

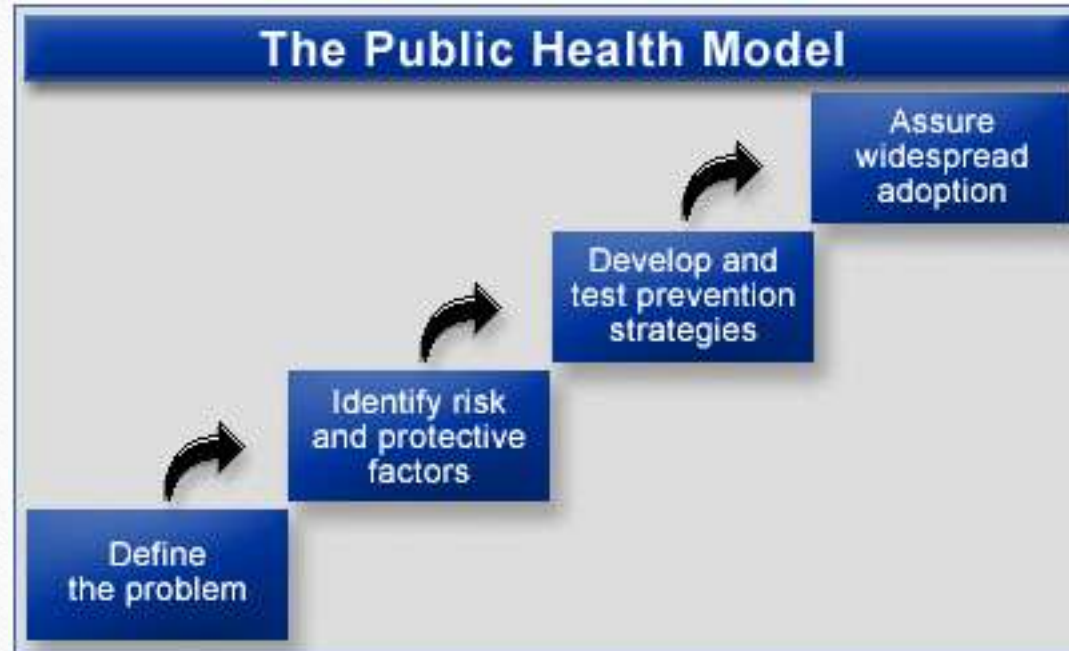
A Public Health Approach to School Safety and Violence Prevention Providing Educational Opportunity and Access



Miami-Dade County Public Schools
School Operations

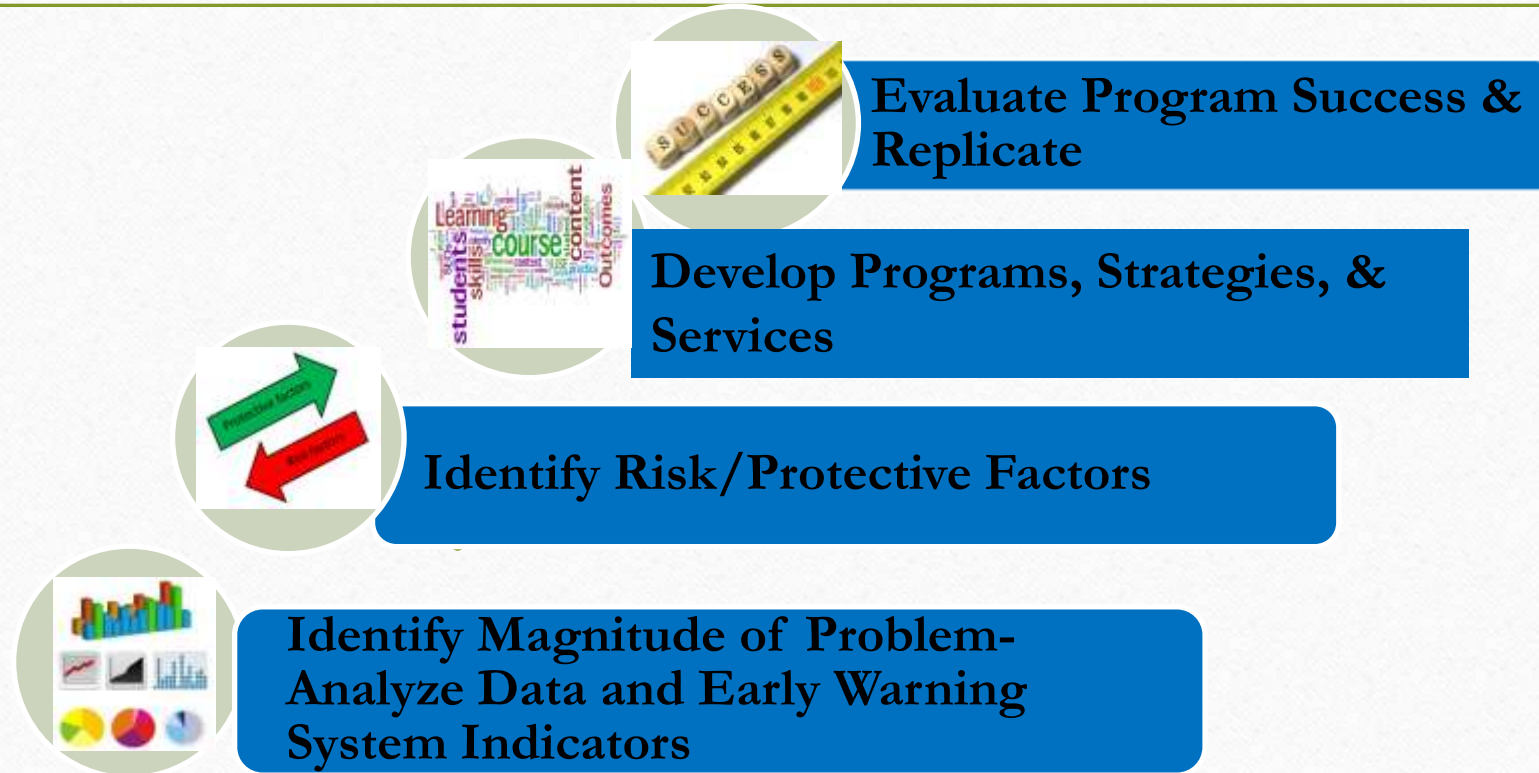
Division of Educational Opportunity and Access
Ms. Deborah A. Montilla, Executive Director

Center for Disease Control and Prevention



Developing secondary School Approaches to Address the 10% of Students who Require 50-90% of School Personnel Time and Resources

Using the Public Health Model





73% of students eligible for free and reduced price lunch

93% of all Miami-Dade students are minority children

51% of all families are foreign born

More than **11%** of households are headed by a family member who never graduated high school

72% of families speak a language other than English at home

20% of people in Miami-Dade County are living below the poverty level

Miami-Dade entered the 21st century with graduation rates at barely **55%**

Common Family and Community Risk Factors

Secondary School Students

- Low socioeconomic status
- Numerous family responsibilities
- No parental involvement in school
- Low parental expectations
- Non-English speaking home
- Child abuse or neglect
- Domestic violence
- High mobility
- Homelessness
- Low educational attainment of parent(s)
- Poor family functioning
- Socially disorganized neighborhoods
- High levels of crime and violence

At-Risk, Off-Track, High-Promise Students

- Low socioeconomic status
- Numerous family responsibilities
- No parental involvement in school
- Low parental expectations
- Non-English speaking home
- Child abuse or neglect
- Domestic violence
- High mobility
- Homelessness
- Low educational attainment of parent(s)
- Poor family functioning
- Socially disorganized neighborhoods
- High levels of crime and violence

Trauma Victimized Students

- Low socioeconomic status
- Numerous family responsibilities
- No parental involvement in school
- Low parental expectations
- Non-English speaking home
- Child abuse or neglect
- Domestic violence
- High mobility
- Homelessness
- Low educational attainment of parent(s)
- Poor family functioning
- Socially disorganized neighborhoods
- High levels of crime and violence

One Size Does NOT Fit All



- “Educational programs must be tailored to meet the personalized needs of students and we must provide them with specialized resources to ensure that they have every opportunity to excel academically”
- Superintendent Alberto M. Carvalho

Educators Participating in Rethink Discipline Conference at the White House



EDUCATION ON 6
PROVIDING FAMILIES WITH TOOLS TO GET THE MOST OUT OF THEIR CHILDREN'S EDUCATION
Suspended Miami-Dade Students Will Go to Special Program

NEWS ALERT



Miami-Dade County Public Schools
Office of Public Relations • 1100 N.W. 2nd Avenue, Miami, FL 33132-3320 • 305-375-1234

FOR IMMEDIATE RELEASE
Tuesday, July 21, 2015

CONTACT: Daisy Gonzalez-Diego
305-995-2060

MEDIA ADVISORY

SUPERINTENDENT CARVALHO LEADS MIAMI DELEGATION TO D.C. FOR NATIONAL POLICY DISCUSSION ON SCHOOL DISCIPLINE

WHO: Superintendent of Schools Alberto M. Carvalho, Deputy Superintendent Valtena Brown, and Chief Academic Officer Marie Izquierdo

WHAT: Superintendent Carvalho and Miami Delegation will depart from Miami International Airport this afternoon for a meeting at the White House on Wednesday

WHEN: Tuesday, July 21, 2015
3:20 p.m. availability at Miami International Airport
2100 NW 42nd Ave, Miami, FL 33126
American Airlines, Terminal 3 (by Starbucks)

Wednesday, July 22, 2015
'Rethink School Discipline' Convening
9:00 a.m. to 5:00 p.m.
Event to be live streamed via www.WhiteHouse.gov/live

WHY: Superintendent Carvalho heads to the White House to lead Miami delegation on a national policy discussion on discipline practices aimed at creating safe and supportive school environments. M-DCPS has been invited to attend the convening because of the District's emphasis on alternatives to traditional discipline and suspension avoidance initiatives. The Miami delegation will be meeting with White House officials, U.S. Secretary of Education Arne Duncan and U.S. Attorney General Loretta Lynch among others.

Among the topics to be discussed: alternatives to removals, student support, professional development, student codes of conduct, cross-agency collaboration and the role of law enforcement.

The District's School Discipline Key Initiatives include:

- Creating innovative educational models and a comprehensive student services program focusing on core values
- Leveraging community partnerships that focus on providing wrap around services within the school community
- Implementing a District-Wide Equity Parity Plan which will include a multi-layered "District Data Tracking Dashboard"

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15-DGDD011/VL



Division of Educational Opportunity and Access



- Eliminate traditional outdoor suspension
- Utilize transition service in order to provide educational advisement
- Provide strategic mentorship opportunities for targeted At-Risk Youth
- Innovative options that serve off-track students
- Create community partnerships by collaborating with agencies

If A Child Doesn't Know How.....

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to multiply, we teach."

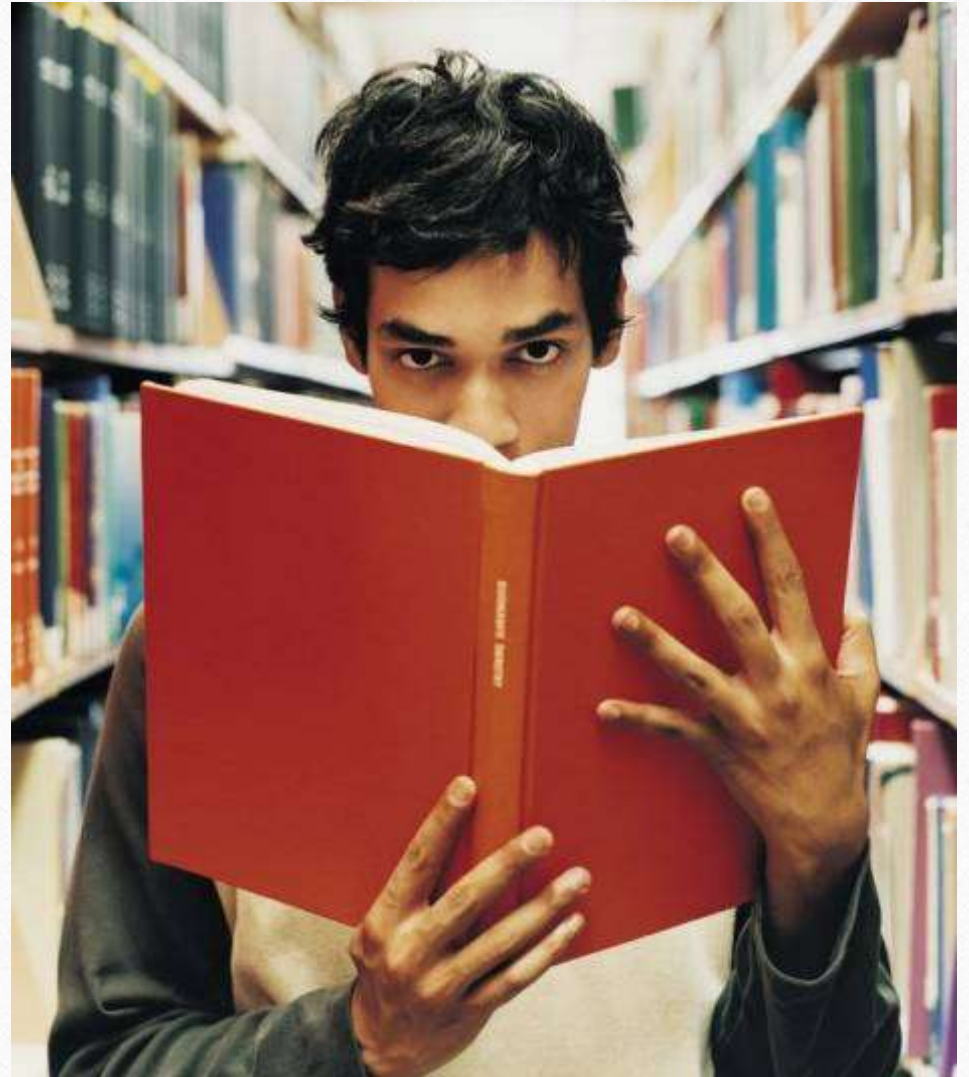
"If a child doesn't know how to drive, we teach."

*"If a child doesn't know how to behave, we...
teach? punish?"*

...

Why can't we finish the last sentence as automatically as we do the others?

Tom Herner, 1998.



Rethinking Discipline

Current Perception



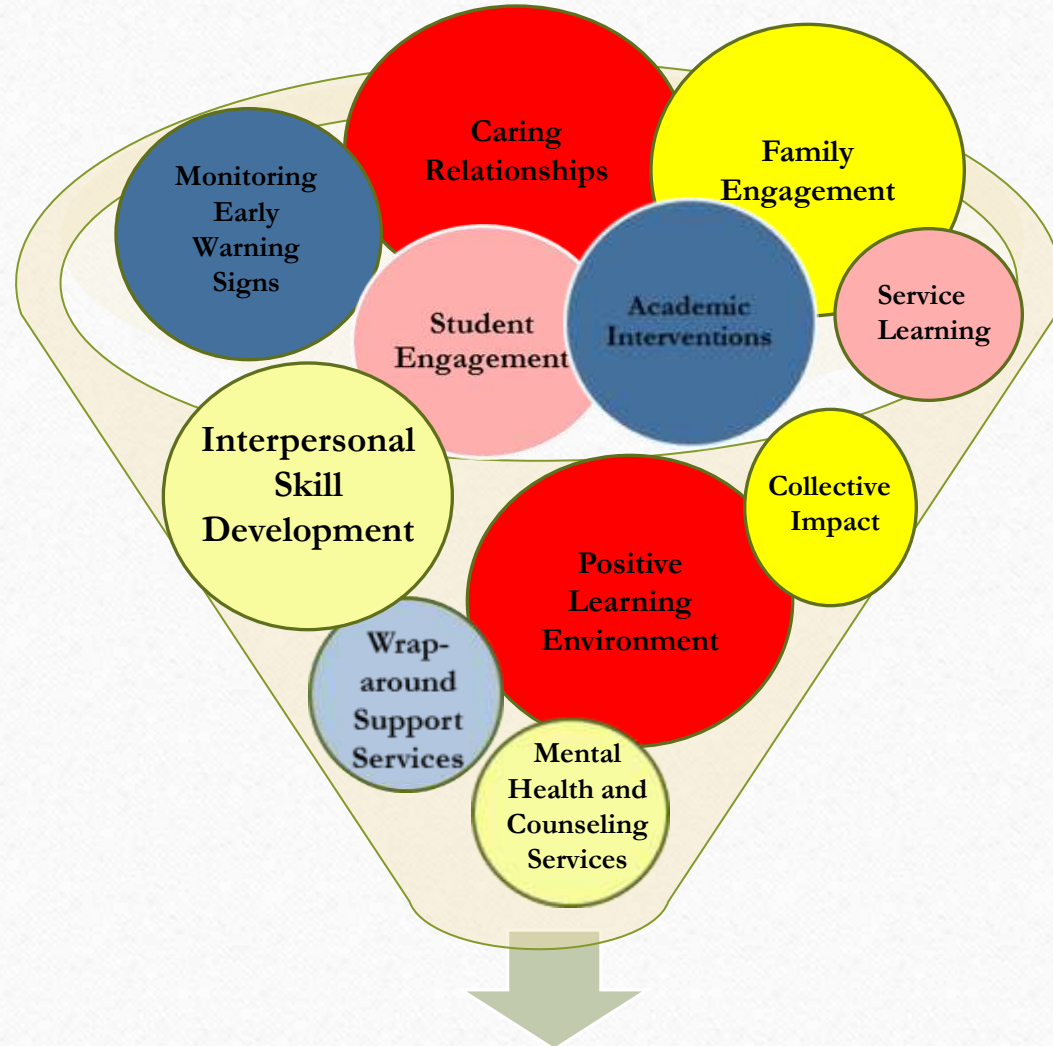
What Research Says

- Outdoor suspensions are the only way that a student learns that there are consequences for behaviors
- Discipline should be based on punishment
- Students who exhibit behavioral problems should be excluded from school
- Outdoor suspensions decrease misbehavior

- ✓ Alternatives to suspension provide opportunities to identify and eliminate root causes of behavior
- ✓ Students need opportunities to learn new skills and behaviors
- ✓ Students should be in school where they can receive guidance and support and be academically engaged
- ✓ Outdoor suspensions actually increase drop out rates, hostility towards school, aggression, vandalism and crime

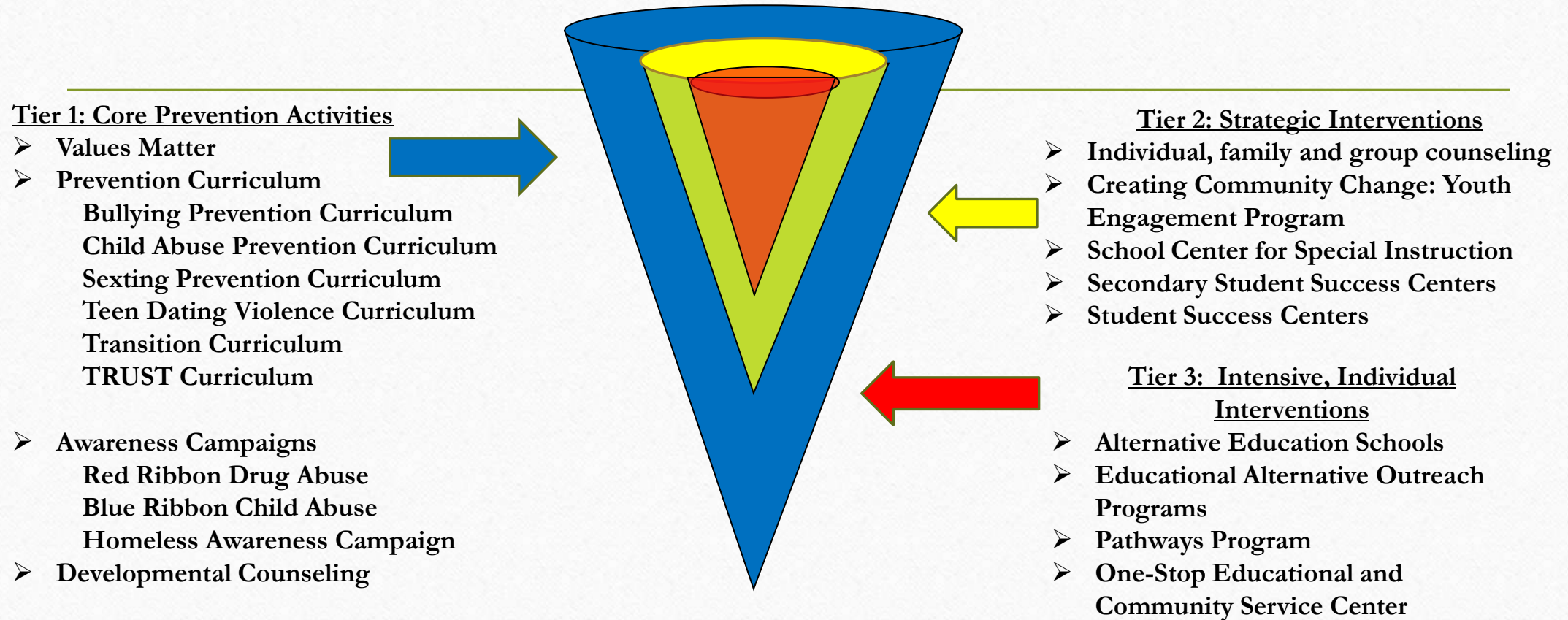
Protective

Factors

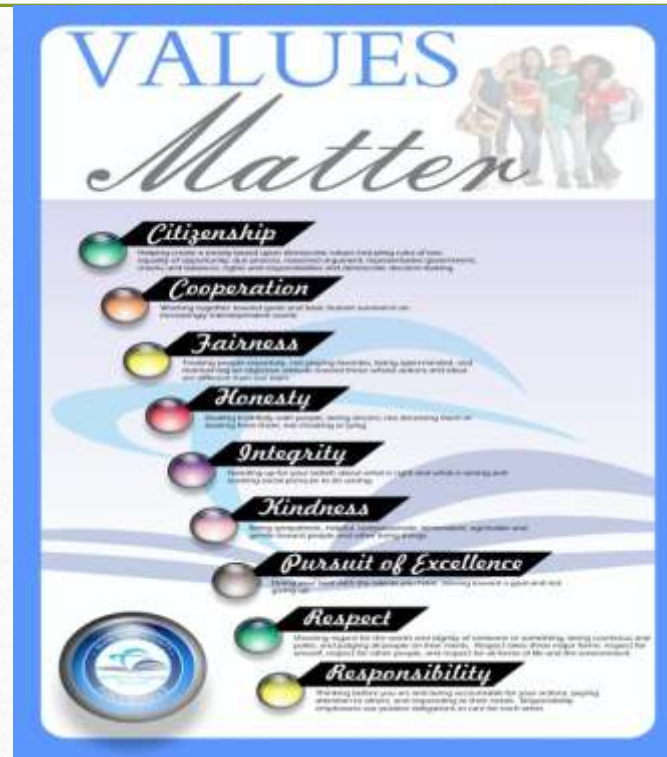


Safe, Healthy, and Successful Students

M-DCPS Multi-tier System of Support



Chapter I - Core Values & Model Student Behavior





Level I – Disruptive Behaviors



Level II – Seriously Disruptive Behaviors



Level III – Offensive/Harmful Behaviors



Level IV – Dangerous or Violent Behaviors



Level V – Most Serious, Dangerous, or Violent Behaviors

Creating Community Change: Youth Engagement Program



Creating Community Change: Youth Engagement Program

Evidence-Based Strategies



Program Overview

- ❖ Serving 8 middle schools with the highest suspension rates
- ❖ Sixty students at each school (20-6th grade, 20-7th grade & 20 8th grade students identified through Early Warning System Indicators review)
- ❖ School-within-a-school model
- ❖ Multi-disciplinary team (math, language arts, science, social studies, and CCC:YEP elective)
- ❖ CCC:YEP students are no longer considered at-risk, but instead... off-track and high promise

School Center for Special Instruction (SCSI)



School Center for Special Instruction

Evidence-Based Strategies

Small Learning Environment

Trained Staff

Opportunities to Reflect on Behavior and Learn New Skills

Structured and Supportive Environment

School and Community Support

Core Values

Program Overview

- ❖ Progressive Discipline corrective action strategy when student violates the Code of Student Conduct
- ❖ Principal or designee makes the referral to the program
- ❖ Student remains at the school-site in a specialized setting generally for 1-3 days
- ❖ Students continue academic coursework, but also have opportunities for behavioral counseling and support

Secondary Student Success Centers



Secondary Student Success Centers

Evidence-Based Strategies

Same-aged
Peer Learning
Environment

Small Class
Sizes

Wrap-around
Service
Delivery

Teacher
Mentors

Technology-
based
Instruction

Credit
Recovery
Opportunities

Program Overview

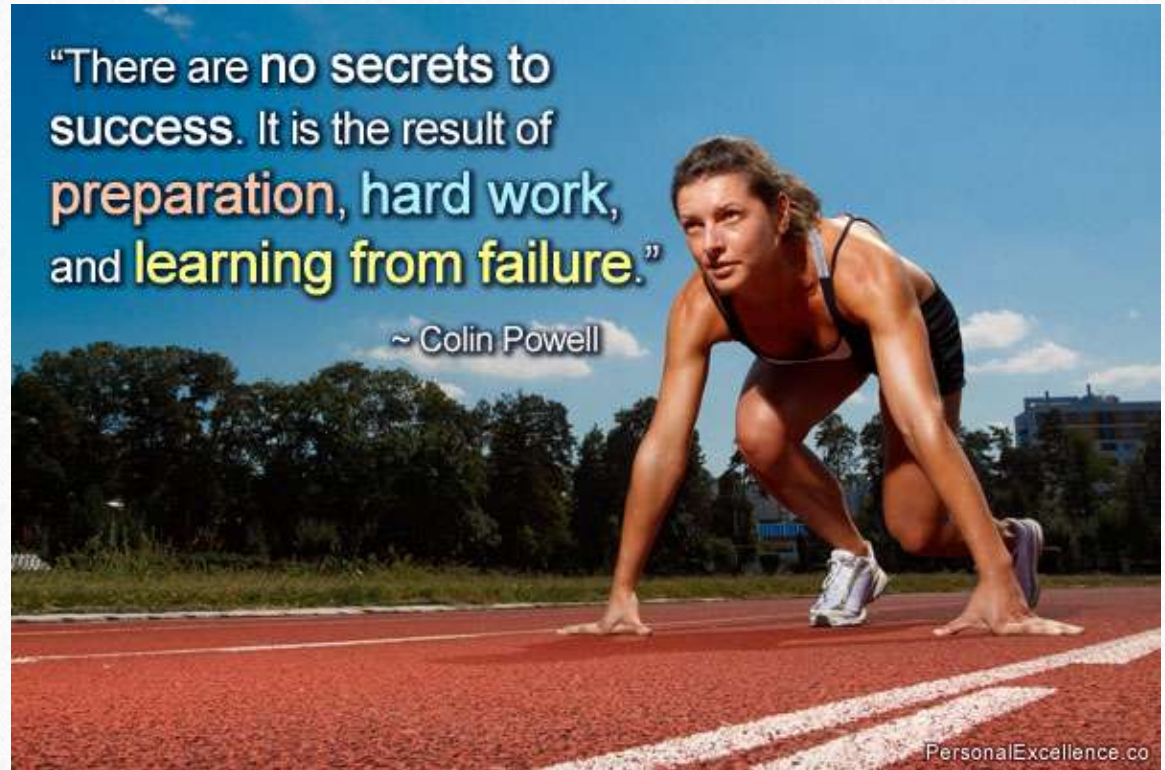
- ❖ School administrators and school counselors refer students to program
- ❖ Middle school students who are two-years or more overage for their assigned grades are eligible
- ❖ Implementation sites:
 - * D.A. Dorsey Technical College
 - * Lindsey Hopkins Technical College
 - * Parkway Educational Complex
 - * Robert Morgan Education Center and Technical College
- ❖ Students are expected to complete at least four courses per semester in order to remain in the program

Student Success Center



"There are no secrets to success. It is the result of preparation, hard work, and learning from failure."

~ Colin Powell



Student Success Centers

Evidence-Based Strategies

Small Learning Environment

Positive Student-Staff Relationships

Communication with Parents

Opportunities to Reflect on Behavior and Learn New Skills

Academic Work and Technology Integration

Success Coach

Program Overview

- ❖ Students age 11 and older who exhibit Level III-IV behaviors and (with Region approval) habitual Level II behaviors which are infractions to the Code of Student Conduct are referred to the centers.
- ❖ Each center is staffed by Student Success Coordinators and Student Success Coaches
- ❖ Implementation sites include:
 - * 5000 Role Models
 - * Andover Middle School
 - * Dorothy M. Wallace COPE Center
 - * Parkway Educational Complex
 - * Paul Bell Middle School
 - * Homestead Senior High School
 - * North Region Office

Alternative Schools



➤ Academy for Community Education

- Open to 9th-12th grade students
- School of choice located in beautiful El Portal
- Provides students a second chance at academic success
- Offers a small class experience in a disciplined and unique learning environment

➤ Jan Mann Opportunity Center

➤ MacArthur South

CONTINUING OPPORTUNITIES FOR PURPOSEFUL EDUCATION

➤ COPE Center North

➤ Dorothy M. Wallace COPE South

- Provides a culture for learning for middle and high school teen parents
- Offers a nurturing environment for infants and toddlers, aged four weeks to four years old that is motivational
- Promotes social, emotional and personal growth and has the academic rigor to propel students to become productive citizens

Educational Alternative Outreach Programs



**“When you have exhausted
all possibilities remember
this, you haven’t.”**
Thomas Edison

Educational Alternative Outreach Programs

Evidence-Based Strategies



Program Overview

- ❖ The Miami-Dade County Public Schools Educational Alternative Outreach Program (EAOP) is comprised of nearly 40 centers which serve thousands of students throughout the year who are outside the mainstream of the traditional school program.
- ❖ The five types of centers include:
 - * Department of Juvenile Justice sites
 - * Residential and day treatment sites
 - * Correctional detention centers
 - * Shelters
 - * Innovative alternative educational opportunities
 - * Standard core academic curriculum is provided

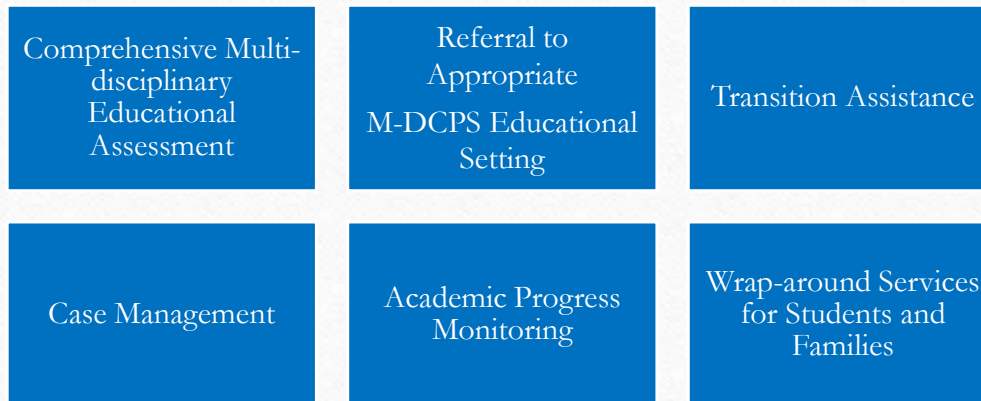
One Stop Educational and Community Service Center



- Opened February 2015. Has served **138** students.
- Transitional services provided to assist adjudicated students in their transition back to appropriate educational setting.
- Partnered with 8 agencies to provide wraparound services: DJJ, Dept. Juvenile Services, DCF, Miami Bridge, Our Kids, AGAPE, Institute of Child & Family Health, Chrysalis Health.
- Receive school referrals as well, particularly overage middle school students.

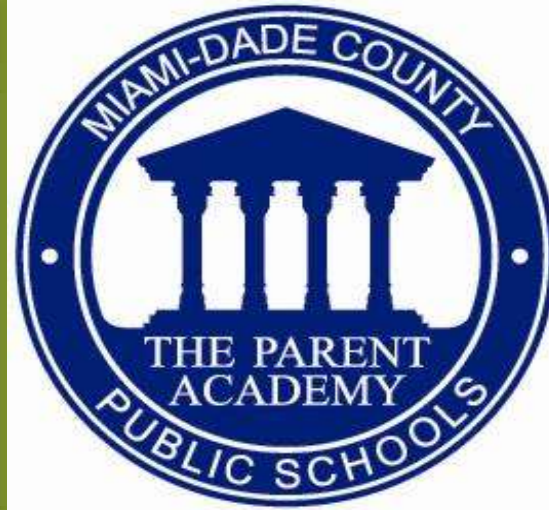
One Stop Educational and Community Service Center

Evidence-Based Strategies



Program Overview

- ❖ Miami-Dade County Public Schools partnership with the Juvenile Justice System as well as several community partners to provide transitional services assisting adjudicated students in their transition back to an appropriate educational settings.
- ❖ One centralized location- 5000 Role Model Site
- ❖ Community Partners include:
 - * AGAPE Network
 - * Chrysalis Health
 - * Department of Juvenile Justice
 - * Miami-Dade County Dept. of Juvenile Services
 - * Florida Department of Children and Families
 - * Institute for Child & Family Health
 - * Miami Bridge Youth and Family Services
 - * Our Kids of Dade and Monroe County
- ❖ Specialized wrap-around services that utilize family and community interventions are provided



The Parent Academy

...Be the link to your child's success.

Serving M-DCPS Families Since 2005

CONNECT

- Opportunities for families to have contact with their Childs school and gain access to valuable information and resources pertinent to their academic success

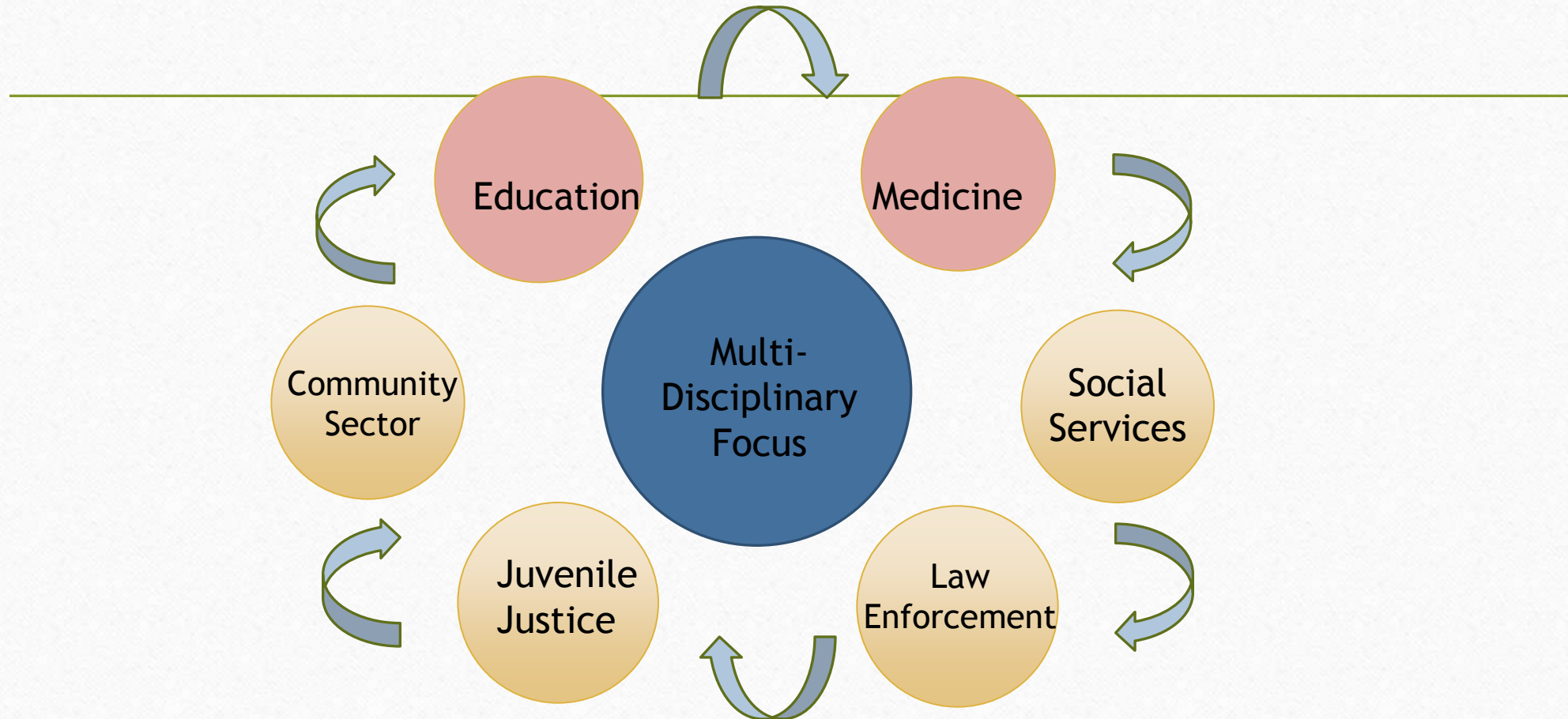
COMMUNICATE

- Opportunities for families to dialogue and build relationships that support every child

Collaborate

Opportunities for families to support their children and ensure academic success

Public Health Approach



Collective Action-Collective Impact

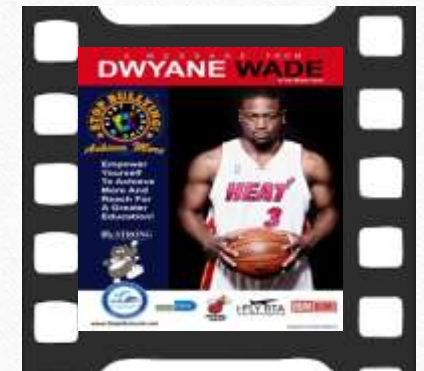
- Collective impact brings people together, in a structured way, to achieve social change.
- It starts with a *common agenda*.
- It establishes shared measurement. That means agreeing to track progress in the same way, which allows for continuous improvement.
- It encourages continuous communication. That means building trust and relationships among all participants.
- And it has a strong backbone. That means having a team dedicated to orchestrating the work of the group.
- All of these conditions together can produce extraordinary results.
- Collective impact takes us from common goals to uncommon results.

(Collective Impact Forum, 2014)

Building and Strengthening Collaboration Gallery



Volunteering Courtesy of TRC Division - letter11journal.blogspot.com



Questions



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