

Title of Best Practice: Discipline

School: East End Community Heritage School

District: East End Community Heritage School

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Position of the Submitter: Principal

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? _____YES

1. How many students did this Evidence-Based Best Practice impact? __85____
2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.
 - Replaced the principal (all models)
 - New evaluation system using student growth as a significant factor (transformation)
 - Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
 - Identify and reward staff increasing student outcomes (all models)
 - Strategies to recruit, place, retain staff (all models)
 - Select and implement instructional model based on student needs (all models)
 - Job-embedded professional development (all models)
 - Continuous use of data (all models)
 - Increased learning time (all models)
 - Social-emotional and community-oriented services and supports for students (all models)
 - On-going mechanism for community and family engagement (transformation)
 - Operating flexibility (transformation)
 - New governance structure (turnaround)
3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.
5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.
6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.
7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

EAST END COMMUNITY HERITAGE SCHOOL DISCIPLINE

...BEST PRACTICES

DISCIPLINE...

There were, by far, too many daily discipline problems within the building and classrooms. “You need to have order before you have education!” The majority of students come from a chaotic home situation, so it is imperative to have consistency and routine within the school and classrooms.

An informative Professional Development, “Positive Discipline Practices,” was presented before school started. Following this PD, the staff worked together to develop a model that was distinctively ours. On the first day of school, August 22, 2012, a meeting was held with the entire student body to review expectations and rules of conduct. At this time the “Three B’s” were explained to the students.

The “Three B’s”

1. Be Determined: To be courteous, conscientious, and considerate. Be part of the solution.
2. Be Diligent: Always give 100% effort. Complete ALL assignments. Be present, punctual and prepared.
3. Be disciplined: Respect yourself, your peers, your teachers, and your school. Use appropriate language, tone, and volume when speaking.

Behavior must be uniform across all grade levels K-12. The teachers will speak in a unified voice on matters of discipline. The teachers will continue to reinforce to the older students that education opens many doors and is a way out of the poverty cycle.

During staff collaboration in October, it was determined that we needed to have more contact with the parents of our students about academic and behavioral expectations. A list of parents' names, addresses, and phone numbers were made available to the teachers so that contacts could be made. This would ensure that parents were aware of any situation that may be developing.

A three-step protocol is to be followed when a discipline infraction occurs: 1) Verbal warning. 2) A reflection paper written by the student including the cause of the problem and possible alternative behaviors resulting in a different outcome. 3) Call parent. These 3 steps must be taken before a level two or three discipline claim is reported, except where student/staff safety is compromised. These instances require immediate attention.

By consistently using this discipline management model, our discipline referrals were reduced by 60%. Of the remaining 40% of referrals, one half of them occurred on the school bus either to or from school. There was some initial resistance from teachers, especially concerning the aspect of parent contact. School administration insisted that steps be followed as written into the discipline policy. It is important for the student to understand that the teacher and the parent work as a team in the best interest of the child.

This discipline approach was put in place without the need of School Improvement Grant dollars. This positive approach has been extremely effective in our school. The administration, staff and students understand the policies and follow them consistently.