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Fayette, McDowell, Raleigh
County Leadership Cohort

Safety, Security & Schedules!
Debbie Lane, Ed.D.

March 2014

Agenda

8:30 - Warm-Up (What is with all of this snow?)

8:45 - 9:45 Coordinators - ISLLC Standards work

Break

10:00 - 11:30 Safety First

Lunch

12: 15 - 3:00 Making the most of your Schedule

Outcomes

- School safety and security issues
- Factors affecting school safety
- Key components of school safety planning
- Engaging the community for safer schools
- In-basket experiences

Students Say...

7% were bullied

9% were threatened or injured with a weapon

13% reported being in a fight on school property

21% reported gangs in their schools

29% were offered or given drugs

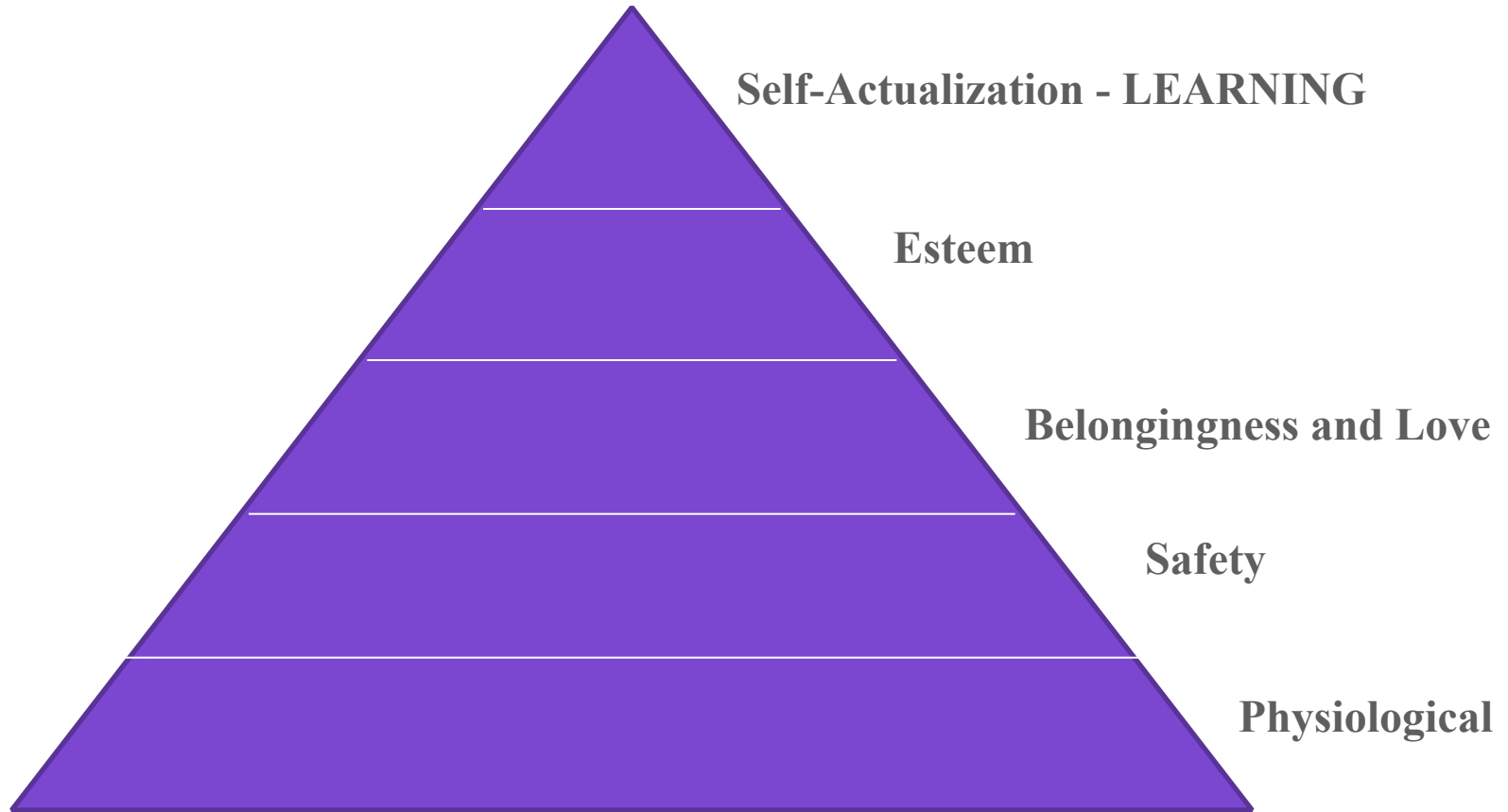
36% saw hate graffiti; 12% were the victims of hate speech

Source: Indicators of School Crime and Safety, U.S. Department of Education, 2010



imagesource.com

Maslow's Hierarchy of Needs



Impact on Student Achievement

“Theft and violence at school and while going to and from school can lead to a disruptive and threatening environment, physical injury, and emotional stress, and can be an obstacle to student achievement.”

Source: Elliott, Hamburg, and Williams, 1998

Factors Affecting Safety

- School Security
Technology, Hardware, Protocols and Policies
- School Design
Access control, natural surveillance, and territorial reinforcement
- School Climate
Values, Norms, Attitudes

School Climate Issues

- Bullying, intimidation, and isolation
- Harassment and prejudice
- Social cliques
- Theft & Graffiti
- Lack of connectedness
- Disrespect between teachers/staff and students
- Lack of student reporting of crime and safety issues

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Safe Schools

- Positive school climate and atmosphere
- Clear and high academic and disciplinary expectations
- Strong student attachment to the school
- High levels of both student participation and parent involvement
- Values and practices that make everyone feel included; appreciation of diversity

Source: Trends and Issues Affecting School Safety Issues, 1998



Safe Schools

- Building and grounds are well maintained.
- Students feel safe reporting crime and safety problems to staff.
- Disciplinary and safety problems are quickly and appropriately addressed.
- Access is controlled and visitors are monitored.
- All staff actively supervise students both inside and outside classroom.
- All areas are safe by design or by staff supervision.



Safe Schools Planning

- Establish a team.
- Assess needs.
- Prioritize needs.
- Develop and implement a plan.

Safety Plan Checklist

Identification Documents

- ☐ Driver's licence
- ☐ Passports
- ☐ Birth certificates (inc. children)
- ☐ Centrelink cards
- ☐ Medicare card
- ☐ Immigration papers (if applicable)

Financial Matters

- ☐ Bank account details
- ☐ Credit cards and some cash

Legal Documents: Any important legal documents

- ☐ Lease contracts
- ☐ Marriage or divorce papers
- ☐ Restraining orders
- ☐ Custody orders
- ☐ Work permits (if applicable)

Personal belongings:

- ☐ House and car keys
- ☐ Medication (including prescriptions)
- ☐ Mobile phone
- ☐ Photographs
- ☐ Jewellery
- ☐ Clothes
- ☐ Address book
- ☐ Children's toys
- ☐ Pets (if you can)
- ☐ and any personal items which could be destroyed

Helpful Contacts

MIDAS
Ph: 9250 2123 Fax: 9274 4115 Email: admin@midas.org.au
Address: 4/8 - 12 Stafford Street, Midland #056
Post: PO Box 5862 Centrepont Post Office, Midland, #056

Immediate Support Numbers

Police (general switchboard)	131 444
Midland Police (Family Protection Unit)	9250 0323
Swan Taxis	15 13 30
Swan Districts Hospital	9547 5244
Lifeline (24hrs Crisis Line)	13 11 14

Local Support Numbers
For more information on family and domestic violence call:
Women's (Domestic) Violence Helpline 1800 067 339 or 9223 1186
Family Helpline 1800 443 080
Family Relationship Advice Line 1800 050 301
Rockuna Women's Refuge 9255 2202
Legal Aid WA Domestic Violence Legal Unit 92614256
Midland Women's Health Care Place 9250 2221
Crisis Care 1800 199 006
Department of Child Protection 9222 2555
Centrelink Midland 9464 1554
Legal Aid WA 1300 650 579

Link to Domestic Violence Agencies handbook and directory:
<http://www.dvwa.org.au/Publications.html>

midlas.org.au

Who Should Be Involved

Most important: Students

Then: School Administrators, Staff, Board, Parents, Caregivers, SRO, School Police Officers and Local Law

And: Faith Community, First Responders, Neighborhood Watch Groups, Elected Officials, Politicians, Mental Health Professionals, Social Workers, Justice Department, News Media

What is Important? What is Possible?

Develop a plan

- Set measurable objectives that include
 - Time frame
 - Desired change
- Select effective programs and strategies.
- Breaks the plan down step by step.

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Engage Community

- Involving community members on the planning team.
- Gather their feedback through surveys.
- Involve them through forums
- Consult them as needed for expertise
- Ask for their support of measures

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socialmediaexaminer.com

Resources

Stopping School Violence: A Dozen Things

Caregivers Guide to School Safety and Security

Safer Schools: Strategies for Educators and Law Enforcement Seeking to Prevent Violence Within Schools

National Crime Prevention Council (ncpc.org)

Youth Crime Watch of America (ycwa.org)

National Criminal Justice Reference (ncjrs.gov)

Schedules...Are they white and gold or blue and black?



School Schedule

- One of the most powerful tools towards student achievement
- It can facilitate or inhibit opportunity for teacher collaboration towards teaching strategies and goals
- It is a reflection of values and those values are reflected in the design of the schedule
- It should be purposeful and intentional in order to accomplish those things which are most important.
- The BEST schedules are based on student data, student learning needs, and curriculum regulations.

Three Issues All Schools Face

The Power of Innovative Scheduling, Dr. Robert Lynn Canady and Dr. Michael D. Rettig

1. Providing Quality Time
2. Creating a School Climate
3. Providing Varying Learning Time



Photo Credit: motivationalmemo.com

Providing Quality Time

Fragmented instructional time is an issue at all levels.

- Elementary (Pull out programs, specialist schedules, piecemeal instruction)
- Middle/High (6,7,8 period day with unconnected curriculum)

Creating a School Climate

Discipline issues can result from large students emptying into hallways, lunchrooms and common areas

Elementary level discipline issues can happen from the way small-group reading and math instruction is scheduled.

With traditional schedules they can contribute to depersonalize nature of high schools. Teachers are responsible for 100-180 students per day, students see 6-9 teachers per day which makes it hard to have close relationships.

Providing Varying Learning Time

- Some students need more time to learn than others.
- Some students experience failure from the very beginning of the school year and feel they won't catch up.
- The 7th grade Algebra debate
- Elementary Pull-out



Important Ideas to Consider:

1. Extended time in content areas to provide for more in-depth study of topics and more hands-on activities
2. Opportunity for interventions - classes, programs, tutoring - for students needing additional academic time
3. Time to participate in co-curricular activities that apply content-area learning such as school newspapers, plays, service learning opportunities, and student-led conferences.

Block Schedules help our Teachers by:

- Extending blocks for instructional teams and the power to adjust the time allotted to individual subjects
- Flexibility to adjust time in order to differentiate instruction to meet the needs of students
- The opportunity to vary grouping patterns to meet student needs and assure student success
- Collaboration with a literacy coach or specialist

For Middle/High Schools

Four ways to provide instructional flexibility according to Williamson, 1998, these vary from traditional fixed period to block schedules. They are:

1. Alternating Day Schedules
2. Rotating Schedules
3. Dropped Schedules
4. Block Schedules

Elementary Schools

Parallel Block Scheduling to reduce instructional fragmentation, improve discipline, and provide regular scheduled, yet flexible opportunities for extended learning enrichment

(Cannady, 1988, 1990; Candy and Reina 1993)

<i>Teachers</i>	<i>50 mins</i>	<i>50 mins</i>	<i>50 mins</i>	<i>50 mins</i>
<i>A</i>	<i>LA & SS (reading/ writing groups 1 & 2)</i>	<i>Reading - Writing group 1</i>	<i>Reading - Writing Group 2</i>	
<i>B</i>	<i>Groups 3 & 4</i>	<i>Group 3</i>	<i>Group 4</i>	
<i>C</i>	<i>Group 5</i>	<i>Group 6</i>	<i>Groups 5 & 6</i>	
<i>D</i>	<i>Group 7</i>	<i>Group 8</i>	<i>Catch up</i>	

Other Elementary Tips

- ~ Schedule all specialists for equal periods of instruction on a rotating schedule during the same time block each day. Consider 4 or 6 day cycles rather than an unwieldy Mon- Fri schedule.
- ~ Rotate shared itinerant specialists who have to travel to different schools on a nine week basis or semester basis rather than 2 days a week here and three days a week there.
- ~ Schedule recess time contiguous to another class change such as for lunch or specials classes to reduce time lost to movement.
- ~ Avoid short periods of time such as 15 minutes between lunches.

Alternating Schedule

Often referred to A and B schedules. Classes alternate from day to day. A version of the block schedule, the alternating schedule provides longer instructional periods each day.

<i>M</i>	<i>T</i>	<i>W</i>	<i>T</i>	<i>F</i>
1	5	1	5	1
2	6	2	6	2
3	7	3	7	3
4	8	4	8	4

Rotating Schedule

A schedule that rotates changes the order of classes from day-to day. When a rotating schedule is used, teachers and students report that the schedule changes their perception of one another and of the content area, often because both students and teachers perform differently at different times of the day.

<i>M</i>	<i>T</i>	<i>W</i>	<i>T</i>	<i>F</i>
1	2	3	4	5
2	3	4	5	6
3	4	5	6	1
4	5	6	1	2
5	6	1	2	3
6	1	2	3	4

Dropped Schedule

This schedule is one where something drops out of the schedule so that something else can be added. In many middle schools this is when advisory, an activity or a seminar period happens.

<i>M</i>	<i>T</i>	<i>W</i>	<i>T</i>	<i>F</i>
1	7	5	4	2
2	S	6	5	3
3	1	7	6	4
4	2	1	S	5
5	3	2	7	6
6	4	3	1	7

For the development of the Dropped Schedule there were four goals:

1. To have longer classes -60 minutes instead of 45 minutes
2. To provide an opportunity for intervention classes for students
3. To make time for teachers to meet, work collaboratively, and participate in professional development
4. To allow every class to meet as frequently as possible

Block Schedules

This type of schedule is characterized by longer instructional periods. In many middle schools organized into interdisciplinary teams, the teams may teach a common schedule and may vary the length of classes they teach.

<i>M</i>	<i>T</i>	<i>W</i>	<i>T</i>	<i>F</i>
<i>Core</i>	<i>Core</i>	<i>Core</i>	<i>Core</i>	<i>Core</i>
<i>Explor</i>	<i>Explore</i>	<i>Explor</i>	<i>Explor</i>	<i>Explor</i>
<i>Explor</i>	<i>Explor</i>	<i>Explor</i>	<i>Explor</i>	<i>Explor</i>
<i>Core</i>	<i>Core</i>	<i>Core</i>	<i>Core</i>	<i>Core</i>

High School Ideas

~Schools may periodically alter the regular schedule so that each class meets for a full day on a rotating basis. For example, in a period day on a six day cycle, teachers would meet with each of their five classes for a full day and then have a full day planning professional development.

~ Some schools have scheduled one long lunch time rather than 2 or 3. During this time they open up the gym, computer labs, library, outdoor recreation. Teachers schedule office hours if students want some help, time for club meetings and other activities are held during this time.

Final Thoughts

- There are no perfect schedules
- Carefully planned out schedules can include flexibility that can positively impact instruction
- Understand the needs of staff and students can lead to an alternative other than a traditional schedule
- Providing flexibility in a schedule facilitates rich instruction
- Results in more effective use of time, space, and resources

Thoughts to ponder....

- Set up time blocks when everyone in the grade/school is focused on one area of the curriculum
- Find a scheduling solution that enables common plan time for teams.
- Introduce tutorial programs for students who need extra help.
- Introduce a daily school-wide activity via the intercom or another method to achieve a school-wide goal.
- Create special programs around test taking skills.
- Make time for all student to get to the computer lab on a regular basis.
- Plan recess to ensure all kids get play time.
- Make sure kids have time for reading.

Thank You!



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