



Code of Conduct Update: Safe and Supportive Schools

April 14, 2015

Dr. Milissa W. Sackos, Executive Director
of Student Services

Code of Conduct Committee Members

- Dr. Milissa Sackos, Executive Director of Student Services
- Shannon Cronn, Clinical Support Coordinator
- Jennifer Corry, Special Education Coordinator
- Matt Lins, Safe School Specialist
- Michelle Marshall, General Counsel
- Gena Aikman, Elementary Assistant Principal
- Gretchen Kaiser, Elementary Assistant Principal
- Robert Ahkbari, K-8 Assistant Principal
- Marilyn Engle, Middle Schools Assistant Principal
- Brian Corte, HS Principal
- Brian Parks, SIMAR

NOTE: Attended Student Advisory Board Meeting on 1/20/15 to gather student feedback

“Developing positive school climates and improving school discipline policies and practices are critical steps to raising academic achievement and supporting student success”.

[Resource Guide for Improving School Climate and Discipline](#), U.S. Department of Education, January 2014

[A message from USDOE](#)

Guiding Principles

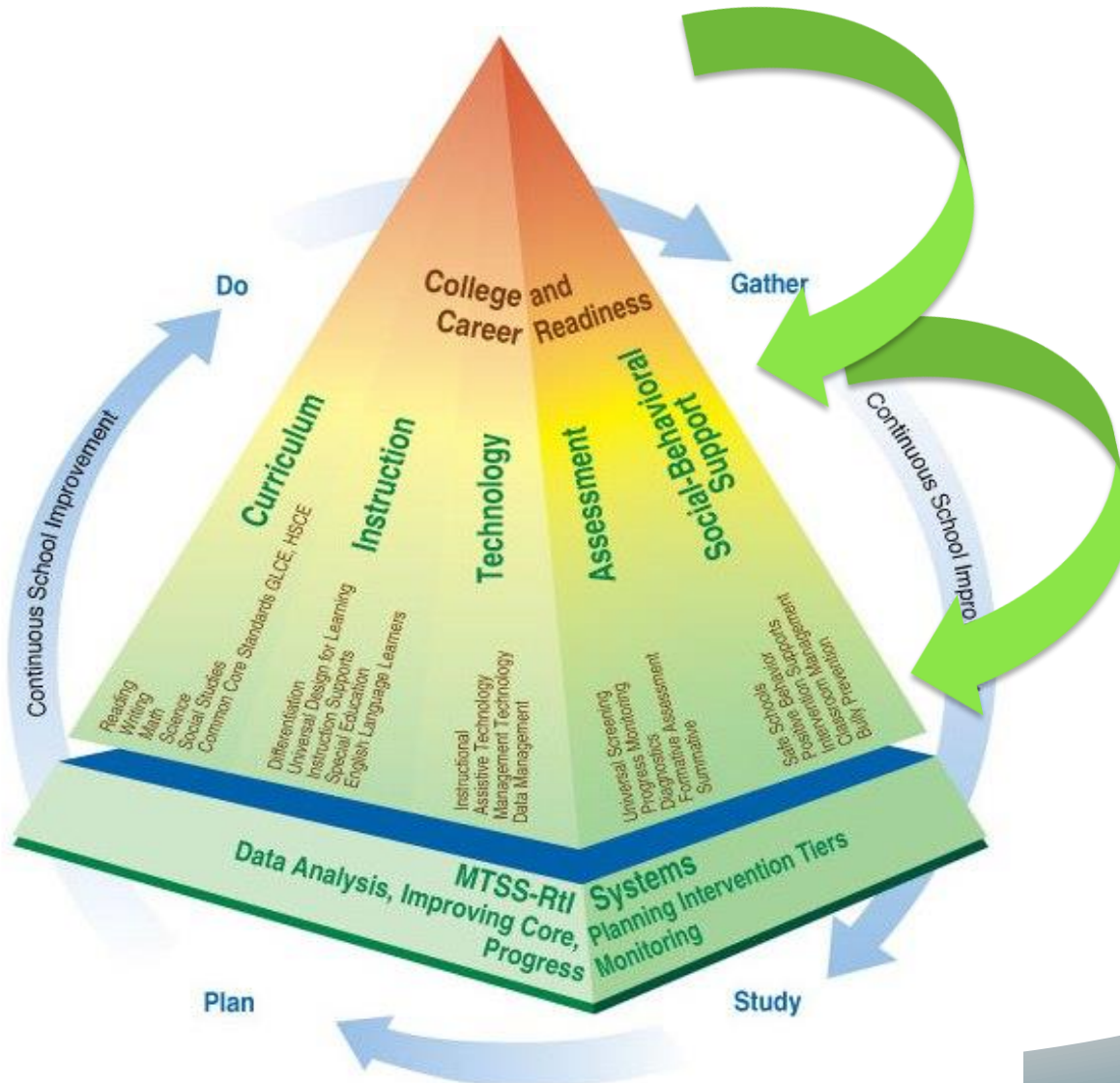
The U.S. Department of Education has “*identified three guiding principles for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline:*

- (1) Create positive **climates and focus on prevention;***
- (2) Develop **clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors;** and*
- (3) Ensure **fairness, equity, and continuous improvement**”*

[Resource Guide for Improving School Climate and Discipline](#), U.S. Department of Education, January 2014

Climate and Prevention	Clear Expectations	Equity and Continuous Improvement
<p>Engage in deliberate efforts to create positive school climates.</p> <p>Prioritize the use of evidence-based prevention strategies, such as tiered supports.</p> <p>Promote social and emotional learning.</p> <p>Provide regular training and supports to all school personnel.</p> <p>Collaborate with local agencies and other stakeholders.</p> <p>Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement.</p>	<p>Set high expectations for behavior and adopt an instructional approach to discipline.</p> <p>Involve families, students, and school personnel, and communicate regularly and clearly.</p> <p>Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.</p> <p>Create policies that include appropriate procedures for students with disabilities and due process for all students.</p> <p>Remove students from the classroom only as a last resort, ensure that alternative settings provide academic instruction, and return students to class as soon as possible.</p>	<p>Train all school staff to apply school discipline policies and practices in a fair and equitable manner.</p> <p>Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.</p>

Multi Tiered System of Supports



Engage, Educate and Empower Every Student, Every Day

Code of Conduct Committee: Our Purpose

Purpose: Ensure Code is in compliance with applicable Federal, State, & Local Law. Ensure Consistency in implementation of Code of Conduct across our school district and consistency in data entry. Use of discipline data (District, AYS, etc.) to inform behavioral systematic interventions.

Alignment to Board Goal School Safety: Performance Measures

- **“My child is safe while at school”**; 86% – *Parent Survey #18/20: 85% or higher*
- **“School rules and appropriate conduct are enforced consistently and fairly at my child's school”**; 72%–*Parent Survey #17/19: 80% or higher*
- **“Student discipline handled properly by site administration”**; N/A *New–Employee Survey: 65% or higher*
- **Number of discipline/office referrals**; 6,533, *Reduce by 3%*

As of March 31, 2015, we have an 18% reduction!

Code of Conduct Committee: Goals

Committee Goals:

1. Use of discipline data (District, AYS, etc.) to inform behavioral systematic interventions;
2. Consistency in implementation of Code of Conduct across our school district and consistency in data entry;
3. Community/parent outreach on prevalent discipline concerns and community/parent outreach and programming.
4. Expansion of Training for Multi Tiered Systems of Support (MTSS); including PBIS

Code of Conduct Committee: Compliance/Process Improvement

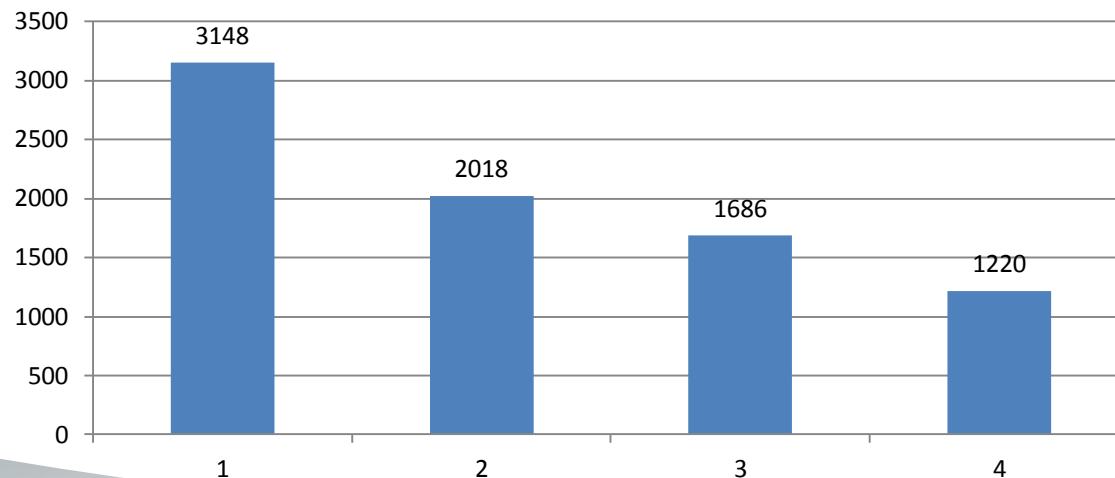
Compliance/Process Improvement

- Interviews/Interrogations (comparing SUSD Board Policy to ASBA's)
- Discipline Referral Form-potential revisions and electronic referrals
- Student Release Form
- Revocation of Open Enrollment (removal of language in Code)
- Continue to expand Alternative to Suspension opportunities
- Defiance/Disrespect #1 Office Discipline Referral (ODR)—language clarification
- Addition of “cyber- bullying” verbiage
- “CPS” to Department of Child Safety (DCS)
- Missing work due to absence-specify timeline for work completion
- Consistency with Attendance Notification (Elementary, MS and HS)

Code of Conduct is Reactionary

- Our emphasis according the USDOE' s Guiding Principles (which has been the practice of SUSD) is to be **preventative**
- Impact of PBIS – MS Example
- In 2010-2011 about **1049** Hours of Instructional Time were spent on ODR' s (MS)
- This dropped to **406** Hours of Instructional in 2013-2014 (MS)

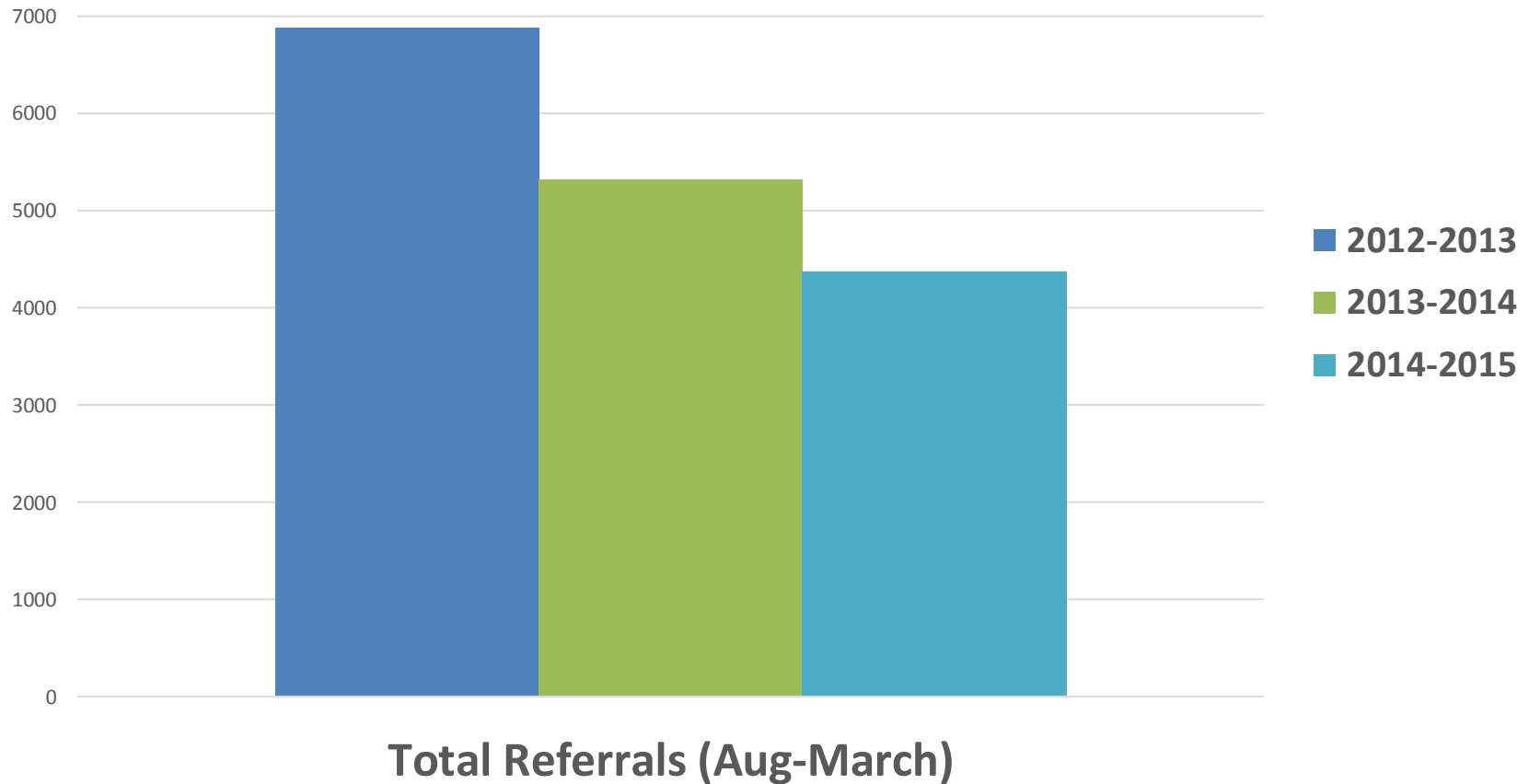
MS ODR's Over Four Year Period



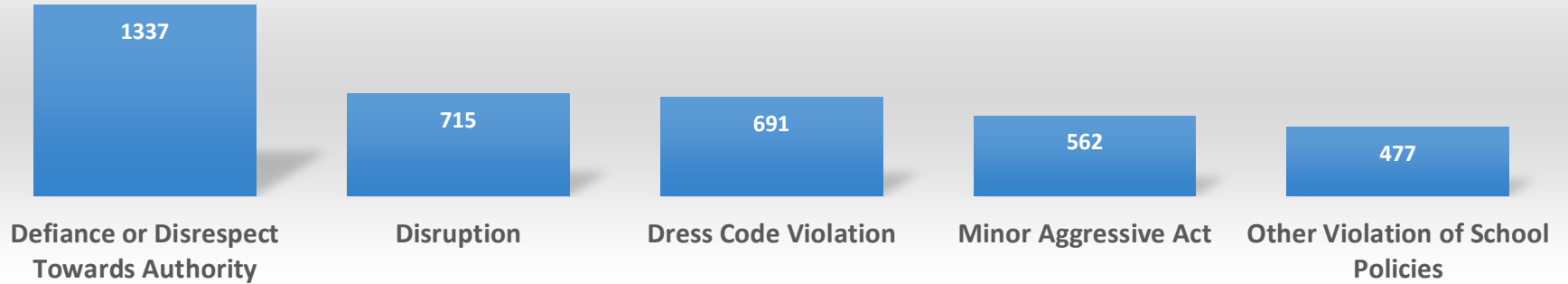
SUSD ODR: YTD Comparison

•Number of discipline/office referrals; 6,533, *Reduce by 3%*

As of March 31, 2015, we have an 18% reduction!



2012-2013 ODR: Top 5



2013-2014 ODR: Top 5



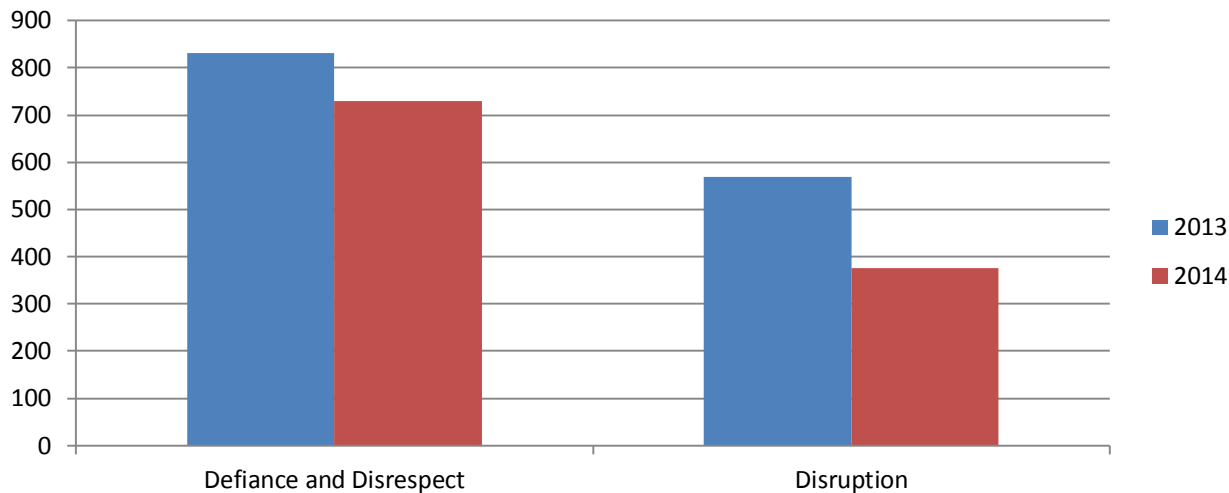
2014-2015 ODR: Top 5



Defiance and Disruption

- This is the number 1 referral in the State
- These referrals interrupt instructional time, academic engagement time, effect whole class learning and contribute to teacher burnout
- Continue to decrease in SUSD (4 year trend)

Defiance and Disruption Comparison



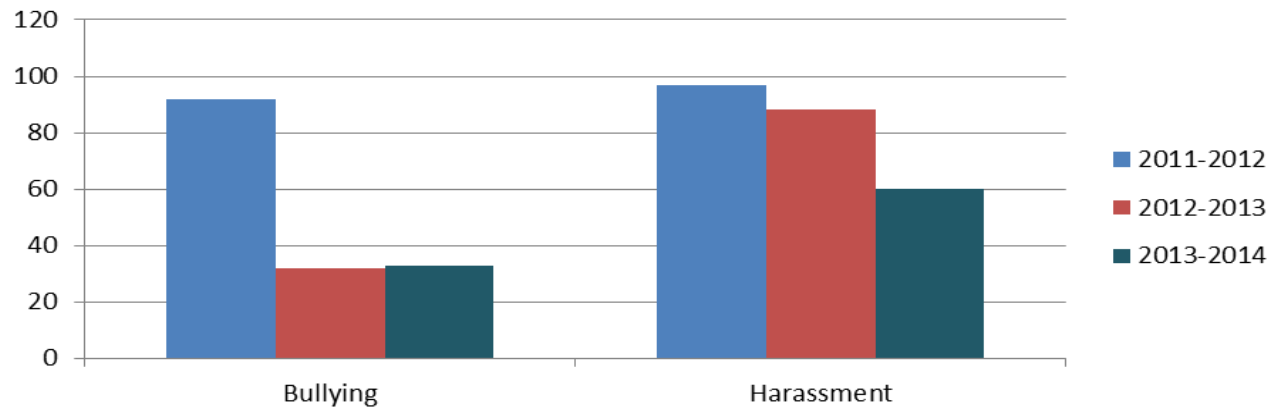
12% decrease in Defiance and Disrespect

34% decrease in Disruption

Need for Continued Intervention

- Data indicate need for continued focus on Bullying and Harassment

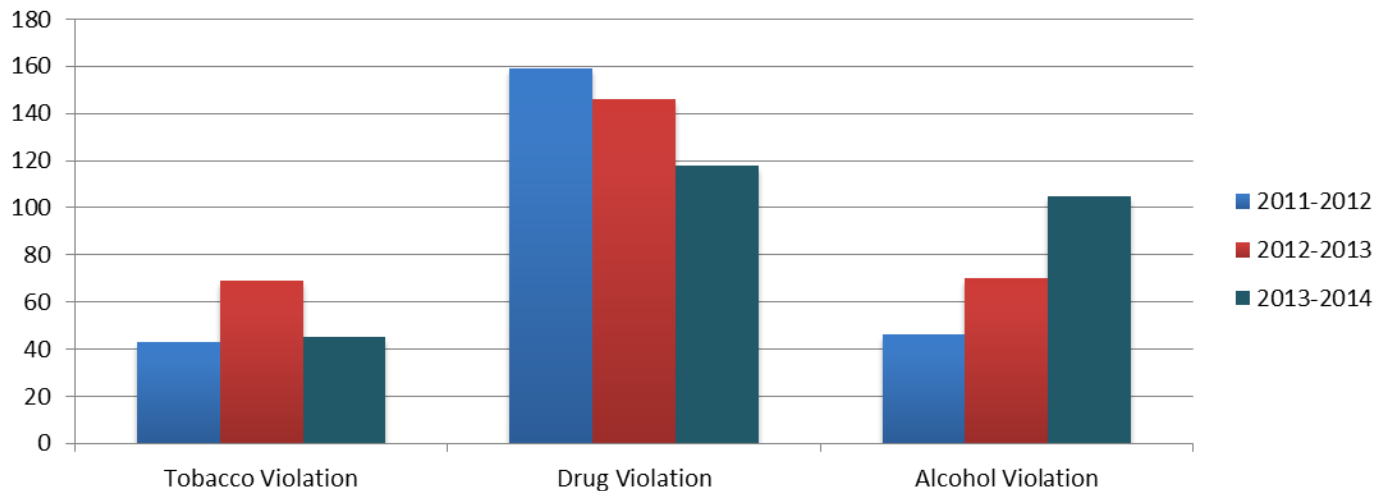
**District Bullying Comparison
3 Year Trend**



Need for Continued Intervention

- Data indicate need for continued focus on Alcohol, Tobacco, Other Drugs (ATOD)

District Wide ATOD Comparison
3 Year Trend



Multi Tiered System of Supports

- Multi-Tier System of Supports (MTSS) is a **framework** to provide **all students** with the best opportunities to succeed **academically, behaviorally, socially, and emotionally** in school
- Similar to our Three Tiered Model of Intervention
 - Incorporates academic and behavioral needs at all tiers: **Prevention Oriented**
 - Providing high quality instruction and interventions matched to student need
 - Low risk students receive enrichment to enhance learning
 - Creative and efficient use of resources at all school
 - Monitors progress frequently to make decisions about changes in instruction or goals
 - Supporting staff implementation of effective practices

Action Steps Checklist

- ✓ Continue with focus on PBIS in our schools; expansion of MTSS model
- ✓ Prioritize and **expand** the use of evidence-based prevention and intervention strategies, such as tiered supports (or example: Student Assistance Programs (SAP), Teen AA and Alternatives to Suspension based on campus need as well as Academic interventions)—**MTSS-B study/grant for 15/16 and 16/17**
- ✓ Impactful data based decision making: Avoid “data rich, information poor”
- ✓ Provide regular training and supports to all school personnel
 - ✓ Consistency of absence coding and attendance letters;
 - ✓ **Discipline data entry; NOTE: All Code violations get entered for single incident**
 - ✓ **On-line referral form—tool for campuses**
- ✓ Expansion of Community Partners:
 - ✓ 5th annual Mental Health in Schools: March 2015
- ✓ Parent Awareness and Involvement (i.e. Parent University, PBIS Teams, Parent Coaching Classes)

Questions/Comments