

Observation Protocol

Group (WG, SC, other): School-Based Arrests WG

Date: 7/28/15

Time: 4:00-5:30

Chairs/Co-Chairs: Sarah H.

In Attendance:

On Time

Amber, Amy W., Shannon G., Kari M. (principal?), Janee

Late

Janelle M. (DCYC), Ryan L. (CA), Anthony W., Antwone F. (SRO at Blackburn)

If WG, anyone from the SC in attendance? No

OYS Backbone member present? Yes, both

Anyone not on the original group in attendance/Any engagement with other groups? Yes

Agenda for the evening (attach if distributed)/Other handouts: SBA Agenda 7/28/15

Summary of Meeting:

Janee asks for a co-chair for the WG; Shannon seems a good fit

Announcement of the CBA solicitation/County Plan—review of the community plan and the opportunity for the \$400k

- Crnkovich has put forth an idea regarding the Concorde Mediation Center to come in and do training for victim/offender mediation

Georgetown SBA conference was approved so OYS will be traveling for that; taking 10 individuals on the trip and the funding for that trip will come out of the \$400k

- There is a subset of this WG that will be going to that conference

Janelle: what about training for OPS?

Amy: my mind goes to the SRO, the de-escalation, if we could pay for Mandt training, that could be a 5-day complete certification training

- If we were to propose or move forward with this, we can't ride into OPS with swords drawn, we have to do this collaboratively
- In terms of OPS priorities, if we were to identify alternatives to suspension strategies, CIT, threat assessment, then I think it would fit well with OPS; we could offer it county-wide but then OPS could look and see if there were times when they could send large groups

Amber: I'd love to see a training proposal from this group; the money has to be spent on a certain time frame so we need a training schedule

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Ryan: confused on the \$; clarifying the monetary situation

- Discussion of the SC approval process, and then the \$ becomes available in September/October (NCC turnaround time is 1 week approximately)

Janelle: are you aware of the 1.3M so there is no duplication?

- Amber has it somewhere (Janelle trying to produce the document for showing to the group)
 - Includes truancy funding (reduce barriers to attendance), long list of programming options and services
 - Rubric for scoring the proposals align with the goals/objectives of the community plan

Amy: don't have time to do this in the next few days and who would I need to collaborate with from my district to take advantage of this

- Is there an application template?

Shannon: this isn't going to be the only time when we can prepare funding requests

Amy: any proposal is coming from this group, not OPS

Janelle: maybe we could talk about prioritization, with things like SRO training or front-line staff; OPS has done that a long time but anytime you start something new and it's volunteer, it is an easier sell when you first start, I don't really know

Amy: we kinda tried the train the trainer model but there is no time in the professional world

- Janelle: plus the inconsistency
- Amy: just being there doesn't make them ready to train
- Mandt training—this would be very applicable
- Who would do this?
- Anthony: administrators, police officers don't need it
- Antwone: we should actually have SRO officers attend this training to understand what is happening in schools even though we are last resort; when we step in it is good to understand what the school is doing to a point to know when we need to jump in and help instead of going to our training
- What de-escalation does SRO do? CIT
- Anthony: every individual in the building would benefit from de-escalation but the physical part I would leave to administrators
- Amy: maybe staff here and there that have some physical capability
- Anthony: but not teachers
- Antwone: is Mandt physical? It is restrictive/restraining; there's no take them down to the ground, at no point are you restricting movement, it's basically defensive to keep them from harming themselves
- Antwone: we are definitely not trained in that
- Anthony: de-escalation would be a big contributor

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- Antwone: that would be some type of training for SROs in the environment we have; if we have a child walking around doing the Mandt application instead of just saying okay we see the child walking around we would understand why the kid is walking around; in our eyes, he's being disruptive/noncompliant and then we jump in; what I'm saying is that it would be good for SROs to be tapped into what OPS is doing for training
- Amber: it can't hurt
- Shannon: and it can reduce (example provided of being violent response...)
- Ryan: what about the oversight? Not only doing the training for teachers but also what about implementation? How do we know if Mandt has been applied?
- Janelle: accountability with the proposal?
- Amber: we are incorporating measurement (thinking about officer-involved activities)
- Amy: if student is arrested that is tracked
- Ryan: contact on the street is usually documented
- Amber: ultimately talking about evaluation, performance evaluations are relevant here, thinking about classroom norms or use of SROs and that is where you can begin to say people don't seem to be following policy
- Shannon: where this all started was teachers who were fresh to the district and not understanding classroom management; most dropout rate is because they don't have the skills to implement classroom management; that's where this all stems from, basic management skills for teachers and then escalating up to SRO
- Ryan: are we talking about doing annual performance reviews looking at police contacts in classrooms?
- Amy: data is not kept to the classroom level but OPS will have to do a better job going forward because Civil Rights is asking for more data (Roddie Hiller may be here in the future, working on the data); we would use a coaching model in OPS which is well outlined on the academic side and need to move toward outlining on the behavior side; de-escalation did you attempt to remove the trigger, give student choices, seeing best practices in action, give to admins so they can be looking at those things so we would probably put that together as part of whatever this proposal is, if we decide Mandt is a priority, of all the things we listed I'm not sure if that is the priority; include a measure of how admins would ensure
- Antwone: classroom management and how things escalate; may take something small and that escalates to our involvement
- Amber: do you think this is something you want to write for in this go-around? Is it feasible to have a conference or training thrown into second semester calendar? Not 5 day
- Amy: Kari and Anthony, if we identify it is 2 days to do de-escalation, could we identify 2 day trainings and could you send admins from your team? If we did all staff training that is 1 day; how would this work for teaching or prof staff (semester-long cohort, do a day and pay for subs)?
- Janelle: what would 200k pay for for Mandt? Thinking about how many seats we can buy and then invite every high school in DC and have them send volunteers...
- Ryan: what training do teachers get now for class management?
 - Individual buildings do their own thing; currently very school-based but I imagine that will change

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- If it is school-based and I have one set of protocols but then move to a different school and different protocol, there is no continuity (everything said is correct)
- Lots of people talking at the same time!
- Could be a pilot in just some schools (choose 3 in OPS)
- North is piloting a PBIS system
- This is to me it's stands out as reactive to the issues that are going on in school and one of my mantras, I'm not a traditional teacher but the key to lowering SBAs is the relationships you build with them and that's where we need to start; that in turn will lead to better ways of managing a classroom and deescalating, just my two cents; Mandt is reactive, how do we keep them from entering that cycle to begin with
- So is it appropriate to do a short-term request? I'm hearing 2 ways of tackling this: bring trainers here and train a lot or send folks away to train; don't send them away, there's people in the city that can train Mandt and this also saves \$
- Can we choose who trains or do we get who we get? I don't know any of the Mandt trainers so we can just ask those who've already had it
- Is there an opportunity for outsiders to learn this as well? Probation or court people might want to see this to understand what is happening at the schools...
- I would think we could write it however we wanted and any training would be offered to DC, we would talk to specific people to get them there but we could set it up for whoever we want
- Remember Darcy saying that 80% of kids in DCYC are from OPS (might have been higher), so obviously we want it out to all districts but our high area of focus is OPS, but then you also have Westside which was designated as a pilot (that hasn't really happened yet)
- Are we looking at doing this as a pilot? In my mind because OPS is already doing it we can't say it's a pilot; we would have to build things into the proposal to better sustain utilization of the strategies and knowledge base; and maybe that's where you incorporate the 2 day trained individuals to enhance their skill sets, then move to new teachers, and then we do cross-training
- Get feedback from the first group to get evaluation
- Then the other piece is if we have some data to back up our application; is there any anecdotal or other data to show that this Mandt training was effective? They collected surveys at the end of the training
- Who are we looking to train with Mandt? Who else? Training has been spotty so this would be useful for OPS to have an outside entity coordinating training; some special ed teachers get it all the time, admins have done this, so it's all over the map
- Is it something we would want to do to go back to the schools with the highest SBAs? Mandatory isn't good but we could offer it to more people within certain schools
- If we have spotty training at OPS and no data on SROs, then just going to a school that has the most SBAs and implementing in only that school we will be able to see if SBA arrests have gone down (need to do more than one school)
- We will need a critical mass to make this training utilized extensively in the school (higher concentration of staff/peer pressure)

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What would work best for OPS? What would the layout be for the proposal? No need to go too big on this one

- You can't make any individual school do anything, we can lead the horse to water; we can think of what might be the most beneficial but we're not going to South and saying you have to do Mandt
- We can sell this by talking about how this helps schools and let them know if they're willing to be a part of it we will keep track of the data to see how we can get them fewer disruptions
- Aiming this at the teachers? Who is the target audience? If I was principal, I would ask who's had it and then send the people who struggle with referral after referral...; focus in on those select few at each building but can't come as an edict
- As someone who's worked hard to make behavior data make sense, behavior data is ugly and hard to read and you never know what made the difference; I personally am not going to go to a school and say you're targeted for us to offer Mandt because I feel that the purview of this group is not appropriate there
- Why wouldn't a school want this? I'm on the outside, what is the downside? Well there are schools working with other models like PBIS; we could even write into the proposal some suggestions for the buildings so they can get this done easily, we can crack this a lot of ways but from my perspective we can't go to specific schools
- In terms of writing the proposal we don't have to think that far ahead...
- When would we roll this out? If we're talking about the 400k it has to be spent by 6/30/16; targeting January for the start; we hope the \$ would be available by Sept
- Want to get data for the semester but we have to rely on last year's data; even if we got the \$ Sept 1 we couldn't do the training until December (thinking more about Dec/Jan); could also schedule a 5-day at the end of the school year
- Could admins go through this first (back to training the trainers)? This is the problem that I see, there's no follow-up or going back to retrain; they will be experts
- Short-term just get data and long-term do the Mandt?
- Ideally we would do this with 3 schools, but we can't pick; we get not targeting schools but simply saying this in relation to the data issues—we need to see how effective this is in a bigger pool; doesn't seem plausible to offer free training and they don't do it because to me that means they aren't on board

Still have a lot of unanswered questions—do you have enough general idea to do something for this cycle or do we come back and vet more of this conversation and move forward for the long-term?

- It's still November we're talking about; we have only 2-3 more meetings
- Could we send out a survey gauging administrator interest before we go into the next cycle? Yes, we could do that; let's do something county-wide (CBA, Schools WG is putting together this proposal, would you be interested, may be incentives involved)
- Can't do the short-term hard deadline

Homework: Email survey for the principals (Amy and Amber will be working together in Sept/Oct)