



Priority Partner for School and District Turnaround



Engaging Schools
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Organization Founded: 1982

Organization Mission:
Engaging Schools collaborates with educators to create school communities where each and every student develops the skills and mindsets needed to succeed and make positive contributions in school, work, and life.

Type of Schools Served:
Secondary including K-8, middle, high schools

Sample District and School Partnerships:
While we work nationwide, we have recently partnered with schools in the following districts in MA: Chelsea, Fall River, Framingham, Holyoke, Leicester, and New Bedford.

Program Cost:
We will customize the service to the unique needs, priorities, and constraints of districts and schools.

Costs can range from \$17,000 for a diagnostic phase, to \$40,000 - \$60,000 per year depending on the level of services selected.

The cost for **full implementation** over three years for one school is estimated to be \$200,300. This cost includes the diagnostic phase that precedes the three-year implementation plan.

Contact us for more information:
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School Climate and Social-Emotional Supports

Model/Service Summary:

Full implementation of our Schoolwide Discipline and Student Support service in a school takes place over three years. It includes a review and revision of schoolwide policies, protocols, and practices to align with the school's vision, mission, core values, and beliefs. This review is led by a School Climate-Discipline Team (SCDT) in collaboration with Engaging Schools. The service also includes training and support for creating Engaged Classrooms that are safe, orderly, caring, and well managed. Engaging Schools' approach to instruction, classroom management, and discipline fosters academic, social, and emotional learning and development in all students, and establishes optimal conditions for learning. As a result, administrators, teachers, and ancillary staff more effectively provide academic and behavioral supports and interventions for all students that foster increased engagement in the classroom and increases in student self-directedness, social and self-awareness, and self-management, all of which contribute to significant reductions in unwanted behaviors. Activities to support the process include the following:

1. *Four-Day Schoolwide Discipline and Student Support Leadership Institute*
2. *Student Support Team Retreats*
3. *Four-Day Engaged Classrooms Institute*
4. *Ongoing On-site Support and Coaching*

For more information:
<https://tinyurl.com/ycztbkw>

Performance Outcomes Measured:

Schools Gain: 1) A safer, more caring and respectful climate; 2) a personalized, disciplined, and supportive learning environment; 3) a reduction of disproportional referrals and suspensions.

Student outcomes include:

Increases in: 1) social and self-awareness; self-management, self-discipline, responsible decision making, and accountability; 2) attendance; 3) course completion and GPA.

Decreases in: 1) classroom disciplinary referrals; 2) failure rates; 3) in-school and out-of-school suspensions; 4) rates of late arrivals and absenteeism; 5) drop-out rates.

Evidence of Effectiveness:

Our work with Syracuse City School District to address its long-running discipline issues and help meet their goals for education reform began in December 2013. We started by facilitating a process to create a new Code of Conduct, Character, and Support that is fair, respectful, accountable, restorative and viable. We are providing a range of training, coaching, and consultation for district and school staff, as well as providing comprehensive support within seven schools.

Positive Outcomes:

- In the 2013-14 school year, there were 15,006 suspensions (in- and out-of-school) and 24,702 instructional days lost. By the end of the 2015-16 school year, suspensions were reduced to 10,382 and 12,258 fewer instructional days were lost.
- Between the 2014-2015 and 2015-16 school years, the proportion of all discipline referrals that were restorative, as opposed to punitive, rose 12 percent.

For more information:
<https://tinyurl.com/y9ghsjrr>

Considerations for Partnership Success

Conditions that need to be in place:

- The understanding and commitment of the superintendent, other district leaders, the principal, and other school leaders, to recalibrate schoolwide discipline and student support in order to create a more equitable, restorative, accountable, and viable approach
- Willingness and interest by the principal to champion the initiative and to provide leadership through communications, expectations, support, and modeling
- A limited number of other major, high priority change initiatives underway at the same time
- The availability of sufficient professional learning time and willingness to prioritize use of time and resources for leaders, teachers, and student support staff
- Commitment and willingness to shift and create structures and systems to support a fair, respectful, viable, and accountable restorative schoolwide discipline approach – for example, structures such as grade level and/or departmental teams and common planning time to enable collaboration among staff in the school
- Adequate funding to support systematic changes over time to ensure sustainability