

Background Information for the School Discipline School Profiles

The following school profiles are linked to the book, Student Discipline: A Prosocial Perspective (Rowman & Littlefield, 2016). Each profile in its own way tells the story of how a school changed and improved over a period of time, engaging staff, students and often parents in their efforts to make education morally grounded and developmentally sound, as well as academically effective.

In choosing the schools to include in these profiles I wanted to make sure that all kinds of schools were represented in the book, rural as well as urban and suburban schools with different community demographics. When I read a profile of the Stewartsville Elementary School in rural Virginia I knew that they were a good fit. Susan Mele, the principal, was interviewed by Mary Beth Fortran of the Second Step Program to fill in the story of the how the school progressed under her leadership.

Billy Aydlett helped me fashion his account of the tumultuous ride he took when he took over as principal of the Leataata Floyd Elementary School in Sacramento. His is a story of both sophisticated decision-making and audacity in the face of very difficult circumstances.

The profile of Marcus Garvey Math & Science magnet school in Chicago was a true collaborative effort of the principal, Michelle Van Allen, the assistant principal, Sabrina Anderson, and Juliet Kandel, U.S. Partnerships Manager for the Committee for Children. The Collaborative for Social, Academic and Social Emotional Learning had recommended this school because of its commitment to whole child education, and Juliet Kandel, who had provided technical assistance to the school, helped make it as full account as possible.

The national partnership that created standards for character education, Character.org, recommended a Pennsylvania middle school for inclusion in the book. The story of Charles Boehm Middle School was drafted by its principal, Theresa Ricci, with support from her team. I have seen this same sequence of improvement in the staff and student culture play out similarly in many schools that

have taken on the challenge of applying to be schools of character. In this case the efforts at Charles Boehm served to ignite other schools in the Pennsbury School District to follow suit, a pattern I have also seen happen in a number of school districts in New Jersey.

Lake Braddock Secondary School is a large institution with grades seven to twelve in one of the very large Virginia county school districts. The prevention and intervention services of the Fairfax County district are very well organized and supported. The staff team at Lake Braddock who worked on their profile, was led by Amy Soos, the school's assessment coach, and included Tracey Butler-Johnson, middle school counselor, Jacquie Naughton, high school transition counselor, and Brett Garner, systems of support. I appreciate the detailed account they provided of a program history that illustrates the complexity of a layered and tiered approach to prevention and intervention services.

The Cherry Hill Alternative High School is another National School of Character, an unusual distinction for an alternative school, but not entirely surprising because of the decades long commitment this district in southern New Jersey has made to social, emotional and character development through its coordinator, Mona Noyes. This section was drafted jointly by the current principal, James Riordan, and the former principal, Neil Burti, each of whom played a significant role in bringing the school to its current level of achievement over several years of effort.

The profile of the Scarsdale Alternative School was written by a colleague who also contributed to my earlier *Handbook of Prosocial Education*, Howard Rodstein, the school's director. This school, another National School of Character, has served for years as a model of a social and moral development based on the concepts of Lawrence Kohlberg and the work of my colleague, Ann Higgins D'Alessandro.

The Threat Assessment case study example from the North Branford School District in Connecticut was written by Carter Welch, the principal of the Jerome Harrison Elementary School there and someone I had the pleasure of coaching through the National School Climate Leadership Certificate Program. I have no doubt that more will be heard from this outstanding young educator.

Enjoy dipping into these profiles, housed here courtesy of the National School Climate Center, and to if you are interested in more, please take a look at the book which fills out the historical, theoretical and applied picture of prosocial education's contribution to school discipline.