

The MATRIX School Sanctioning Worksheet

Reprinted from "From Responding to Cyber Bullying: An Action Tool for School Leaders," by J. J. Myers, D. S. McCaw, & L. S. Hemphill, 2011, Thousand Oaks, CA: Corwin. Copyright 2011 by Corwin. All rights reserved.

Cyber Bullying MATRIX: School Sanctioning Worksheet©	Student Name			Date of Birth (DOB):					Sex:														
	Last:	First:		Middle:	Phone Number:																		
	Parent Guardian:				Phone Number:					Grade Level:													
	Parent Guardian:				Phone Number:					School District Number:													
Legal Representative:				Phone Number:																			
Offender—Date(s) Contacted/Summary:																							
Parent(s)—Date(s) Contacted/Summary:																							
Legal Rep(s)—Date(s) Contacted/Summary:																							
Victim 1—Date(s) Contacted/Summary:													DOB:		Sex:		Grade Level:						
Presenting Conduct													Date and Explanation										
A. Criminal Civil Conduct Outside First Amendment Protection																							
B. Acceptable Use Policies (AUPs)																							
C. Substantial Material Disruptions																							
D. Interference With Rights of Others (including Title IX, ADA)																							
E. Lewd/Vulgar/Indecent/Plainly Offensive Speech																							
F. Anti-Legitimate Pedagogical Concerns (school's imprimatur)																							
G. Anti-Social Civic Values																							
H. Netiquette Violations (protected by First Amendment)																							
Presenting Offense Score							Offender Score							Mitigation Score									
A	Seriousness Category	0	1	2	3	4	5	A	Leader Follower	0	1	2	3	4	5	A	Offender Age	0	1	2	3	4	5
B	Vicious/Heinous Conduct	0	1	2	3	4	5	B	Active/Passive Participation	0	1	2	3	4	5	B	Cognitive/Physical Development	0	1	2	3	4	5
C	Duration	0	1	2	3	4	5	C	Obstructionist's Activities	0	1	2	3	4	5	C	Voluntarily Seeking Treatment	0	1	2	3	4	5
D	Number of Victims	0	1	2	3	4	5	D	Exploiting Positions of Trust	0	1	2	3	4	5	D	Issue Already Being Addressed	0	1	2	3	4	5
E	Victim Injury Level	0	1	2	3	4	5	E	Current Supervision	0	1	2	3	4	5	E	Admission of Guilt	0	1	2	3	4	5
F	Victim Vulnerability	0	1	2	3	4	5	F	Prior Disciplinary Actions	0	1	2	3	4	5	F	Cooperation/Atonement	0	1	2	3	4	5
G	Gang Involvement	0	1	2	3	4	5	G	Lack of School Participation	0	1	2	3	4	5	G	Restitution	0	1	2	3	4	5
H	Under the Influence	0	1	2	3	4	5	H	School/Student Nexus	0	1	2	3	4	5	H	Current Behavior	0	1	2	3	4	5
I	Multiple Violations	0	5	10	15	20	25	I	School/Conduct Nexus	0	1	2	3	4	5	I	Victim's Role in Offense	0	1	2	3	4	5
J	Other	0	1	2	3	4	5	J	Other	0	1	2	3	4	5	J	Other	0	1	2	3	4	5
Total =							Total =							Total =									

Presenting Offense Score + Offender Score - Mitigation Score = _____ Total

Date and Description of Actual Disposition Imposed: _____ Worksheet Prepared By: _____

Caveat
 The MATRIX provides an objective framework within which to structure a sanctioning decision. It does not dictate specific sanctions and should be used as a guide only. The MATRIX is advisory, and its use is voluntary. School administrators must consider what is an appropriate sanction based on community standards, the policies of regional offices of education, and specific state legislative directives. If any discrepancies arise between school or state policies and the book's recommendations, always defer to independent legal counsel. Decisions to act or refrain from acting should not be determined on the basis of this information without seeking legal advice. The MATRIX is intended to complement a school district's preexisting decision-making practices, not to replace them.

Responding to Cyber Bullying *An Action Tool for School Leaders*

Jill Joline Myers, Donna S. McCaw, Leanda S. Hemphill

*What every school leader needs to know about
cyber bullying and the law*

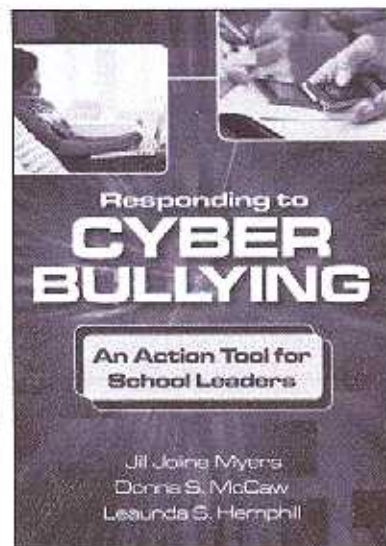
Parents expect school leaders to resolve cyber bullying issues, yet the law is still evolving. This manual fills the gap by providing public school leaders with data-driven solutions for managing cyber bullying incidents. This book shows you how to protect yourself, your school, and your students in accordance with the law. Helpful tools include:

- Top 10 rules for addressing cyber bullying
- Legal tests for differentiating netiquette violations from First Amendment-protected expressions
- A matrix that provides efficient and clear decision-making guidelines

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January 2011, 200 pages, 7" x 10"
Paperback: **\$31.95**, D10A55-978-1-4129-9484-2



Dilemma: Where does school authority end and student rights begin?

Student Rights

- Students do not shed their constitutional rights at the school house gate.
- In 2010, school ordered to **pay \$800,000 to a student** for insufficiently protecting him from bullying.
- Schools have limited power to insist on civility outside the schoolhouse doors.
- The mere fact that someone might take offense at the content of speech is not a justification for prohibiting it.

School Authority

- Schools need not surrender control of the U.S. public school system to students.
- Schools need not tolerate expression that is inconsistent with its educational mission.
- Schools have an affirmative duty to ameliorate and prevent harm to students.
- Schools can restrict on-campus speech that is lewd, vulgar, indecent, or plainly offensive.

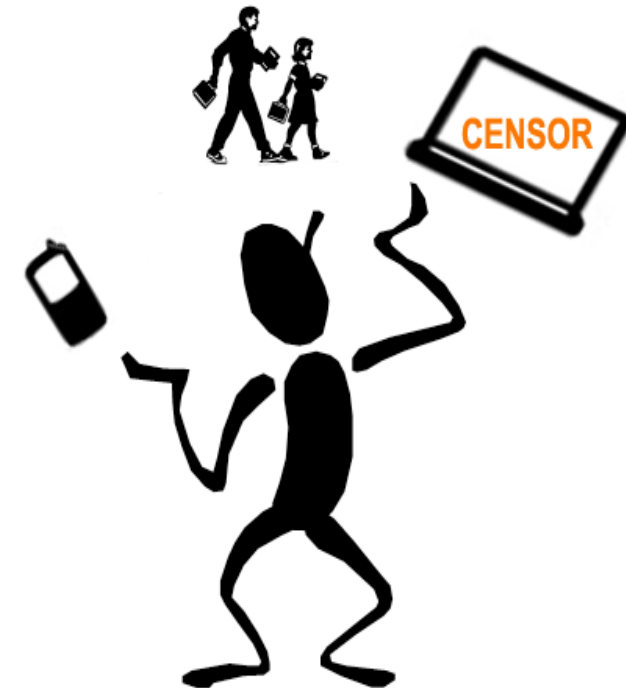
This cyber bullying workshop provides the answers and offers solutions for school leaders!

Contact us for information and pricing:

School Consulting, Inc.
709 North 8th Street
Monmouth, IL 61462
Phone: 309-221-3842 or 309-313-1352
Email: cyberbullyingmatrix@gmail.com

Caveat: This workshop provides an objective framework within which school leaders may address cyber bullying sanctioning decisions. The information provided herein is intended to complement a school district's decision-making practices, not to replace them. If any discrepancies arise between school policies and workshop recommendations, always defer to the school legal counsel's advice. This workshop is informational and advisory only.

Cyber Solutions for School Leaders



The Federal Constitution does not compel "teachers, parents, and elected school officials to surrender control of the American public school system to public school students."
- *Tinker v. Des Moines School District*, 393 U.S.503 (1969) (Black, J.)

WORKSHOP HIGHLIGHTS

Legal Case Law Analysis

This session covers the U.S. Supreme Court decisions and lower state and federal court cases addressing the authority of schools to regulate, censor, and/or sanction inappropriate cyber expression by students both on and off campus.

The MATRIX

School leaders are provided a checklist of standards for handling aggressive cyber situations. The MATRIX provides practical C-Y-A guidelines for school decision makers. These guidelines identify specific and objective factors to support and document the school's decision to sanction cyber bullying incidents.

Scenario-based Solutions

Participants will resolve real-world cyber bullying scenarios using the MATRIX's School Sanctioning Worksheet. Aggravating and mitigating circumstances are weighed to reach a consensus. After each scenario, the actual results and consequences will be discussed.

Workshop Overview

This intensive one-day workshop provides school-based solutions for resolving cyber bullying incidents. Specific guidelines focus on recurring issues of student and parental rights, and legal protocol. The comprehensive sessions focus on the school's role and responsibility in the sanctioning process.

Who Should Attend

School administrators and school leaders responsible for handling inappropriate cyber situations. Includes all "front line" personnel confronting student-created cyber bullying.

Workshop Sessions

- Legal case law analysis
- The MATRIX - a cyber bullying analysis with worksheet
- Scenario-based solutions – real-world applications using the MATRIX

Workshop Goals

Participants will be able to:

- Provide effective, legal-based strategies to intervene and respond to student cyber bullying cases.
- Understand and apply the Substantial Disturbance Test.
- Differentiate netiquette violations from First Amendment protected expressions.
- Create a document trail for potential litigation.
- Identify legal snafus.
- Promote transparent accountability for actions taken.

Presenters

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Cyber bullying Solutions

From: Scott Kuffel <skuffel@dist228.org>
Date: November 23, 2010 1:59:06 PM CST
To: Natalie Haugse <nhaugse@dist228.org>
Subject: Fwd: Crisis Change Response in School Reorganization Part 1

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Begin forwarded message:

From: Curt Frerichs <gsdsbm2005@geneseo.net>
Date: November 23, 2010 9:04:00 AM CST
To: Scott Kuffel <skuffel@dist228.org>
Subject: Crisis Change Response in School Reorganization Part 1

I attended this panel discussion concerning crisis change response in school reorganization. I know that we are not reorganizing, but I liked this discussion because of the human nature aspects they discussed when it came to dealing with change, in both the faculty, staff, students and community members. A lot of what they talked about can be used learned from in any decision the board makes, whether it is consolidation, to just creating grade centers or dropping sports and curriculum. There is always a human response to anything, with everyones feeling and concerns being different than everyone else.

The most important thing I took away from this was that no matter what decision is made by the board and the community, it is to always be in the best interest of the students, even if it means an identity change or community change.

A CRISIS CHANGE RESPONSE:
School District Reorganization

Dr. Gary B. May

A Philosophy of Change

- Purpose of Presentation
 - To be able to understand what causes us to react the way we do to an unwanted change in our lives is key to our successful journey through all phases of a Crisis Change Response, moving from the past, through the present, to the future.

A Philosophy of Change

- When writing to the French physicist, Jean-Baptiste Leroy in 1789, Benjamin Franklin wrote: "Our new Constitution is now established, and has an appearance that promises permanency; but in the world nothing can be said to be certain except death and taxes."
- What about change?
 - The act of becoming different.
 - We are what we were when.
 - We are the sum and substance of our life experiences.
- Change is a constant in all our lives.
 - Ever present---sometimes active, other times passive.

A Philosophy of Change

Change is an inevitable consequence of life.

A Philosophy of Change

- Many types of change: *
 - Substitutional
 - Change is routine---buying a new car.
 - Growth
 - Exploring new life experiences---Confidence
 - Loss
 - A "Crisis of Discontinuity"

* Marris, P. (1974). *Loss and Change*. London: Routledge & Kegan Paul

A Philosophy of Change

- Crisis Change Response
 - It is personally determined and viewed as detrimental to the individual.
 - A disruption of a person's "Zone of Comfort".
 - Change equals loss or the perception of loss.
 - Perception is reality---Self Awareness

A Philosophy of Change

- ↘ Crisis Change Response
 - Has Transference.
 - ↘ It can be contagious like a cold. What if it happened to me?
 - May not be a singular event.

A Philosophy of Change

- ↘ Crisis Change Response
 - It is a three-phase process tying together emotional reactions to events happening before the change took place or were proposed, to events happening during the change itself, and to events taking place after the change.
 - There are no specific time limits for each phase. Beginning and ending points are personally determined by each individual.

A Philosophy of Change

- ↘ There are emotional themes within each phase of a Crisis Change Response.
 - Our individual interpretation of these emotional themes are the result of what is happening in our lives at that point in time.

A Philosophy of Change

- ↘ Why look at emotional themes?
 - We are emotional creatures. Emotions exist within each of us and are framed from within our social and cultural context.
 - How we feel about places, things, issues, and people gives meaning and purpose to our lives and helps us define ourselves in terms of who and what we are, our sense of self.

A Philosophy of Change

- ↘ The perception of unwanted change generates feelings of loss and grief which are paramount emotional themes of a Crisis Change Response.
- ↘ Real or perceived loss serves as a match to ignite an emotional outburst.
 - Anger becomes a righteous emotion. The more a person believes in something, the harder he or she will defend the status quo.
- ↘ Grief provides structure for the outburst.

A Philosophy of Change

- ↘ The Five Phases of Grief: *
 - Shock & Denial: A refusal to accept the change.
 - Anger: Understanding that the change is going to take place.
 - Depression: A feeling of helplessness, a loss of control over one's life.
 - Bargaining: Rationalize the change within ourselves.
 - Acceptance: Relating the past to the future, to create meaning in our lives after change.
- ↘ Progression through the phases is not a linear process.

*Kubler-Ross, E., (1969). *On Death and Dying*, New York: Collier Books, MacMillan Publishing Company.

A Philosophy of Change

- ↘ Finally Remember:
 - A Crisis Change Response may:
 - ↘ Be personal
 - ↘ Be group oriented
 - ↘ Be organizational

Crisis Change Response

School District Reorganization:
An Emotional Process

Crisis Change Response

Community Formation

- ↘ Community's form because of
 - Membership: a feeling of belonging
 - Influence: through participation a person can make a difference.
 - Reinforcement: people will respond to the needs of its members.
 - A Shared Emotional Connection: community expectations create traditions which form a "spiritual" bond between members.

↘ McMillan, D., & Chavis, D., (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.

Crisis Change Response

- ↘ Why look at the social and emotional aspects of a school district reorganization?
 - It can be an emotionally draining experience!
 - What's best for kids?
- ↘ "People cannot reconcile themselves to the loss of the familiar attachments in terms of some impersonal utilitarian calculation of the common good. They have to find their own meaning in these changes before they can live with them."*

* Marris, P. (1974). *Loss and change*. London: Routledge & Kegan Paul.

Crisis Change Response

- ↘ "Residents react to the imminent loss of their school with a passion comparable to that of the people who feel their cultural survival jeopardized when their native language is threatened."*
- ↘ Emotions are directly related to the sociocultural environment in which they are generated and exist.
- ↘ It is hard to kill a mascot.

↘ Peshkin, A. (1978). *Growing up American: Schooling and the survival of community*. Chicago: University of Chicago Press.

Crisis Change Response

- ↘ Reorganization Feasibility Studies:
 - Impediments to reorganization include:
 - ↘ "The usual general reasons for school boards and staff, parents and other district residents to prefer the status quo: the widely held preference to protect local identity and the existing geographic scope of local control and to defend existing facilities, programs, and boundaries."*

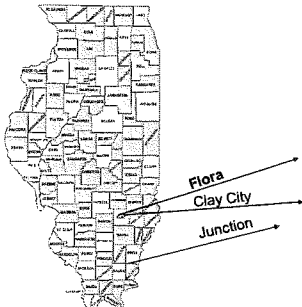
* W. Phillips, S. Day, & J. Dee (2004). Reorganization Feasibility Study for Clay City CUSD#10, Flora CUSD#35, and North Clay CUSD#25. Consulting & Resource Group.

Crisis Change Response

Three Questions

- ↪ Why do some community members become extremely emotional when confronted with the possibility that they may lose their local school(s)?
- ↪ If reorganization does not take place, how do community members react to the reality that their school will not be closed?
- ↪ If reorganization does take place, how are these emotions expressed after reorganization?

Crisis Change Response



A map of Illinois showing county boundaries. Three arrows point to specific locations in the eastern part of the state: Flora, Clay City, and Junction.

Crisis Change Response

Clay City

SCHOOL DISTRICT REORGANIZATION IS NOT A RANDOM EVENT.

PRE-DEACTIVATION REFERENDUM PHASE
March 2000- August 2006

DEACTIVATION REFERENDUM PHASE
August 2006-April 2007

POST DEACTIVATION REFERENDUM PHASE
April 2007 - ?

Crisis Change Response

Pre-Change Phase

PRE-DEACTIVATION REFERENDUM PHASE
MARCH 2000 - AUGUST 2006

- ↪ Pre-Existing Emotional Themes
 - LACK OF TRUST
 - COMMUNICATIONS
 - APATHY
 - DIVIDED COMMUNITY

Crisis Change Response

Pre-Change Phase

- ↪ "There is so much hostility in Clay City, because of the previous experiences of the board and superintendent....It was so hostile."
- ↪ "They didn't know how much their taxes were going to raise....We were told a certain amount, and it wasn't even close to what they actually raised."
- ↪ "And they were not informed like they should have been. There were a lot of falsehoods. There were things that were not told up front."*

* May, G. (2008). *The Rural School as Guardian of the Community's Identity*. Doctoral dissertation. Southern Illinois University, Carbondale, IL.

Crisis Change Response

Pre-Change Phase

- ↪ "The community didn't want to hear it....we would not have enough money to keep it running....but no one heard that."
- ↪ "We were in Florida, and thought, oh there is no way that is going to pass. That is what the public thought. Why should we vote? It is not going to pass."
- ↪ The 2000 referendum to build a new school passed by 17 votes, 399 to 382.
 - The community became and remained divided.*

*May, G. (2008). *The Rural School as Guardian of the Community's Identity*. Doctoral dissertation. Southern Illinois University, Carbondale, IL.

Crisis Change Response

Pre-Change Phase

- ↘ Emotional Theme Causes
 - Themes represented acceptable levels of conflict between competing forces.
 - ↘ There is a relationship between a person's feelings and emotions and related concepts of self identity and self worth.
- ↘ There was no direct threat to a person's sense of self or security.

Crisis Change Response

Change Phase

DEACTIVATION REFERENDUM PHASE August 2006-April 2007

EMOTIONAL THEMES

- | | |
|---|---|
| <ul style="list-style-type: none"> ↘ LOSS OF IDENTITY-COMMUNITY ↘ GRIEF <ul style="list-style-type: none"> - ANGER - FEAR - FRUSTRATION ↘ KIDS SUFFERING EMOTIONALLY | <ul style="list-style-type: none"> ↘ STUDENTS--ONE SCHOOL COMMUNITY ↘ SENIORS OPPORTUNITIES ↘ RIVALRY ↘ ATHLETICS ↘ "OTHERS" |
|---|---|

Crisis Change Response

Change Phase

- ↘ "I was angry because no one gave me any clear cut information that said my denial couldn't be a reality."
- ↘ "People that were for going over to Flora...were scared to talk because there was so much animosity towards everybody. They were afraid to open their mouths..."
- ↘ "It is just not going to happen, and when we nail the doors shut on our high school, what we know of the community will cease to exist."*

* May, G. (2008). *The Rural School as Guardian of the Community's Identity*. Doctoral dissertation. Southern Illinois University, Carbondale, IL.

Crisis Change Response

Change Phase

- ↘ "It is a part of my life with my kids and me. Just to know that it is going to be gone. It is...like a death of something."
- ↘ "Some of us watched how our children were suffering through all this. It became emotional, when you mess with your kids."
- ↘ "Flora has been their staunch rival forever....There is a haughty mind-set there."
- ↘ "If we go over to Flora...you know....there will be fighting every day. No one will be able to control them. It will be just awful."*

* May, G. (2008). *The Rural School as Guardian of the Community's Identity*. Doctoral dissertation. Southern Illinois University, Carbondale, IL.

Crisis Change Response

Change Phase

- ↘ "That is the main thing, sports...the board....wanted that baseball, basketball, sports of any kind more than they wanted education."
- ↘ "*Save Our School, Save Our School*. What were we saving? I don't understand it. What do you mean save our school, save our town? What is left of the town? Where are the businesses? We have a school, and we don't have a town."
- ↘ "If our school is our identity, then we haven't lost it."*

* May, G. (2008). *The Rural School as Guardian of the Community's Identity*. Doctoral dissertation. Southern Illinois University, Carbondale, IL.

Crisis Change Response

Change Phase

- ↘ Emotional Theme Causes
 - Perceived loss of personal control over one's life.
 - Perceived loss of self worth.
 - Doubt--What is going to happen to me?
 - Not being able to analyze the idea of change logically.
 - ↘ Can't see the forest for the trees---too much anger and resentment.
 - Confusion---what to do?
 - Not aware of the root cause of their feelings.
- ↘ Now there was a perceived threat to one's sense of self or security.

Crisis Change Response
Post-Change Phase

POST- DEACTIVATION REFERENDUM PHASE
APRIL 2007 – ?

- ✓ NO CELEBRATION
- ✓ PROBLEMS STILL EXIST
- ✓ ADMINISTRATIVE INSTABILITY
- ✓ KIDS RESPONSIBLE FOR THEIR OWN EDUCATION

Crisis Change Response
Post-Change Event

- "That night when I heard, I just wanted to sit and cry....I felt like all that heartache, pain, and suffering I did....people not talking to you....not wanting to be around you....the name calling....everything you went through was for nothing."
- "At school, I was really worried about that day and the way we voted, and the next day nothing was really said about it. We went on as usual."
- "You voted for it...you asked for it...and now you deal with it...if it blows up in your face, we tried to tell you."*

* May, G. (2008). *The Rural School as Guardian of the Community's Identity*. Doctoral dissertation. Southern Illinois University, Carbondale, IL.

Crisis Change Response
Post-Change Event

- "I have a daughter who will be a high school student next year. We have no idea what is going to take place next fall."
- "You don't want to keep this wound open....We have given them this second chance on life."
- "The board that is there now realizes they are in a mess....they just knew they did not want to go to Flora."*

* May, G. (2008). *The Rural School as Guardian of the Community's Identity*. Doctoral dissertation. Southern Illinois University, Carbondale, IL.

Crisis Change Response
Post-Change Event – Question Two

- Emotional Theme Causes
 - People were still concerned about the problems facing them.
 - There was a hope and a desire to move forward.
 - There was a new reality, a new normal.
 - People start defining their place in their new world – a second chance.
 - Transference of emotional concerns from one group to another.

Crisis Change Response
Lessons Learned

- A Predictable Process
- Three Phases
 - Pre-Event
 - Event
 - Post-Event
- Emotional Themes In Each Phase
 - A roadmap for understanding why people became upset.

Crisis Change Response
Lessons Learned

- Emotional Themes:
 - Served to help recognize specific behavioral patterns, occurring within a specific sociocultural context, during each Phase of the reorganization process.
 - Provided a methodology to fight and maintain the status quo.
 - Provided reasons for community members to band together and expend emotional energy in a socially accepted manner.
 - Helped highlight the affective relationship of community members to the high school.

Crisis Change Response
Lessons Learned

- ↪ Place Attachment and Attachment Theory
 - Symbolic identity
 - ↪ Place attachment is a "symbolic relationship formed by people giving culturally shared emotional/affective meanings to a particular space or piece of land that provides the basis for the individual's and group's understanding of and relation to the environment."
 - Attachment with an object, place, person, or event provides a sense of ownership, a sense of personal identity, and a possible sense of superiority.
 - ↪ You know, the "others" who are not like us.
 - ↪ I don't want my kids going to school with them.

* Low, S. (1992). Symbolic ties that bind: Place attachment in the plaza. In Altman I., & Low, S., (Eds.) *Place Attachment*. New York: Plenum Press.

Crisis Change Response
First Question

- ↪ Why do some community members become extremely emotional when confronted with the possibility that they may lose their local school(s)?

Crisis Change Response
Findings

The Answer:

- ↪ While the Anti-Reorganization Group fought a determined and emotional conflict to preserve their notion of community identity, **IT WAS THEIR OWN IDENTITY THEY WERE IN FEAR OF LOSING** through their past and/or present attachment to *their* high school and how they perceived what that building meant to their personal and social lives.

Crisis Change Response
Findings

The Answer:

- ↪ The maintenance of self identity as reflected through a "person to place" relationship provided continuity over time, tying the past to the present, one generation to the next.
- ↪ People believed the very essence of their "individuality" and life experiences were being torn away, and interpreted this as a loss of community identity.

Crisis Change Response
Conclusions

- ↪ As a consequence:

Emotion Overruled Logic

 - ↪ The educational needs of those students attending the high school never became the central issue of discussion.
 - ↪ Preservation of self-identity over the high school students' requirements for academic preparedness was clearly evident.

Crisis Change Response
Conclusions

- ↪ Maslow's---Hierarchy of Needs
 - Self Actualization
 - Esteem
 - Social
 - ↪ emotionally-based relationships
 - ↪ a sense of belonging and acceptance
 - Safety
 - ↪ people's need for a predictable existence
 - Physiological

↪ Wikipedia, 2009. Maslow's hierarchy of needs. Retrieved from http://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs

Crisis Change Response

Conclusions

- ↖ Students were caught up in the struggle to reorganize the Clay City school district.
 - Participants reported "many" students suffered from pressure placed on them.
 - An unfortunate consequence of the conflict between pro- and anti-reorganization groups.
 - Endangered educational well being of students.

Crisis Change Response

Third Question

- ↖ If reorganization does take place, do these emotions continue after reorganization, or are they transfigured in the form of loyalty to a new school or school district?

Crisis Change Response

Gallatin County

- ↖ Two attempts at consolidation.
- ↖ Three Phases.
- ↖ 16 "Consensus" Themes in common with Clay City.
- ↖ Some teachers "conflicted" when remembering the past.
- ↖ "New" school still developing traditions.
 - Consolidated in 1991.

Crisis Change Response

Gallatin County

- ↖ In spite of limitations and remembrances of the past, the disruptive emotional outbursts found during certain periods of their consolidation process have been transformed into loyalty to the new school district.

Crisis Change Response

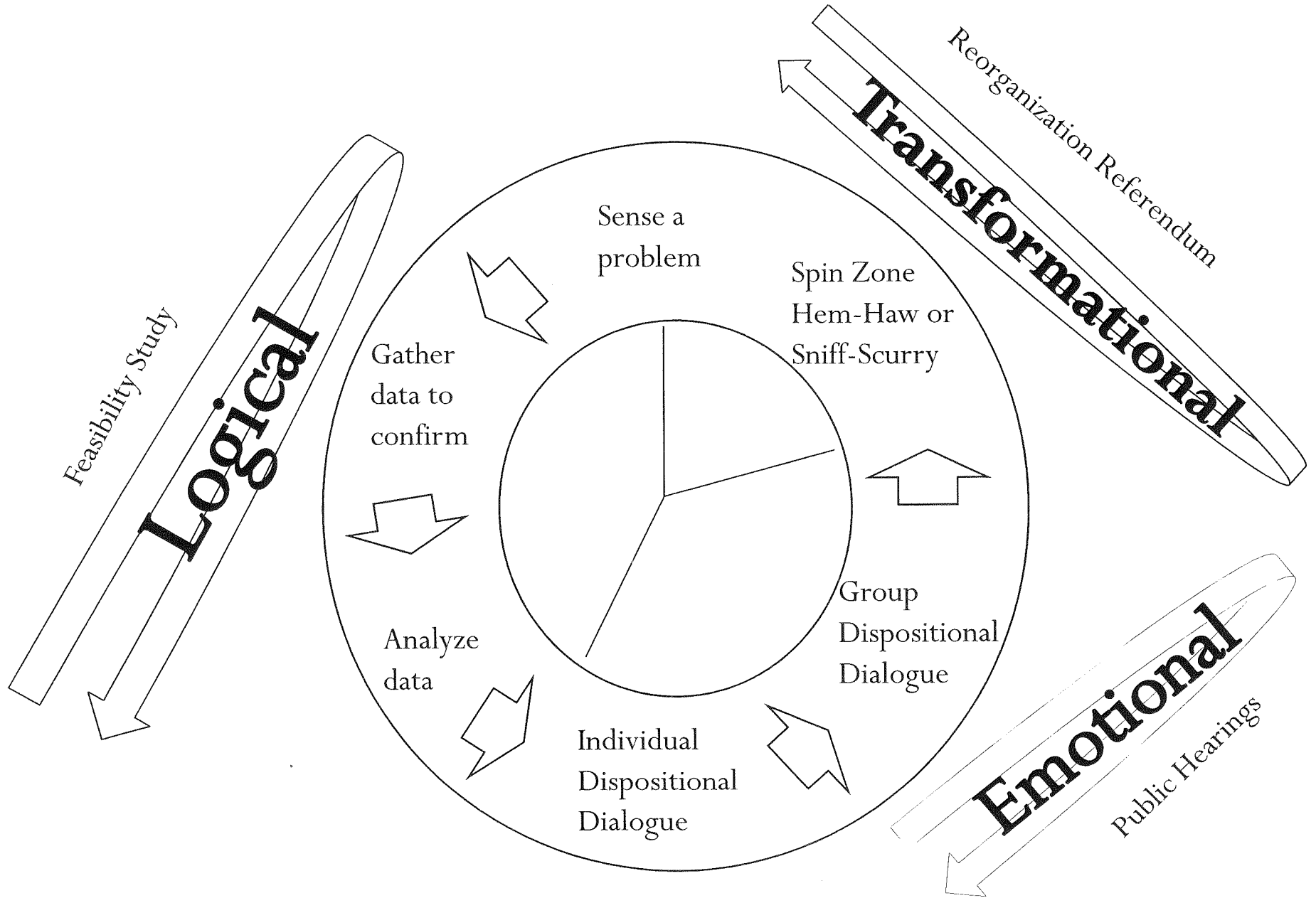
Conclusions

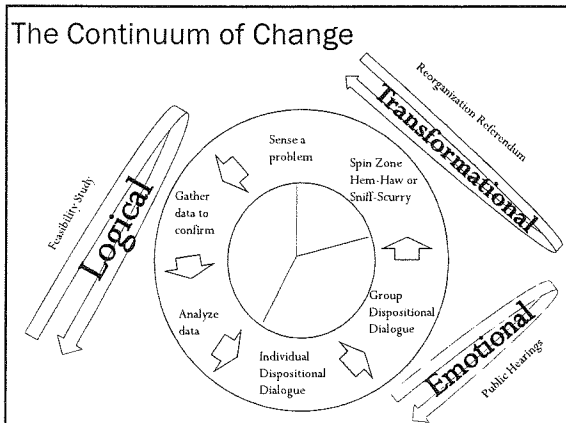
- ↖ Consensus Themes between Clay City and Gallatin County schools districts indicated possibility of these same Themes existing in other districts considering a school district reorganization:

Questions, Comments, and Remarks.

- ↖ If you have any questions, please call.
- ↖ Dr. Gary B. May, Superintendent-Retired
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garybmay@aol.com
- ↖ Dr. David Mills, Superintendent
618-842-3048 (O)
dmills@jasper17.wayne.k12.il.us

The Continuum of Change





My Research on School Reorganization

- Where was the reorganization process faltering?
- How could the feasibility studies be improved so districts were better prepared to manage change?
- What happened differently in reorganized districts that participated in the feasibility grant program and saw the process through to a successful referendum?

My Survey Sample

- Survey Superintendents of 9 School Districts that Participated in the ISBE Reorganization Grant:
 - Annawan, Bluford, Brownstown, El Paso, Girard, Mt. Carroll, Oakwood, VIT, Virginia
- Regional Subgroup:
 - Northern Illinois: Annawan, Mt. Carroll, and Virginia
 - Central Illinois: El Paso, Oakwood, and Virginia
 - Southern Illinois: Bluford, Brownstown, and Girard
- Reorganization Subgroup:
 - Stalled Study: Annawan, Oakwood, and Bluford
 - Failed Referendum: VIT, Virginia, and Brownstown
 - Successful Referendum: Mt. Carroll, El Paso, and Girard

Where is the reorganization process faltering?

- What the stakeholders lack is the ability to navigate around the emotional elements of fear, loss, and grief when it comes to preservation of both their community and school.
- This is where the crucial step of selection of a credible and confident Committee of Ten becomes tantamount to the reorganization process because they bear the responsibility of building the community necessary to pursue and achieve the change originally sought by the board of education in applying for a reorganization feasibility study and confirmed by the principal consultant when the findings from the study were presented.

How can the feasibility studies be improved so districts are better prepared to manage change?

- First, the research suggests that more attention to the process of change be considered when working with the myriad of stakeholders involved in the school and community in a school reorganization.
- Second, and specifically, the research suggests that guidance in building community consensus for a school reorganization is vital to the success of a referendum based on evidence accepted and understood necessitating an inconvenient change.
- Third, the research indicates that the community would appreciate options to address the conditions causing the need for a reorganization feasibility study prior to the principal consultant delivering findings of the study in a public forum.

What happened differently in reorganized districts that participated in the feasibility grant program and saw the process through to a successful referendum?

- The research indicates that a practical significance exists in districts that saw the process through from study to a successful referendum in the logical and transformational realms of the change cycle.
- In the emotional realm of the cycle of change successful districts experienced similar difficulties at this phase, but what was different was the stakeholders tasked with this responsibility and their degree of effectiveness.
- The Committee of Ten took on the bulwark of the emotional and transformational tasks involved in the change cycle, and shared this responsibility in two areas with the community.
- Moreover, they were effective in dealing with their responsibilities with the community.
- Reorganization as a means to maintain Community Identity was a priority by all stakeholders throughout the process.

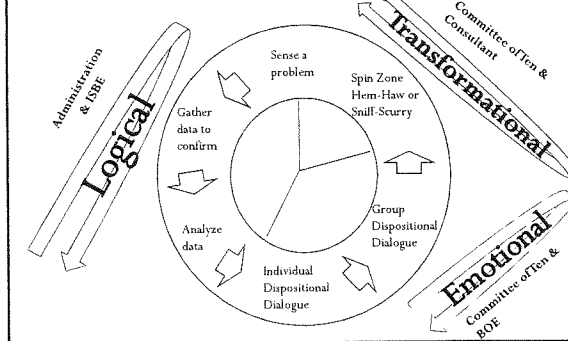
Our Culture of Pandering is what ails New Bedford

- In many ways, our nation has made progress, but the strides forward that we assume are part of our culture did not occur because leaders in the fields of *politics, the media, religion, or education* did what was popular. Almost all of the big strides forward came because a few leaders defied public opinion. But there is more to the picture.
- We have spawned "leadership" that does not lead, that panders to our whims rather than telling us the truth, that follows the crowd rather than challenging us, that weakens us rather than strengthening us. It is easy to go downhill, and we are now following that easy path. Pandering is not illegal, but it is immoral. --Senator Paul Simon

Three Recommendations

- #1 **Community Power Structure Analysis** to identify "Local Champions" of influence and credibility to serve on the Committee of Ten.
- #2 **Presentations during Public Hearings on the Changing Demographics** of the Midwest and Illinois, as well as addressing the challenges and opportunities this presents to rural and remote communities.
- #3 **School and Community Place Attachment Survey** to serve as both the catalyst in the grief process for the stakeholders with the changes being recommended and as an excellent diagnostic tool to identify demographic sources of support, resistance, and apathy toward change.

The Continuum of Change



Why is the work of May & Mills relevant to school reorganization?

- Research indicates the following stakeholders play a hand in unlocking successful school reorganization: Administration, ISBE, Committee of Ten, Board of Education, and Principal Consultant.
- The Administration has the resources of IPA, IASBO, and IASA at their disposal.
- ISBE is the State of Illinois.
- The Board of Education has IASB at their beckon and call.
- The Principal Consultant has the resources of higher education institutions.
- **THE MOST CRITICAL GROUP IN THE PROCESS IS THE COMMITTEE OF TEN. WHO DO THEY HAVE AS THEIR ADVOCATE?**
- **THE COMMITTEE OF TEN HAS MAY AND MILLS**

It all Comes to Asking the Right Question

How do we make perfect decisions?

Versus

How do we choose the wiser mistake to make?

- 1st Mistake is to enact change with evidence that is not perfectly effective, which makes you vulnerable to short term criticism and complaining of cynics.
- 2nd Mistake is to fail to act in light of evidence, which makes exposes your long term judgment to those you were entrusted to help and failed.
- --Douglas P. Reeves, *Leading Change in Your School*

Questions, Concerns, and Remarks



- Dr. D.M. Mills
- The Jasper CCSD #17
- Rural Route Three, Box 473
- Fairfield, Illinois 62837
- Work Phone: 618-842-3048
- Work Fax: 618-842-3289
- E-mail: dmills@jasper17.wayne.kil.il.us

Dude, Where is My Community?

Recommended Reading List

Carr, P. &. (2009). *Hollowing Out The Middle: The Rural Brain Drain and What It Means for America*. Boston: Beakon Press.

Flora, C. &. (2008). *Rural Communities: Legacy and Change*. Philadelphia: Westview Press.

Longworth, R. C. (2008). *Caught in the Middle: America's Heartland in the Age of Globalization*. New York: Bloomsbury.

Nowlan, J., & Gove, S. &. (2010). *Illinois Politics: A Citizens Guide*. Champaign : University of Illinois Press.

Reeves, D. (2009). *Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results*. Danvers, MA: Association for Supervision and Curriculum Development.

Simon, P. (2003). *Our Culture of Pandering*. Carbondale: Southern Illinois University Press.

Strauss, W. &. (1997). *The Fourth Turning: An American Prophecy*. New York: Broadway.

Toffler, A. &. (1994). *Creating a New Civilization*. Atlanta: Turner.

Wood, R. (2008). *Survival of Rural America: Small Victories and Bitter Harvests*. Lawrence: University Press of Kansas.

From: Scott Kuffel <skuffel@dist228.org>
Date: November 23, 2010 1:58:57 PM CST
To: Natalie Haugse <nhaugse@dist228.org>
Subject: **Fwd: Use of Data in Board Decision Making**

Scott D. Kuffel, Supt
Geneseo CUD # 228
209 S. College Ave
Geneseo, IL 61254
<http://www.gcsdblogs.org/kuffel/>

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Begin forwarded message:
From: Curt Frerichs <gsdsbm2005@geneseo.net>
Date: November 23, 2010 8:57:16 AM CST
To: Scott Kuffel <skuffel@dist228.org>
Subject: **Use of Data in Board Decision Making**

I attended a panel discussion on the use of Data in board decision making. I know that we do a lot of that now, but what they showed at this discussion was the new training the IASB has started following a pilot program they did that was funded by the Bill and Melinda Gates Foundation. It's nice to see that we are ahead of the game when it comes to using data to base a lot of the decisions or board and district makes, but I also thought it might be interesting to research what the IASB has to offer and see if our board would be interested in doing this training, that comes in 3 modules.

I also thought that the web site they referenced, www.data-first.org, may be useful if we have not used it.


The screenshot shows a presentation slide with the following content:

- Data First**
The Center for Public Education
Bill & Melinda Gates Foundation
NSBEA
IASB
Kurtis Frerichs, IASB
Dorota Kewala, IASB
Kraig Peter, IASB
- Data First**
 - 15-month pilot project funded by the Bill & Melinda Gates Foundation
 - Develop school board training and processes in the effective use of data in decision making
 - Work in close partnership with state association partners in Illinois, Michigan & California
 - Pilot completion in summer of 2010
- Project Development to Date**
 - Piloted during 2010 in three states
 - Feedback following field tests
 - Developed final training materials
 - National "Train-the-Trainers" session


Curtis Frerichs
gsdsbm2005@geneseo.net

A real leader wears Velcro instead of Teflon where acceptance of responsibility is concerned.

Data First



The Center for Public Education



Nesa Brauer, IASB
Sandra Kwasa, IASB
Angie Peifer, IASB

Data First

- 15-month pilot project funded by the Bill & Melinda Gates Foundation
- Develop school board training and processes in the effective use of data in decision making
- Work in close partnership with state association partners in Illinois, Michigan & California
- Pilot completion in summer of 2010

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Project Development to Date

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Data First
Itinerary for Today

- **WII** • What's in it?
- **WIIFM** • What's in it for me?
- **WIII** • What if I'm interested?

Data First
Itinerary for Today

- **WII** • What's in it?
- **WIIFM** • What's in it for me?
- **WIII** • What if I'm interested?

Module topics

- **Module 1: Data foundations and creating a district-wide culture of data use**
- **Module 2: Teacher quality and distribution**
- **Module 3: High school and beyond**

Module 1: Foundations

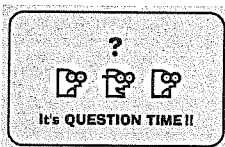
- Getting comfortable and confident with data
 - Hands on examples of data models
- Data types and data process for good governance
- How to use data to set direction, improve policy and engage and inform community
 - Examples that illustrate concepts
 - Questions boards could be asking

Basics that help us organize data for understanding and communication

Component	Fat	Stand	Self	Others
Reading	98%	83%	4%	-6%
High stand				
Gains	99%	83%	0%	-4%
Low	98%	81%	-6%	-10%
25%				
Math	99%	67%	0%	-7%
High stand				
Gains	99%	70%	0%	-2%
Low	99%	70%	-4%	-3%
25%				
Writing	99%	85%	1%	0%
High stand				
Science	99%	88%	-2%	-1%

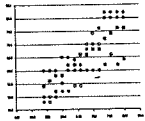
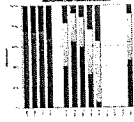
- Keep it simple
- Picture
- Consistent use of color

Basics that help us organize data for understanding and communication



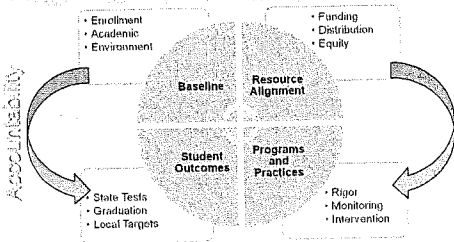
- Guiding Questions
 - How are we doing?
 - Standard
 - Self
 - Others

Basics that help us organize data for understanding and communication



- Beware of averages
- Distribution Models
 - 100% stacked column
 - Scatter plot
- Disaggregate data

Multiple Data Sources and Cycle



Leading Indicator System Continuous Improvement

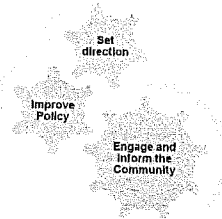


An effective data system

- Lagging Indicators are assessments OF learning
- Leading Indicators are assessments FOR learning

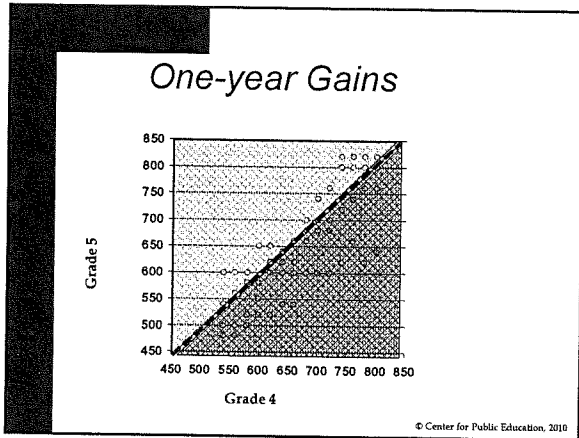


How the board uses data to improve student achievement



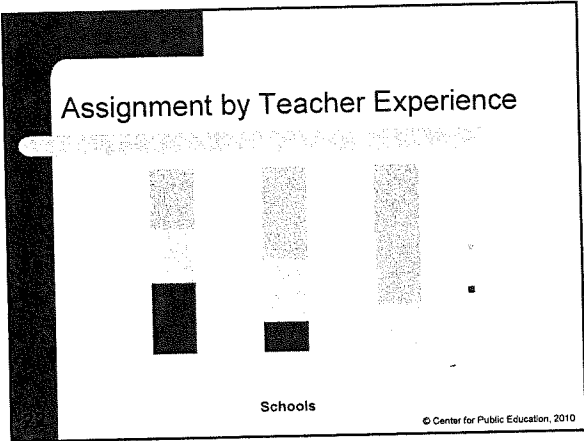
How the board uses data to improve student achievement

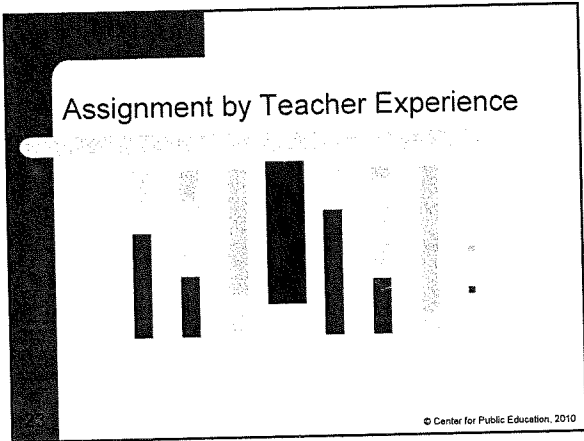
- Decisions without versus decisions with data
- Examples from other districts
- Sample questions boards could ask
- Scenarios
- Follow up activities



- ### What types of teacher data exist currently?
- Certification, qualifications
 - Experience
 - Advanced degree status
 - Salary level
 - Race, ethnicity
 - Gender
 - Attendance
- © Center for Public Education, 2010

- ### Do teacher characteristics correlate with teacher effectiveness?
- **Yes:** particularly in combination
 - Subject area knowledge & cognitive skills
 - Teacher training and certification
 - Experience
 - **Maybe:**
 - National Board Certification
 - Alternative certification programs
 - **No:**
 - Advanced degree not in subject area

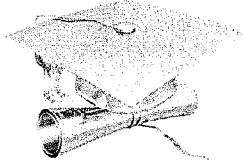




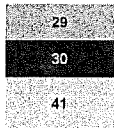
- ### Module 3: High School and Beyond
- Apply foundations models and process
 - What knowledge is needed for success
 - Determining readiness of graduates
 - Early warning signs and actions for students who are not on track for graduation
 - Data to determine success after graduation
 - Questions boards could be asking
 - Scenarios

What does a high school diploma mean?

- Goal of P-12 is no longer just graduating from high school
- Goal of P-12 is preparation for continued learning – college, career, tech or job training



Curriculum counts beyond



- The single most significant predictor of college completion is the rigor of the high school curriculum.
- Curriculum counts more than GPA or college admissions test scores.

Clifford Adelman, *Answers in the Toolbox*

Leading Indicators

- **Early warnings of dropping out --**
It's academic & engagement
 - Excessive absenteeism
 - Disciplinary record
 - Failing grades in English or math
 - Failing behavior grades in 5th & 6th grade
 - Falling behind in credits, especially in 9th grade
 - Overage due to earlier retentions

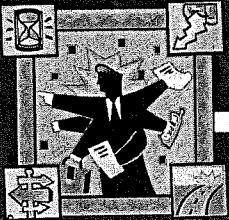
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Connecting P-12 to higher ed

- State longitudinal data systems P-20
 - Data Quality Campaign
- National Student Clearing House
- Center for Public Education
- Local partnerships for collecting postsecondary data

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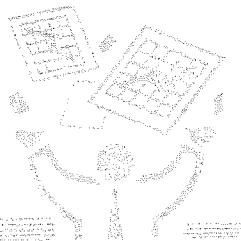
Making the hard choices among conflicting priorities



Data does NOT make difficult choices easy

But data can help explain why the decision was made

The data made us do it!



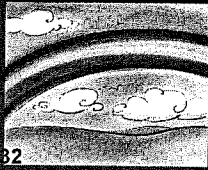
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**Good Measures for Good School Governance
Itinerary for Today**

- **WIIFM** • What's in it?
- **WIIFM** • What's in it for me?
- **WIIFM** • What's in it for me?

USE OF COLOR

Use color consistently to get more information



32

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Answer some questions about the data contained in this chart

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

© Center for Public Education, 2010

How did we do overall?
 Which schools had strong performances?
 Which schools had weak performances?
 Which content area was strong?
 Which content area was weak?

- How did we do overall?
- Which schools had strong performances?
- Which schools had weak performances?
- Which content area was strong?
- Which content area was weak?

**OVERALL
 Schools
 Content**

**Strong; Weak
 Strong; Weak**



	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

First question: What is the target?

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
School C	68	68	45	45
School D	64	70	55	66
School E	86	81	70	75
School F	72	65	58	60
School G	55	60	30	40

Let's make color work for us



- Made the target



- Missed the target

Which schools made target of 70? How did we do overall?

	Reading	Math	Science	Social Studies
School A	70			
School B	75			85
School C				
School D		70		
School E	86	81	70	75
School F	72			
School G				

What if the targets are different for each content?

- Reading 70
- Mathematics 60
- Science 40
- Social Studies 50
- Remember AYP (Adequate Yearly Progress) targets are set separately for each content area

**Targets: Reading - 70, Math - 60
Science - 40, Social Studies - 50**



	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	85
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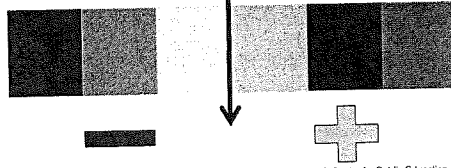
**Targets: Reading 70, Math 60
Science 40, Social Studies 50**

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School F	72	65	58	60
School G		60		

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How does it work?

Color Coding



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**Targets: Reading 70, Math 60
Science 40, Social Studies 50**

	Reading	Math	Science	Social Studies
School A	70	68	51	62
School B	75	65	50	
School C	68	68	45	45
School D		70	55	
School E				
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School G		60		

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**Data First
Itinerary for Today**

- **WII** • What is it?
- **WIIFM** • What is it for me?
- **WIII** • What if I'm interested?

**Data First public website
www.data-first.org**

- **Data Center**
 - Current Data First content
 - National & comparable state data
 - What the data says, what it doesn't say
 - What to do about it
- **Learning Center**
 - Tutorials
 - Presentations, video
 - Other resources
- **Data tools, widgets, other cool stuff**

Data First Workshops

- Regional settings/shared workshop
- In-district

Data First Workshops

- Module One: Data Foundations
 - LeaderShop Core Workshop, 10 Master Board Member Points
- Module Two: Teacher Quality & Distribution
 - LeaderShop Elective Workshop, 5 Master Board Member Points
- Module Three: High School & Beyond
 - LeaderShop Elective Workshop, 5 Master Board Member Points

Impressions from a Pilot District



QUESTIONS?

Contact Information

- Nesa Brauer
 - nbrauer@iasb.com 217-528-9688 X1127
- Sandra Kwasa
 - skwasa@iasb.com 630-629-3776 X1213
- Angie Peifer
 - apeifer@iasb.com 217-528-9688 X1124
- Or Contact Your Field Services Director

From: Scott Kuffel <skuffel@dist228.org>
Date: November 23, 2010 1:58:50 PM CST
To: Natalie Haugse <nhaugse@dist228.org>
Subject: **Fwd: Disaster Planning Workshop**

Scott D. Kuffel, Supt
Geneseo CUD #228
209 S. College Ave
Geneseo, IL 61254
<http://www.gcsdblogs.org/kuffel/>

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Begin forwarded message:

From: Curt Frerichs <gdsdbm2005@geneseo.net>
Date: November 23, 2010 8:48:18 AM CST
To: Scott Kuffel <skuffel@dist228.org>
Subject: **Disaster Planning Workshop**

I attended a Disaster Planning workshop at the Tri-conference. I'm sharing the handout from the panel discussion and going to throw out some questions to ponder in regards to our computer servers and the information stored on them, our facilities, and our personnel.

How and where do we back things up, and where is our back ups stored?

Are our back ups stored in Geneseo, or do we store the information miles away that would not potentially be affected at the same time by some type of natural disaster that we would experience?

Do we have server capacity back up that can help substitute ours if lost and back up was needed?

Have we made plans if our facilities would be taken over by government agencies to help support disaster sheltering, command posts, contamination, etc?

What will we do if we can't get all of our key personnel that we need for emergency management in the district?


What kind of back up communication do we have if we would lose phone and internet service?

What if cell phone towers are locked down by the government or unavailable due to overload?

11/17/2010

Planning for the Unimaginable
Preparing Your School District for a Major Catastrophe

Disaster Recovery
Is your district prepared?



Planning for the Unimaginable
Preparing Your School District for a Major Catastrophe

- Moderator: Bob Cisanello Glen Ellyn School District 41
- Presenters:
 - Christine Haeggeleit - Kirilley Technology Corporation
 - Jeff Luke - Consultant, Trustees LLC
 - Dan Robinson - Net 50, Inc
 - Frank Zaleski - Oregon Community Unit School District 220

Planning for the Unimaginable
Preparing Your School District for a Major Catastrophe

- Before A Disaster
 - Disaster Plans? Questions of your plans today.
 - IT / Critical Data / Backup examples
- Lessons Learned
 - Plan Failures, examples
 - Lessons learned, changes being implemented by districts.

1

Curtis Frerichs
gdsdbm2005@geneseo.net

You cannot be a leader, and ask others to follow you, unless you know how to follow, too.

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

Disaster Recovery

Is your district prepared?



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 - Plan Failures, examples
 - Lessons learned, changes being implemented by districts.

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions For Your Existing Plan**
 - Do you have a **WRITTEN** plan today?
What triggers the Plan?

 - Does your current plan involve all critical staff in its creation, review and testing?

 - Who do you consider critical staff?

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions For Your Existing Plan**
 - If a disaster did occur, what means will you use to communicate?
 - How will critical staff communicate?
 - How will you communicate to employees?
Them to you?
 - How will you communicate to families/students?
 - How do you plan to deliver payroll checks?

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions For Your Existing Plan**
 - A disaster has occurred... you must run payroll, you can not find your Superintendent, your Board President or your Business Manager / Finance Director. What do you do in your plan today?
 - You have printed payroll checks after a disaster. Do you have to mail them?

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions For Your Existing Plan**
 - You are about to open some schools after a disaster. Your district office does not exist (disaster took it away). How do you communicate to parents, families students...web site, radio, TV?
 - More than 50% of your staff has lost their homes. You need them back to open schools. What do you do?

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions For Your Existing Plan**
 - Internet access in your immediate area is down for 60 or more days. Does this cause your plan problems?
 - Cell phones and local phones and long distance lines are out for weeks. Does this cause your plan problems?

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions for Your Existing Plan**
 - You have buildings and other assets that are no longer controlled by you. They are now used by FEMA, Sheriffs, National Guard, State Police and others. Does this cause your plan problems?

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions For Your Existing Plan**
 - **IT / DATA: Do you do this today?**
 - Review with administrative and curriculum staff and update the list of what is considered critical data and then change existing backup procedures to reflect this change. Do you do this now? Routinely? Monthly? Annually?
 - TEST your existing backup / plan to verify data recovery. If so, how often? (do you do a full restore, a test restore, a simulation of your plan?)

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions for Your Existing Plan**
 - **As part of your current disaster plan, how do you back up critical data? Ex:**
 - Backup ALL critical server data daily and move from district to a school site
 - Backup Admin servers to tape and daily move to another building and weekly move to a bank vault

Planning for the Unimaginable

Preparing Your School District for a Major Catastrophe

- **Questions for Your Existing Plan**
 - **As part of your current disaster plan, how do you back up critical data? Ex:**
 - School Site servers backup weekly and swap with neighboring schools site or brought to staff house and rotated
 - Backup critical data and mail / send to another city out of the region (issues in duplicating hw)

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- **Plan Failures, Lessons Learned -Ex:**
 - **#1 Problem: Can not find critical staff: Critical Staff Can Not Communicate**
 - Districts did not have good information where critical staff would be. Some staff had to move more than once due to the size of the devastation. Once moved, phones did not work and web sites were not available. Decisions could not be made.

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- **Plan Failures, Lessons Learned**
 - **#1 Problem: Can not find critical staff: Critical Staff Can Not Communicate**
 - A: SOLUTION: Plans now demand more information of all staff and specifically critical staff. Must define who is critical and part of the execution of the plan.

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- **Plan Failures, Lessons Learned**
 - **#1 Problem: Can not find critical staff: Critical Staff Can Not Communicate**
 - B: SOLUTION: Web sites moved from on-site to an out of region host. They are adding components for check in/out of staff and for staff to update where they are. Web site will have information of disaster issues within 4 hours of initiation of plan
 - C: SOLUTION: Satellite phones / local "walkie talkies"

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- Plan Failures, Lessons Learned
 - #2 Problem: NO MAIL DELIVERY: Cannot mail payroll checks or accounts payable checks or any information because of no mail delivery (entire region lost mail for weeks, some months) One district spent 2 weeks on the phones to locate all employees so as too properly delivery payroll checks (became detectives)

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- Plan Failures, Lessons Learned
 - #2 Problem: NO MAIL DELIVERY:
 - A: SOLUTION: Direct deposit for employees for payroll checks and for vendors
 - B: SOLUTION: Emergency addresses / locations of employees with ability for employees to update information after disaster
 - C: SOLUTION: Web access for employees that leave the region to have information



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- Plan Failures, Lessons Learned
 - #3 Problem: NO POWER: Even though many buildings were available for use, power was not available.
 - A: SOLUTION: Have generators available for key buildings or for key rooms at buildings and portable generators ready for deployment to areas to assist staff and recovery.
 - B: SOLUTION: Have fuel contracts with vendors outside of the region to delivery fuel for generators.

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- Plan Failures, Lessons Learned
 - #4 Problem: BACKUPS DESTROYED
 - Backups on 1st floor in flooded areas: Water damage
 - Backups on 2nd floor but buildings destroyed
 - Water is damaging

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- Plan Failures, Lessons Learned
 - #4 Problem: BACKUPS DESTROYED
 - A: SOLUTION: have backups in more secure site (water proof vault or containers, some outside of region)
 - B: SOLUTION: Districts now has all servers with removable drives and besides their backup procedures, they will remove the drives to another, more safe location when they execute their pre disaster plan

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- Plan Failures, Lessons Learned
 - #5 Problem: PAPER RECORDS DESTROYED
 - Every teacher evaluation ever done in the district.
 - All historical student transcripts (supposedly safe archive room flooded)
 - Significant IEP documents and other important documents, micro fiche, etc

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- Plan Failures, Lessons Learned
 - #5 Problem: PAPER RECORDS DESTROYED
 - A: SOLUTION: Image archive critical documents with digital off-site backups
 - B: SOLUTION: Key systems ASP hosted out of the region or that have backups routinely moved out of the region

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- Plan Failures, Lessons Learned
 - #6 Problem: CELL PHONES USELESS, land lines down, long distance down.
 - Staff can not communicate for weeks.
 - Infrastructure destroyed/ flooded

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- Plan Failures, Lessons Learned
 - #6 Problem: CELL PHONES USELESS, land lines down, long distance down.
 - A: SOLUTION: Satellite phones and "walkie talkie" phones for communications
 - B: SOLUTION: In your plan, you need to have contingencies on how/ were to meet in case communications are down. Decisions must be made quickly.

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• Plan Failures, Lessons Learned

▪ #7 Problem: KEY STAFF DISPLACED

- Policies and decisions must be made: many districts could not put together quorum of Board members for key decisions.
- Banking is paralyzed and you need signatures and verified communications with banks.
- District could not locate their Superintendent for 5 Days.

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Preparing Your School District for a Major Catastrophe

• Plan Failures, Lessons Learned

▪ #7 Problem: KEY STAFF DISPLACED. District could not make decisions readily due to communication issues and distance between staff

- A: SOLUTION: One district has emergency agreement with outside agency (Ex: Marriott) to house critical staff when their disaster plan is executed. They have full access to key servers and web from location so as to run key business functions (Payroll, A/P, etc)

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Preparing Your School District for a Major Catastrophe

• Plan Failures, Lessons Learned

▪ #7 Problem: KEY STAFF DISPLACED. District could not make decisions readily due to communication issues and distance between staff

- B: SOLUTION: Another district has an arrangement with another school district and hotel (about 125 miles away) for key staff to have shelter and offices with backup servers.

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- Plan Failures, Lessons Learned
 - #7 Problem: **KEY STAFF DISPLACED.**
District could not make decisions readily due to communication issues and distance between staff
 - C: SOLUTION: Your Plan must address key staff, Board, etc on how to move on with decisions after a disaster; consider emergency decision process that would be different from normal quorum, etc . This could require Board policy/procedure/action.

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- Plan Failures, Lessons Learned
 - #8 Problem: **Could NOT COMMUNICATE to parents / Students / Staff**
 - A: SOLUTION: Automatic phone/email system that can broadcast information via phone (up to 1,500 calls in 5 minutes) and/or email to designated groups or parents or staff. This plus automatic availability of out of region web site (part of pre disaster plan) (regional media has this so they can access and share information)

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- Plan Failures, Lessons Learned
 - #8 Problem: **Could NOT COMMUNICATE to parents / Students / Staff**
 - B: SOLUTION: Relationship and plan with local media, State DOE, State Police and other agencies so they can also access emergency information of the district to share with public and staff.

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• Plan Failures, Lessons Learned

▪ #9 Problem: BACKUP RESTORE PROBLEMS:

- You had remote/regional backups but could not restore because they could not simulate the original hardware/software in reading the images. New hardware/software not compatible.
- Others had other restore issues due to poor or no testing of backups or incomplete backups

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Preparing Your School District for a Major Catastrophe

• Plan Failures, Lessons Learned

▪ #9 Problem: BACKUP RESTORE PROBLEMS:

- A: SOLUTION: Test backups and restore procedures routinely
- B: SOLUTION: Review what is backed up and what is considered CRITICAL. This changes and you need input from more than just IT.

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• Plan Failures, Lessons Learned

▪ #10 Problem: DECISION / Board Process Problems

- Many districts standard decision process and policies became barriers or obstacles for decisions to be made quickly with limited board member attendance or key staff attendance.

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- Plan Failures, Lessons Learned
 - #10 Problem: DECISION / Board Process Problems
 - A: SOLUTION: As part of your plan, you need to have the BOARD develop an emergency decision process and define what triggers the process.
 - B: SOLUTION: Have clear agreements with Banks and other investment accountson authority for access, etc during emergencies

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Preparing Your School District for a Major Catastrophe

- Plan Failures, Lessons Learned
 - #11 Problem: Multi Agency Issues
 - Districts may have issues in communicating with other agencies (State Police, Department of Education, Local Government, Local Sheriffs. This causes conflicting and/or incomplete information to be released to the public. This also causes issues with safety of personnel.

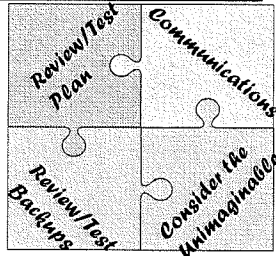
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- Plan Failures, Lessons Learned
 - #11 Problem: Multi Agency Issues
 - A: SOLUTION: Have understanding of other Districts/Agencies' disaster plans and how to work together. Share with them your communication and process plan so they know what you are doing and they can help.
 - B: SOLUTION: Issues of who has authority in your plan is needed by other Districts/Agencies when they make critical decisions immediately after a disaster.

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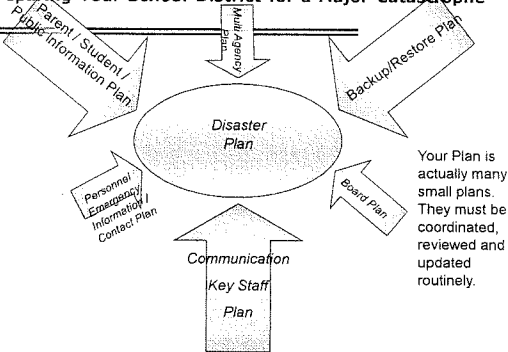
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- Components of Lessons Learned

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- This information was intended to expand your view of disaster planning and to consider what may have once been unimaginable circumstances for you and your district. The odds may be slim but in today's world, no one is statistically removed from such possibilities. We hope that our experiences can help you be more aware and better prepared as you create and maintain a plan that will best work for you and your School District.
- Good Luck and may you never have to execute your plan.

Questions

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- Moderator: Bob Ciserella Glen Ellyn School District 41
- Presenters:
 - Christine Haeggquist - Kirtley Technology Corporation
 - Jeff Lake - Consultant, Twotrees LLC
 - Don Robinson - Net 56, Inc
 - Frank Zelek - Oregon Community Unit School District 220
