STRENGTHENING CONNECTIONS: Fostering a Positive School Climate

December 2–3, 2014
Richmond, Virginia
December 2, 2014

Dear Summit Participant,

On behalf of Governor McAuliffe and the Virginia Department of Criminal Justice Services, welcome to the “2014 Strengthening Connections: Fostering a Positive School Climate” Summit.

The Department of Criminal Justice Services (DCJS) is pleased to join with the Departments of Education, Health, and Behavioral Health and Developmental Services to provide this comprehensive school climate summit.

Experience in communities nationwide has shown that a nurturing school climate and uniform discipline practices are key elements of healthy and high achieving schools. We’ve learned that the zero-tolerance policies we once thought of as cutting edge simply don’t work. They are, in fact, detrimental to the very climate that is needed to sustain learning and provide engagement and attachment for students in school.

We have also learned a lot about preventing bullying and dealing with its effects. Now that bullying is defined in Virginia, schools across the Commonwealth are striving to ensure that it is recognized and addressed properly.

The summit will give you opportunities to learn about these and other important topics, and to share information and network with your colleagues from around the state. Our ultimate goal, of course, is to send you back to your communities inspired and better equipped to help improve the school climate in your communities.

Thank you for taking the time to attend this summit and for your dedication to the well-being of our students. School safety and a school climate conducive to learning are priorities for all of us at DCJS, and we look forward to continuing to work with you and your colleagues throughout Virginia toward those ends in the months and years ahead.

Sincerely,

Francine C. Ecker
Director
Virginia Department of Criminal Justice Services
### 8:30 am–8:45 am  Welcome and Introductions

Francine C. Ecker, *Director, Virginia Department of Criminal Justice Services*

The Honorable Brian Moran, *Secretary of Public Safety and Homeland Security, Commonwealth of Virginia*

The Honorable Anne Holton, *Secretary of Education, Commonwealth of Virginia*

### 8:45 am–8:55 am  Fostering a Positive School Climate: Connecting Conditions

Steven Staples, *Ph.D., Superintendent of Public Instruction, Virginia Department of Education*

### 8:55 am–9:30 am  Making Connections

The Honorable Maurice Jones, *Secretary of Commerce and Trade, Commonwealth of Virginia*

### 9:30 am–9:45 am  Overview of Three Domains for Learning and Activity

Donna Michaelis, *Manager, Virginia Center for School and Campus Safety, Virginia Department of Criminal Justice Services*

JoAnn Burkholder, *Coordinator, Student Assistance Systems, Virginia Department of Education*

The U.S. Department of Education’s Safe and Supportive Schools model of school climate includes three inter-related features of student engagement (e.g., relationships, respect for diversity, and school participation), safety (e.g., social-emotional safety, physical safety, substance use), and the school environment (e.g., physical environment, academic environment, wellness, and disciplinary environment). An overview of these three features will be provided.

### 9:45 am–10:00 am  BREAK

### 10:00 am–12:00 pm  What the Data Say About School Climate

**PART I: School Climate and Safety in Virginia High Schools: Perceptions of Students and Teachers**

Dewey Cornell, *Ph.D., Clinical Psychologist and Professor of Education, Curry School of Education, University of Virginia*

This presentation will report on the prevalence of bullying, fighting, drug use, and other safety concerns in 323 public high schools based on the perceptions of 48,000 students and 13,000 teachers who participated in the 2014 Virginia Secondary School Climate Survey. The data show that schools with an authoritative school climate characterized by high disciplinary structure and high student support have safer conditions and more positive learning outcomes. The survey results provide school leaders with insights into school conditions and pathways to school improvement.

**PART II: PBIS, Olweus, and Zero Tolerance Policies, Oh My!**

Catherine Bradshaw, *Ph.D., M.Ed., Professor and Associate Dean for Research and Faculty Development, Curry School of Education, University of Virginia*

Unfortunately, there is no magic wand that can be waved to remove barriers to learning that exist when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a “one size fits all” approach is less effective than interventions based on the needs of each school. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavior management plans, a continuum of positive behavior support for all students within a school is implemented in classroom and non-classroom settings. Dr. Bradshaw will provide an overview and demystify several of the well known terms in bullying prevention and climate improvement.
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<tr>
<th>Time</th>
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<th>Presenter/Details</th>
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<tr>
<td>12:00 pm–1:00 pm</td>
<td>LUNCH</td>
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<td>1:00 pm–3:00 pm</td>
<td>Emotions Matter in the Classroom</td>
<td>Marc Brackett, Ph.D., Director, Yale Center for Emotional Intelligence, Yale University</td>
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<td>During this keynote, Dr. Brackett will provide an overview of the “Anchors of Emotional Intelligence.” Emotions drive learning, decision-making, creativity, relationships, and health. The Yale Center for Emotional Intelligence uses the power of emotions to create a more effective and compassionate society. The Center conducts research and teaches people of all ages how to develop their emotional intelligence.</td>
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<td>3:00 pm–3:15 pm</td>
<td>BREAK</td>
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<td>3:15 pm–4:30 pm</td>
<td>Recognizing and Countering the Effects of Bullying in Our Schools</td>
<td>Scott Harvey, CEO, Speaking of Harvey</td>
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<td>After spending decades in schools teaching the D.A.R.E. program, supervising School Resource Officers, eating countless lunches in school cafeterias with students, and being married to a teacher, Scott Harvey has a unique take on bullying in our schools. In this session, he will challenge participants to be the “someone” who is willing to do something about this problem--and help encourage students to do the same. No more waiting on “someone” else to do something about the hurting students we see on a daily basis. When they see us notice them, their first thought is “Wow! Someone is actually going to help me.” What are you waiting for? It’s time to be Someone!!</td>
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<td>4:30 pm</td>
<td>DAY ONE WRAP UP and DAY TWO PREVIEW</td>
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8:30 am–10:30 am  The Value of Reducing Suspension Rates (Part A)

Mr. Ramiro Rubalcaba, Principal, Azusa High School, California

Mr. Rubalcaba will provide the framework for the transformation of practices. Over the last few years, he has initiated a systemic change to discipline practices and implemented positive behavioral interventions and supports. This session is designed to help school and division teams develop or improve their school climate plans in order to prepare every student to be college and career ready for life in the 21st century. Mr. Rubalcaba will share how theory was put into practice by creating a team that focused on positively supporting every student to succeed academically and socially. Participants will be provided research-based “best practices” and resources, engage in case scenarios, and reflect on and enhance existing plans that promote positive behavioral and academic outcomes.

10:45 am–11:30 am  TAKE IT HOME: RESOURCES FOR IMPLEMENTATION

School climate is a product of the interpersonal relationships among students, families, teachers, staff, and administrators. Physical and emotional safety and a positive school environment are also paramount to school climate. Learning about the importance of school climate is valuable and even more so, knowledge of available resources is vital to implementing successful strategies. This session will highlight the three features of school climate: Engagement, Safety, and Environment, as well as provide an overview of the resources and discussion opportunities for attendees.

FEATURE ONE: Engagement

The active engagement of students, teachers, staff, and administrators is proven to promote a positive school climate. Here, attendees will focus on and receive resources for building healthy and positive relationships, learning and teaching respect for diversity, and promoting and encouraging school participation at all levels. Featuring resources from the Department of Education, Stopbullying.gov, Strategies for Youth, and others, these resources will provide attendees reliable tools to increase engagement throughout their school.

FEATURE TWO: Safety

Feeling and actually being safe in school, both emotionally and physically, is a key component in building a positive school climate. Centering on emotional safety, physical safety, and substance abuse issues in schools, with resources from the Virginia Department of Criminal Justice Services, Virginia ABC, the National Crime Prevention Council, and others, attendees will receive tremendous resources to promote far-reaching safety in their schools.

FEATURE THREE: Environment

Improving the overall environment of a school has been shown to also improve the climate of a school. Attendees will receive resources to improve the physical, academic, and disciplinary environments of schools, as well as tools to improve their overall wellness, featuring on topics such as Virginia Rules, Homeless Education, Readiness and Emergency Management in Schools, the Broken Window Theory, Internet Crimes against Children, and many others.

11:30 am–1:00 pm  The Value of Reducing Suspension Rates (Part B) and LUNCH

Mr. Ramiro Rubalcaba, Principal, Azusa High School, California

Closeout activity

Speaker Q and A

1:00 pm  WRAP UP
MARCI A. BRACKETT
Marc Brackett, Ph.D., is Director of the Yale Center for Emotional Intelligence. He also is a Senior Research Scientist in Psychology and Faculty Fellow in the Edward Zigler Center in Child Development and Social Policy. Dr. Brackett is the author and co-author of 100 scholarly publications, as well as the co-developer of RULER—an evidence-based approach to social and emotional learning. RULER fosters emotional intelligence skills in kindergarten to high school students as well as school leaders, teachers, staff, and families. Dr. Brackett’s grant-funded research focuses on (1) the role of emotions in learning, decision making, relationship quality, and mental health, (2) the measurement of emotional intelligence, and (3) experiments to demonstrate how emotional intelligence training enhances student and educator effectiveness, decreases bullying, and improves school climate.

JOANN BURKHOLDER
Jo Ann Burkholder is the Student Assistance Systems Coordinator for the Office Student Services at the Virginia Department of Education, where she has also served as the Coordinator of the Safe and Drug-Free Schools Program and as a specialist in the Office of School Improvement. Her experiences include working as a counselor, prevention specialist and clinical supervisor for private and public agencies. She has a Masters degree in counseling and human development and is a licensed school administrator and supervisor with over twenty-five years experience in education as a Student Assistance Coordinator and Administrator. She currently serves on the executive board for the National Network for Safe and Supportive Schools State Coordinators and is past-president of the National Student Assistance Association. She has served as a consultant to the New York Times “Newspaper in Education,” The White House Office of National Drug Control Policy and has trained nationally and internationally on a variety of topics that enhance prevention and intervention support services through Student Assistance Programming.

CATHERINE BRADSHAW
Catherine Bradshaw, Ph.D., M.Ed., is a Professor and the Associate Dean for Research and Faculty Development at the Curry School of Education at the University of Virginia (UVA). She was an Associate Professor and the Associate Chair of the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health and maintains an affiliation with Johns Hopkins as the Deputy Director of the Johns Hopkins Center for the Prevention of Youth Violence and Co-Director of the Johns Hopkins Center for Prevention and Early Intervention. She holds a doctorate in developmental psychology from Cornell University and a masters of education in counseling and guidance from the University of Georgia. Her primary research interests focus on the development of aggressive behavior and school-based prevention. She presently collaborates on federally supported randomized trials of school-based prevention programs, including Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning curricula. Dr. Bradshaw works with the Maryland State Department of Education and several school districts to support the development and implementation of programs and policies to prevent bullying and school violence, and to foster safe and supportive learning environments. She is an Associate Editor for the Journal of Research on Adolescence and the editor elect of Prevention Science. She is a coeditor of the forthcoming book, Handbook of School Mental Health (Springer).

DEWEY CORNELL
Dewey G. Cornell, Ph.D. is a forensic clinical psychologist and the Bunker Professor of Education in the Curry School of Education at the University of Virginia. He is Director of the UVA Youth Violence Project and a faculty associate of the Institute of Law, Psychiatry, and Public Policy. For more than 30 years, Dr. Cornell has worked with juvenile and adult violent offenders, testified in criminal proceedings, and consulted on violence prevention efforts. He has authored more than 200 publications in psychology and education, including studies of juvenile homicide, school safety, and bullying. He is the primary author of Guidelines for Responding to Student Threats of Violence and the principal developer of the Virginia Student Threat Assessment Guidelines, which is used in thousands of K-12 schools and has been recognized as an evidence-based practice in the National Registry of Evidence-Based Programs and Practices (NREPP). He is currently directing a federally-funded study of school climate and bullying in more than 700 Virginia secondary schools.

FRANCINE C. ECKER
Francine C. Ecker, Director of the Virginia Department of Criminal Justice Services (DCJS), was formerly the Senior Policy Advisor for Strategic Planning for the National Criminal Justice Association, where she consulted with federal, state, and local government in the areas of criminal justice planning, evidence-based program development, and organizational management. She previously served as a Division Director at DCJS, responsible for the Corrections, Juvenile, and Victim Services Sections of the agency and agency training activities. Throughout her 25 years of management experience in state and local government service, she has been instrumental in the design, development, and implementation of state and local criminal justice, prosecution, law enforcement, child welfare, and domestic and sexual violence grant programs.

SCOTT HARVEY
Scott Harvey has been a full-time police officer since 1998. Since 2001, he has taught the D.A.R.E. program on the 5th and 7th grade levels. He is currently the Sergeant over the Community Services Division where he supervises the School Resource Officers and the D.A.R.E. program. He founded his business, Speaking of Harvey, in 2010, and travels the country speaking on various topics to students, teachers, churches, and business leaders. Sergeant Harvey has spoken, professionally, to over 40,000 people. He uses his trademarked IamSomeone logo to remind people that there is tremendous power in being the “someone” willing to do something about the problems we witness. Sergeant Harvey thinks “someone” should do something, and after watching his powerful presentation, you just might decide that “someone” is you!

ANNE HOLTON
Anne Holton was appointed Secretary of Education by Governor Terry McAuliffe in January, 2014. She is a lifelong advocate for children and families in Virginia. After graduating with a B.A. from Princeton and a Harvard law degree, Holton worked as a legal aid lawyer serving low-income families. She served as a juvenile and domestic relations district court judge from 1998 until 2005 when her husband, Tim Kaine, was elected Governor of Virginia. As Virginia’s First Lady, Holton championed a successful initiative to secure permanent family connections for more foster youth. As a consultant at the Annie E. Casey Foundation on foster care systems reform, she focused on judiciary issues and preventing unnecessary out-of-home placements of youth. In 2008, Holton worked with the Virginia Foundation for Community College Education to establish the Great Expectations program, which works through community college campus coaches to improve access to and success in higher education for Virginia’s foster youth and alumni. Holton served on the Richmond Public Schools Education Foundation Board 2010–2012 and on the Voices for Virginia Children Board 2010–2013. She also has served on the Advisory Board to Youth-Nex, the UVA Center to Promote Effective Youth Development at the Curry School of Education. Holton is a recipient of the Annie E. Casey Foundation’s Life Award of Distinction and the Richmond YWCA Outstanding Woman in Law award in 2006 among other honors. She and her husband (now U.S. Senator Tim Kaine) have three adult children and reside in Richmond, Virginia.

MAURICE JONES
Maurice Jones was appointed Secretary of Commerce and Trade by Governor Terry McAuliffe in January 2014. From April 2012 through January 2014, Jones served as Deputy Secretary for the U.S. Department of Housing and Urban Development, managing day-to-day operations, the annual operating budget, and the agency’s 8,900 employees. Prior to HUD, Jones was President of Pilot Media, the largest print and digital organization in Hampton Roads, Virginia. Jones joined Landmark Media Enterprises, owner of Pilot Media, in 2005, serving as Vice President of the Landmark Publishing Group, consisting of multiple newspapers. In 2006, Jones became the Vice President and General Manager of Pilot Media, and in 2008 he became President and Publisher of The Virginian-Pilot. A Kenbridge, Virginia native, Jones served as Commissioner of the Virginia Department of Social Services and Deputy Chief of Staff to then-Virginia Governor Mark Warner. During the Clinton administration, he served in several capacities at the U.S. Treasury Department. Jones worked for the law firm of Hunton & Williams in Richmond, Virginia and was a Partner at Venture Philanthropy Partners, a firm that invests millions in the Washington, D.C. metropolitan area to assist low-income children. Jones received a Bachelor of Arts in Political Science from Hampden-Sydney College and attended Oxford University in England on a Rhodes scholarship, where he received a Master of Philosophy in International Relations. He later received a Juris Doctor from the University of Virginia.

DONNA MICHAELIS
Donna Michaelis, Manager, Virginia Center for School and Campus Safety, Department of Criminal Justice Services, began working in the area of school safety with the Chesterfield County Police Department in 1985 as one of the first Drug Abuse Resistance Education (D.A.R.E.) officers in Virginia. She also served as the country’s first Child Safety Coordinator working in 37 elementary schools and 11 middle schools coordinating her own Success Through Education and Proactive Policing (STEPP) prevention curriculum. In 1998, she joined the Department of Criminal Justice Services as a youth safety specialist in charge of school resource officer training. Throughout the last 16 years, Mrs. Michaelis has collaborated with many state agencies to bring training and resources to the school and campus safety professionals she serves. She also has worked on several Governors’ initiatives to include 4SAFE VA, KIDSafe Virginia, and Prevention Comes First. In 2013, she served on then Governor McDonnell’s School and Campus Safety Task Force.
BRIAN MORAN
Secretary of Public Safety Brian Moran has a passion for public service, particularly in the areas of public safety and social justice issues. Secretary Moran began his career as a judicial law clerk in Arlington, Virginia learning the intricacies of the court system. In 1989, he started his career as County prosecutor where he prosecuted a variety of crimes including murder and rape. He was popularly elected seven times to represent the 46th legislative district (City of Alexandria and Fairfax County). While in the legislature, Secretary Moran served on the Courts of Justice Committee, the Virginia State Crime Commission, the Board of the Virginia Alcohol Safety Action Program, and the Secure Virginia Panel. He championed and sponsored legislation in the areas of child abuse, domestic violence, drunk driving, drug interdiction, and elder abuse. He forged bipartisan coalitions and support to pass numerous pieces of legislation, most notably Alicia’s Law which provides law enforcement with the necessary tools to stop internet sexual predators from preying on our children.

RAMIRO RUBALCABA
Ramiro Rubalcaba has served as an educator in the Los Angeles, California Unified School District, including 16 years as a teacher, Dean of Discipline, Assistant Principal at Garfield High School, and as a Human Resources Coordinator. He is currently the Principal at Azusa High School with the Azusa, California Unified School District. Mr. Rubalcaba is a member of the California School Discipline Action Team, and in 2012 was named the President’s Community Leader of the Year by Toyota Financial Services. Mr. Rubalcaba believes in the power of love in education through positive behavior supports, a rigorous and relevant curriculum, effective communication of a common vision, and the collaboration of all stakeholders. He will complete his Ed.D. from the USC Rossier School of Education by May of 2015.

STEVEN R. STAPLES
Dr. Steven R. Staples, appointed Virginia’s 24th Superintendent of Public Instruction by Governor Terry McAuliffe, serves as the executive of the Virginia Department of Education and the Commonwealth’s public schools. He also serves as secretary of the Board of Education. Prior to his appointment, Dr. Staples served as the executive director of the Virginia Association of School Superintendents, was a faculty member at the College of William & Mary, and worked in various capacities in four Virginia school divisions. He began his career in public education in 1976 in Prince George County, Virginia. He has been a classroom teacher, high school department chair, assistant principal for instruction, principal, and assistant superintendent of curriculum and instruction. While division superintendent in York County, Virginia, Dr. Staples implemented innovative programs including magnet programs in fine arts, math, science and technology, and a charter school program linking academic standards to licensure competencies in career/technical fields. In 1997, he was selected as Virginia Superintendent of the Year. Dr. Staples received his Doctorate in Education Administration and Supervision from Virginia Tech, a Master’s degree in Education Administration and Supervision, as well as a Bachelor’s degree in History and English from the College of William & Mary.
TWITTER: This year’s conference will include a live Twitter feed from VA_cntr4SchoolSafety using #safetyforum. Look for special announcements or scheduling changes here. Please feel free to add your own tweets!

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Please note: Photos and/or videos from this event may appear on the DCJS website, social media sites, and in other agency materials.
The Virginia Department of Criminal Justice Services (DCJS), one of 11 agencies in the Secretariat of Public Safety and Homeland Security, occupies a unique place in state government because of its scope and responsibilities.

The Department directs programs and services to specific parts of the criminal justice system, for example crime victim assistance, or law enforcement; but DCJS is also charged with viewing the system as a whole in order to understand how changes in one component will affect the other so that plans and programs can be effectively coordinated.

DCJS is responsible for distributing federal and state funding to localities, state agencies, and nonprofit organizations for law enforcement, crime and delinquency prevention, juvenile justice and related services, victims services, corrections, and other areas; establishing and enforcing minimum training standards for criminal justice and private security personnel; and licensing and regulating the private security industry and other professions specified in the Code of Virginia. In connection with these activities, DCJS also provides training, technical assistance, and program development services to all segments of the criminal justice system; develops short- and long-range criminal justice plans; and conducts research and evaluations.

The agency has a broad constituent base that includes local and state criminal justice agencies and practitioners, non-profit agencies, and various private practitioners and businesses. DCJS also works with other local and state agencies, the federal government, and advocacy groups and associations.

The agency’s budget consists of both state and federal funds, over 90% of which are distributed to localities, criminal justice agencies, and organizations through grants and other types of financial assistance.

The 29-member Criminal Justice Services Board is the agency’s policy board, with representatives from all aspects of the criminal justice system, the private security industry, the public-at-large, and the General Assembly. Thirteen members serve by virtue of the offices they hold; 16 are appointed by the Governor.

The Board is the approving authority for the regulations that DCJS promulgates in accordance with the Code of Virginia and the Administrative Process Act. It also approves most of the grants the agency awards to localities, state agencies, and private non-profit organizations.

The DCJS website provides information on training and educational opportunities, grant funding, regulatory oversight processes, and the Department’s programs. Recipients of grants from DCJS can use the site to access our online Grants Management Information System for specific grant award information at any time. The site also allows businesses and individuals to request information, register for trainings, and apply for various registrations, certifications, and licenses.
The Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS), located within the Division of Law Enforcement and Security Services, reflects Virginia's commitment to providing safe and productive learning environments for all students and staff in our schools today. The VCSCS is a resource and training center for information and research about national and statewide school safety efforts and initiatives. School Safety, Campus Safety, Gang Prevention, and other public safety efforts are key priorities for VCSCS. Staff and resources are available to educate and assist localities around Virginia in these areas, among others.

CONFERENCES AND TRAININGS

VCSCS is proud to host a variety of conferences, forums, and trainings. The following events are listed on our website, along with additional information and registration instructions.

TEXT TO COME

To view these trainings and more, visit our website at: www.dcjs.virginia.gov/trainingEvents.

RESOURCES

TEXT TO COME

VCSCS publishes resources for our colleagues in the School and Campus fields, which may be found at: www.dcjs.virginia.gov/common/links.cfm?code=17&program=VCSS.