



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Positive Discipline: Empowering Educators to Break the School-to-Prison Pipeline

Course Description:

This course will focus on learning about the impact of school discipline in creating the School-to-Prison pipeline and the increased rate of incarceration among at-risk students. In exploring the School-to-Prison pipeline enrollees will learn about the connections between the bias seen in disciplinary action and policy, which according to research is racist and inequitable when reporting offenses and administering disciplinary consequences. This resulting in the classroom to prison pipeline. Through research-based practices participants will learn to recognize examples of bias and acquire methods effectively address behavioral issues in an unbiased, student-centered approach. The direct outcome of this teaching methodology will foster improved teacher-student relationships, school climate, resolution behavioral issues, and ultimately prevent future student offenses by creating a more productive, welcoming learning and teaching environment. This course is also beneficial to all school staff, including counselors, psychologists, security guards, and those working within the small group and/or alternative settings.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	Participants will: <ul style="list-style-type: none"> • Define the School-to Prison Pipeline • Understand the origins of the School-to-Prison Pipeline and its history • Examine the connections between the community and the School-to-Prison Pipeline • Identify at risk students for the School-to-Prison Pipeline • Examine the achievement gaps among students and its correlation with the School-to-Prison Pipeline. <ul style="list-style-type: none"> • Learn how to maintain student-academic equality through remote learning • Recognize the challenges to maintaining equality with a virtual classroom Acquire skills to build culturally sound communication in a distance learning classroom
Topics	<ul style="list-style-type: none"> • Personal introductions • Review of course objectives-how it will be attained, methodology and philosophy of both instructor and participants. • School-to-Prison Pipeline defined • At risk students
Application to Instruction & Student Learning	Participants will: Understand what the School-to-Prison Pipeline is and its history. Students learn about at-risk students Recognize the academic and social connections which generate and perpetuate dangerous patterns in school discipline leading to the School-to-Prison Pipeline. Reflect on classroom demographics and the presences of dangerous patterns.

Session II

Objectives	Participants will: <ul style="list-style-type: none"> • Understand the “Zero Tolerance” policy implemented in schools and its connection to the school-to-prison pipeline. • Recognize schools overreliance on suspension, expulsion and law enforcement to manage student behavior and its negative impact. • Examine school offenses and common behavior problems which lead to the school-to-prison pipeline. • Understand the negative impact of suspensions and expulsions • Explore how parenting and the student household connect to behavioral issues and disciplinary action.
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	<ul style="list-style-type: none"> Recognize and reflect on personal bias in the classroom and disciplinary actions taken within the school setting. Learn how to maintain whole child instruction through remote learning Learn how to implement a virtual reward system for students
Topics	<p>Read and reflect upon reading/video resources and provide multiple perspectives for accommodating student needs to foster a positive learning experience for all students within the classroom setting.</p> <p>Understand and analyze the Whole Child/School in fostering an inclusive learning environment and more successful learners.</p> <p>Recognize flaws in curriculum and academic plans in addressing behavioral needs of students to ensure progress and success.</p>
Application to Instruction & Student Learning	<ul style="list-style-type: none"> Understand the definition of Whole Child education to better accommodate the needs of students. Understand the Whole School model to create a positive inclusive learning environment. Know how bias, racism, and discrimination impact discipline Investigate the benefits of motivation vs. discipline within the teaching setting. <p>Learn how to implement the Whole Child/School model into the classroom.</p>

Session III

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> Learn about the PBIS and RTI strategies for better addressing behavioral and academic needs in order to accommodate a child. Analyze and reflect on subjective and objective offenses committed by students in order to recognize bias, discrimination, racism and inequality when addressing student behavior. Discuss and analyze PBIS and RTI plans of action within their school setting Discuss subjective and objective offense within their school setting and how it impacts a child's progress and success Understand the Whole Child approach as it relates to classroom instruction and discipline. Explore the Whole School model and how it can impact student behavior and the learning environment. Examine behavioral accommodation made for students with IEPs and its effect on the learning process. Research and discuss the effect of motivation vs. discipline within the learning environment Demonstrate cultural responsiveness in implementing strategies to better address behavior issues when making a referral. Learn how to apply PBIS/RTI strategies through remote learning
Topics	<ul style="list-style-type: none"> Understanding the PBIS strategies and how they creates positive learning Understanding the RTI approach and how it addresses academic needs to improve behavior Analyze subjective and objective disciplinary action for cultural competence and equality Behavior reports and referral forms subjective vs. Objective offenses Cultural competence in reporting offenses and making referrals.
Application to Instruction & Student Learning	<ul style="list-style-type: none"> Understand the PBIS and RIT strategies to improve student success and foster positive learning Implement better teaching strategies found in the PBIS/RTI models Investigate subjective and objective responses to student offenses with critical consciousness and cultural responsiveness

	<ul style="list-style-type: none"> • Know how to recognize bias, racism, discrimination in discipline • Address academic needs in order to improve behavior
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Session IV

<p>Objectives</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Demonstrate cultural responsiveness in implementing strategies to better address behavior issues when making a referral. • Implore critical consciousness when assessing student behavior and during the reporting process. • Recognize the bias, racism, and discrimination present in student referrals and behavior reporting. • Evaluate behavior reports/referrals for subjective and objective offenses. • Discuss how schools can become “Agents of Change”? • Examine the “System of Care” approach to assisting struggling communities and individual households • Explore the idea of consistent discipline and how it can improve behavior and school climate • Examine possible solutions to the School-to-Prison Pipeline • Learn about the “Race to the Top District Competition” and the “School Referral Reduction Protocol” and how these changes improved student achievement • Learn how to support a student’s social and emotional needs through remote learning • Recognize the importance of maintaining student-teacher relationship with a distance learning classroom • Participants will apply knowledge , skills and resources from the course to complete the final exam task
<p>Topics</p>	<ul style="list-style-type: none"> • Fostering Positive Teacher-student relationships • “Race to the top district competition” and “School Referral Reduction Protocol” • Supporting students and parents the “System of Care” approach • Proactive monitoring of disciplinary practices for disproportional consequences • Essential relationships; interconnecting social, emotional and behavioral skills and student achievement
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Participants will: • Understand the importance of teacher-student relationship • Apply elements of “good” teacher-student relationships to empower at risks students • Demonstrate cultural competence in analyzing example behavior reports • Demonstrate Whole Child education and a Whole School approach in addressing sample behavior issues and offenses • Create an inclusive learning environment welcoming all students • Create a positive school/classroom climate to encourage learning and progress • Demonstrate positive discipline and motivation to support learning • Promote dialogue and better relations within the classroom.