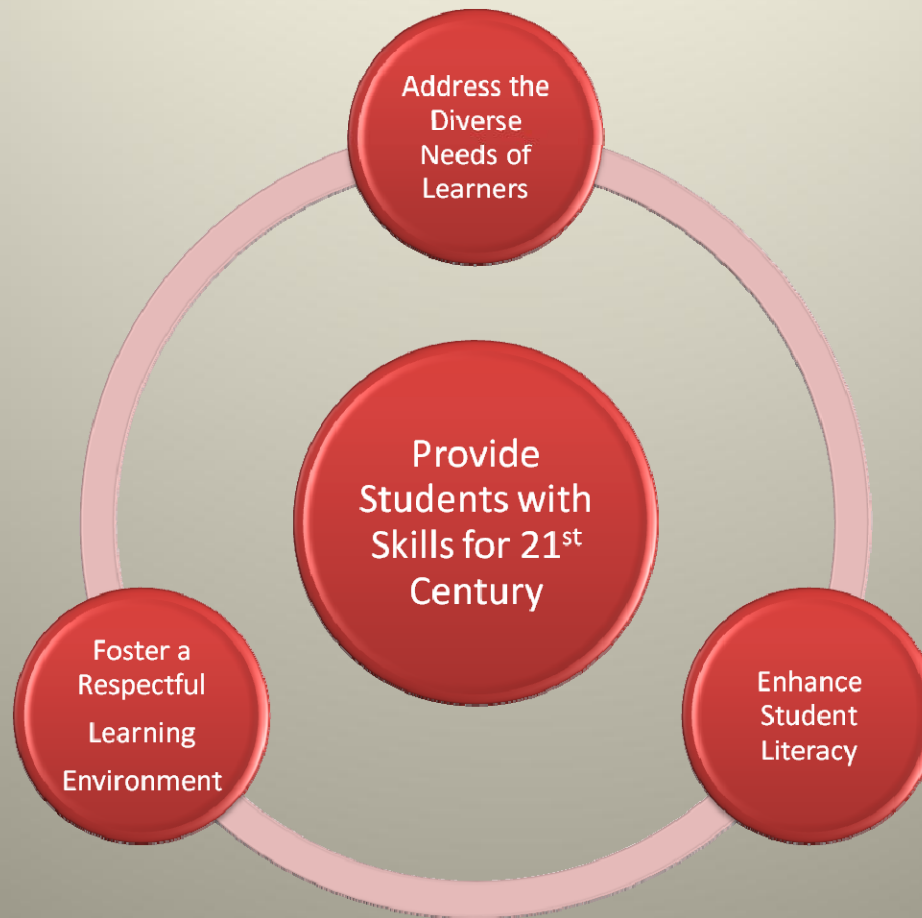
# Survey Categories

- Climate & “Guiding Principles”
- School as a Community
- Staff as Character Educators
- The Curriculum & Character Education
- Student Development
- The School-Community Partnership

# Discipline Data Analysis

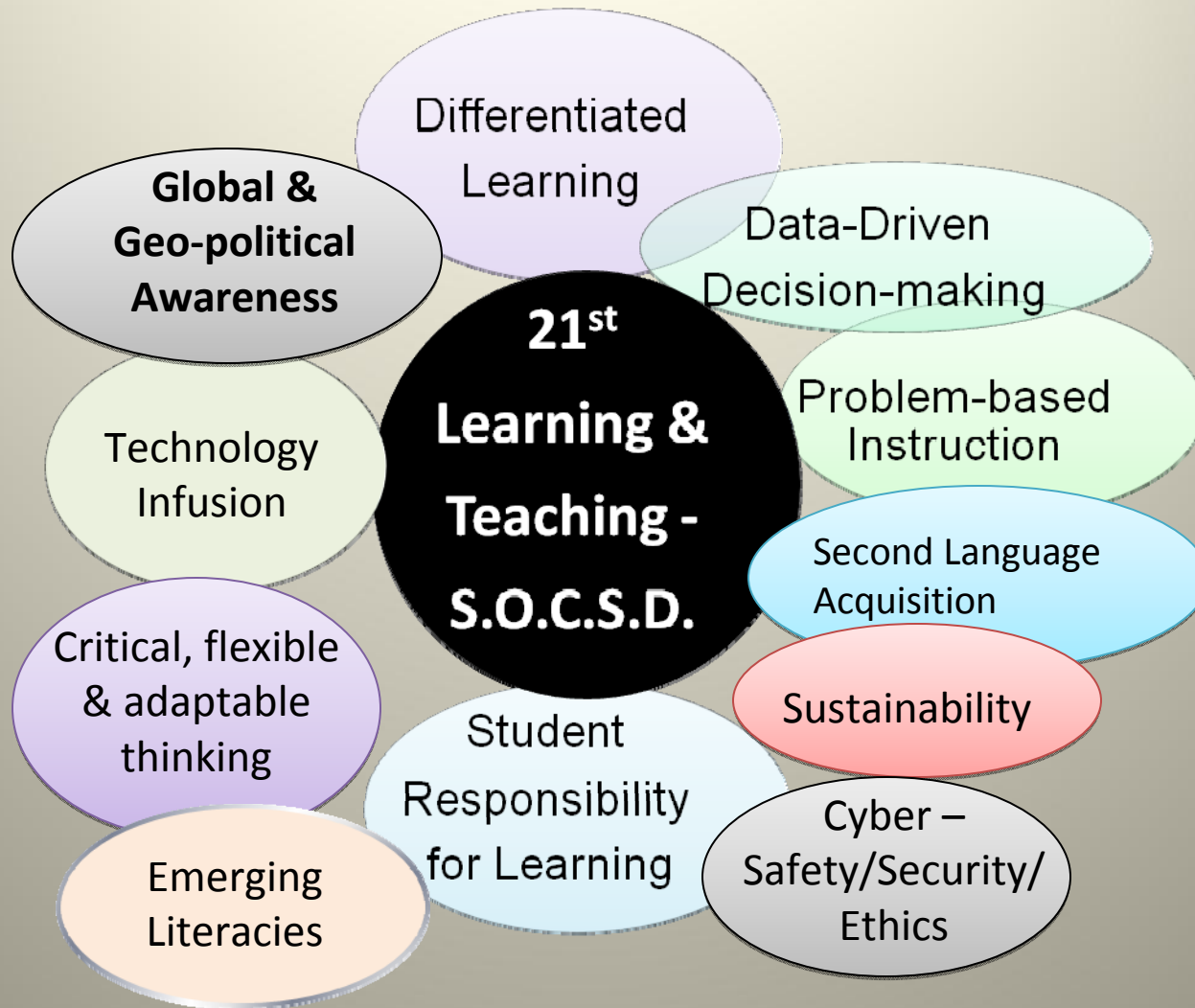
- # of Discipline Referrals
- # of Referrals per Infraction
- # of Referrals and Consequence
- # of Referrals per Teacher/Grade
- # of Referrals over Time/by School

# District Goals



# 21<sup>st</sup> Century Skills





# What's next?

- Continue review at building & district levels
- Develop professional resources and training re: Developmental Characteristics
- Administer D-W Character Education Survey

# What's next?

- Finalize district-wide themes
- Expand use of data to track progress
- Report building-based work to B.O.E. in 2010-11
- Alignment of Health & Safety Initiatives – Programs, Assemblies, and Projects

# District-wide K-12 Concept and Resource Alignment



“We’re all really good at coming up with ideas and plans.



It’s the implementation and sustainability that are difficult to make happen.”

