JCPS Code of Conduct
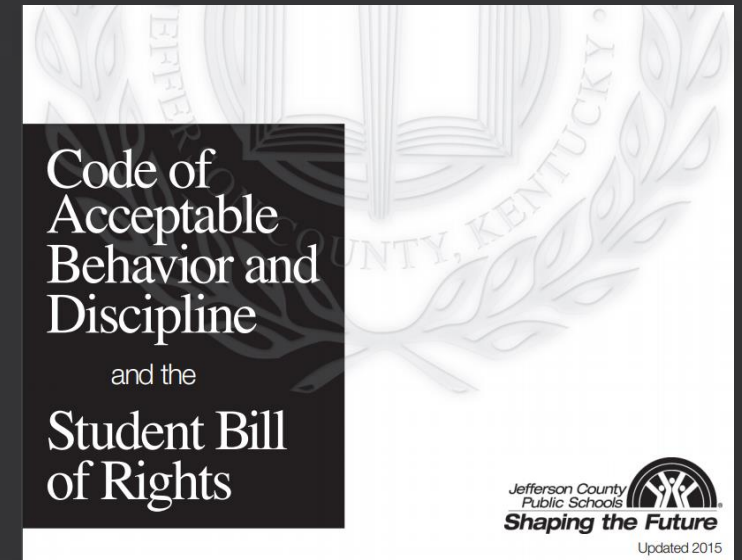
Data, Policy and Best Practice

Data Management, Planning & Program Evaluation

Judi Vanderhaar, PhD & Dena Dossett, PhD

Code of Acceptable Behavior and Discipline and the Student Bill of Rights

Jefferson County Public Schools
Shaping the Future
Updated 2015

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Overview

For your consideration as you move through the JCPS Code of Conduct revision process the following information will be shared:

- **JCPS Strategic Plan**

- **Guiding Principles from the U.S. Department**

- **Impact of Last JCPS Code Revisions**

- **Best Practices in Discipline Policy Informed by the Research Literature**

- **JCPS Data and Analyses**

- **JCPS Data Tools**

How Can our Code Reflect our Strategic Plan?

- Core Values
- Strategies & Implementation
- Indicators

What do we Value?

JEFFERSON COUNTY PUBLIC SCHOOLS

VISION 2020

EXCELLENCE With **EQUITY**

Core Values:

- Caring
- Equity
- Excellence
- Respect
- Individuality
- Diversity
- Opportunity
- Creativity
- Collaboration
- Stewardship

What Is our Vision?

All JCPS Students graduate <u>prepared, empowered, and inspired</u> to reach their full potential and <u>contribute as thoughtful, responsible citizens</u> of our diverse, shared world.

How can our Policies and Practices promote

VISION 2020

EXCELLENCE With **EQUITY**

Strategy 2.1.3
Improve Culture and Climate

"Use Research based strategies and best practices to Improve district, school, and classroom culture and climate to ensure that all students and staff work and learn in a safe, respectful and equitable environment"

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Centrality of School Climate in the Code and Discipline Discussion
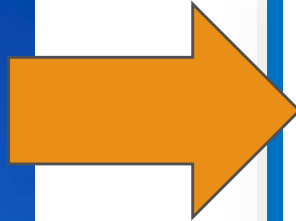
In 2014, U.S. Department of Education encouraged district officials to...

Guiding Principles
A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

(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**.

http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf

U.S. Dept. Of Education Principle 1: Climate and Prevention:

- Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

In JCPS…Students' sense of belonging was the strongest predictor of Suspension (Vanderhaar, PBIS analysis 2015)…and strongest, most consistent predictor of Achievement (C.Wigger, CSS Analysis, 2015)….

Sense of belonging is nurtured by a positive and caring school climate (National School Climate Center)

How can we communicate our priorities through messaging?

JCPS

CREATING GREAT SCHOOL COMMUNITIES

BALTIMORE CITY PUBLIC SCHOOLS
2010-11 CODE OF CONDUCT

Code of Acceptable Behavior and Discipline and the Student Bill of Rights

Jefferson County Public Schools
Shaping the Future

Updated 2015

Positive School Culture

Cincinnati Public Schools
2015-2016

Code of Conduct
K-12

Be Safe • Be Respectful • Be Responsible

Developing Safe and Supportive Schools

BUFFALO PUBLIC SCHOOLS
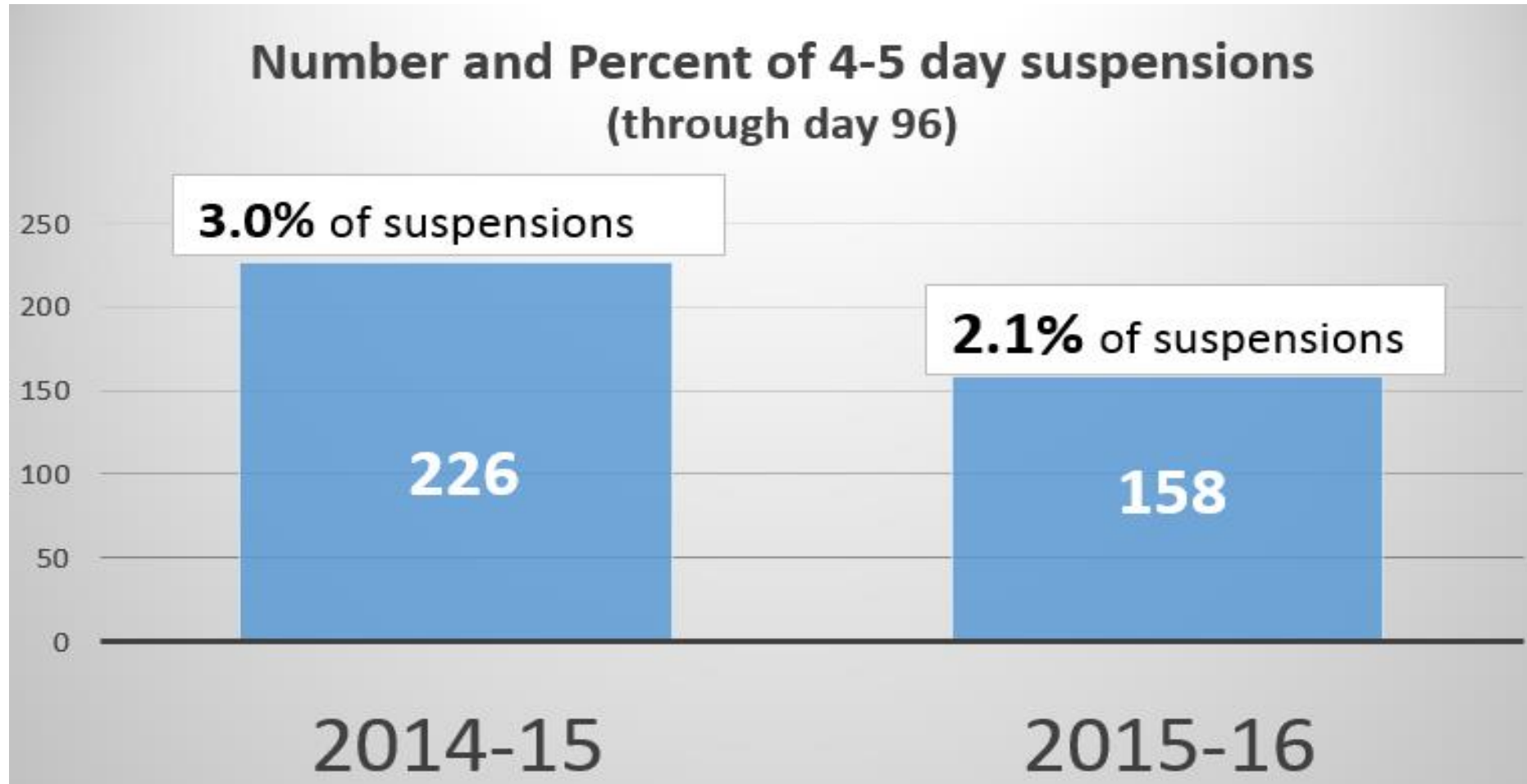STANDARDS FOR COMMUNITY-WIDE CONDUCT AND INTERVENTION SUPPORTS
2013 - 2014

What Impact are the Last Code of Conduct Policy Changes having so far – based on data?

Key Change 1: Elimination of 4-5 day suspensions

Goal: Reduction in the number of days students are suspended and losing instructional time

Elimination of 4-5 day suspensions resulted in a slight decrease…but not elimination yet
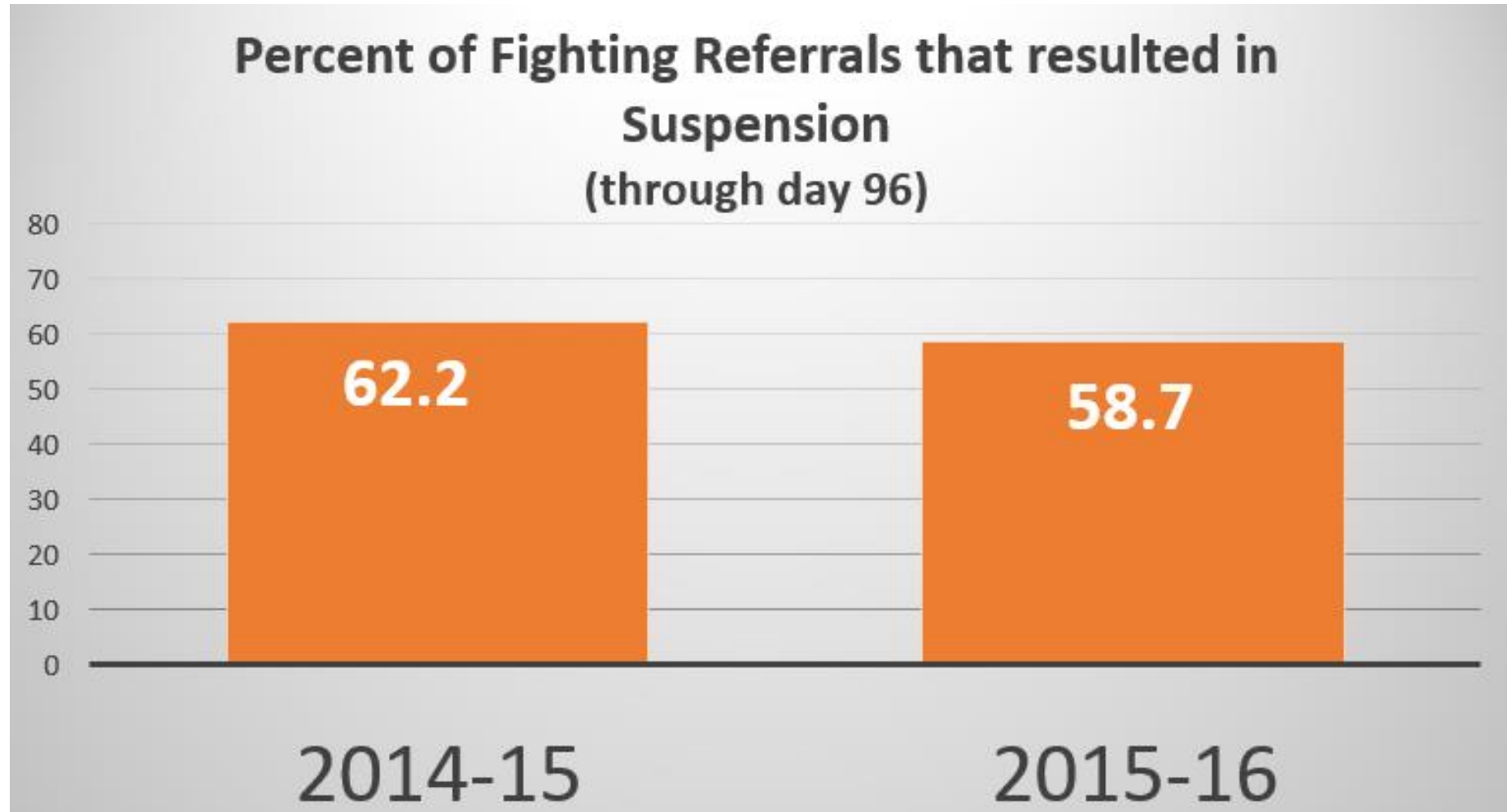
Number and Percent of 4-5 day suspensions
(through day 96)

3.0% of suspensions

2.1% of suspensions

226

158

2014-15

2015-16

Key Change 2: Change Language "Will Suspend" to "May Suspend"

Goal: Provide more discretion to administrators to allow for alternative resolutions to offenses that were an automatic suspension before…

Key Change 3: Inclusion of language for alternative in-school options (e.g., Restorative and positive proactive approaches)

- **Goal:** Encourage use of positive and restorative measures as a first resort for incidents that mandated suspension (e.g., fighting)

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Slight reduction in suspensions for fighting…

Percent of Fighting Referrals that resulted in Suspension
(through day 96)

	2014-15	2015-16
	62.2	58.7

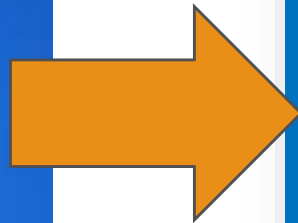# Best Policy Practice: Clearly Defining Behaviors

In 2014, U.S. Department of Education encouraged district officials to...

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U.S. Department of Education

(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.**

http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf

U.S. Dept. of Education Principle 2: Expectations and Consequences:

- Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement

Core Challenge: Top categories not clearly defined

- Top Reasons for JCPS Referrals Every Year and Every Grade Level
  - **Disruptive Behavior and Failure to Obey Staff**

  - **How can this be Problematic? – Research Literature Tells us it:**
    - Allows too much discretion
    - Results in inconsistency between schools and within schools
    - Can result in inconsistent and unfair application of discipline

Intensity Levels of Disruptive Behavior

The following "disruptive behaviors" resulted in suspension:

Lower Intensity	Higher Intensity
Elementary	
"Student was disrespectful and rude in class."	Student broke crayons, throwing pieces at classmates; cursing at other students; tipped desk over threw papers on floor; threw books off bookshelf."
Middle/High	
"Non-stop talking. Keeps minding the rooms business. Out of area; hollering out peek a boo"	"Students were involved in a argument, resulting in tables being pushed and chairs being kicked and thrown"

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Best Practice Policy Examples

Better Defined Levels of Support and Intervention Next to Clearly Defined Behaviors

Baltimore City Code of Conduct

LEVEL 1

Classroom support and student support team

May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place

LEVEL 2

Intensive support staff and appropriate administration

May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others

LEVEL 3

Short-term suspension and referral

May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating

LEVEL 4

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4*	SCHOOL POLICE INFORMED	NOTES
Bullying, Including Cyberbullying and Gang-Related Incidents (407)						
Intentional conduct (including verbal, physical, or written conduct or electronic communication) that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school	●	●	●		●	Bullying incidents should be reported by submitting the bullying report form (included in this booklet) to the school; schools are required to report and investigate all bullying incidents
Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student or students' ability to participate in or benefit from a school's education or extracurricular programs)		●	●	●	●	
Recording or publishing a fight or other disturbance	●	●	●		●	
Bus Violations (705)						
Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)	●	●				
Serious disruption on the bus (e.g., attack		●	●	●		

The large umbrella of Disruption and Failure to Obey:

Defining Specific Disruptive Behaviors

Intensity Levels

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4*	SCHOOL POLICE INFORMED	NOTES
Classroom Disruption (704)						
Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	●	●				
Serious classroom disruption that directly affects the safety of others (e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill)	●	●	●			
Defiance of Authority and/or Insubordination						
Failure to follow directions (807)	●	●				*Nonviolent/nonphysical*
Failure to respond to school staff questions or requests (702)	●	●				
Disrespectful Behavior (701)						
Making inappropriate gestures, symbols, or comments, or using profane or offensive language	●	●				

In cases where a range of possible levels of response is indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.

If, on a first offense, administrators believe a Level 4 response is warranted, they must contact the director of suspension services for guidance and support before proposing Level 4 consequences.

Administrators must contact the director of suspension services for guidance and support before proposing Level 3 or 4 consequences if the student is in pre-k or kindergarten.

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Good News…We Have Flexibility to Modify Codes in Infinite Campus

- Kentucky Department of Education allows districts the flexibility to define their own behavior events/descriptions within their codes of conduct…to more clearly define behaviors per U.S. Dept. Of Education Guidance

We Also Have Flexibility to Expand Code Resolutions in Infinite Campus

➢ So there is opportunity for JCPS to **better capture the positive pro-active and restorative practices schools are using** with students and being trained to use through district training

➢ Formally **celebrate** district and schools positive proactive actions using data

➢ This will also allow us to **track our progress** in implementation of our strategic plan and priorities.

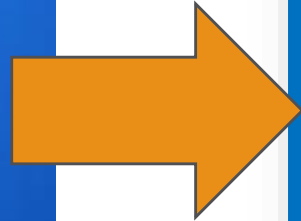# Best Policy Practice: Monitoring Fairness and Equity

In 2014, U.S. Department of Education encouraged district officials to...

Guiding Principles
A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

(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**.

U.S. Dept. Of Education Principle 3: Equity and Continuous Improvement:

- Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity

Why Student Perceptions about Discipline Fairness Matter? Research tell us...

- **Absenteeism and Dropout rates are lower in schools where in** schools where students feel safe and perceive discipline to be fair and effective (Bryk, A., & Thum, Y.M. ,1989)

- Fairness of school discipline polices was a factor identified as helping foster **academic resilience** (Catterall 1998) and **School Connectedness** (Libby, 2004)

- Well-disciplined schools balance clearly established and communicated rules of behavior with a climate of concern for students as individuals" (Hennen , 2005).

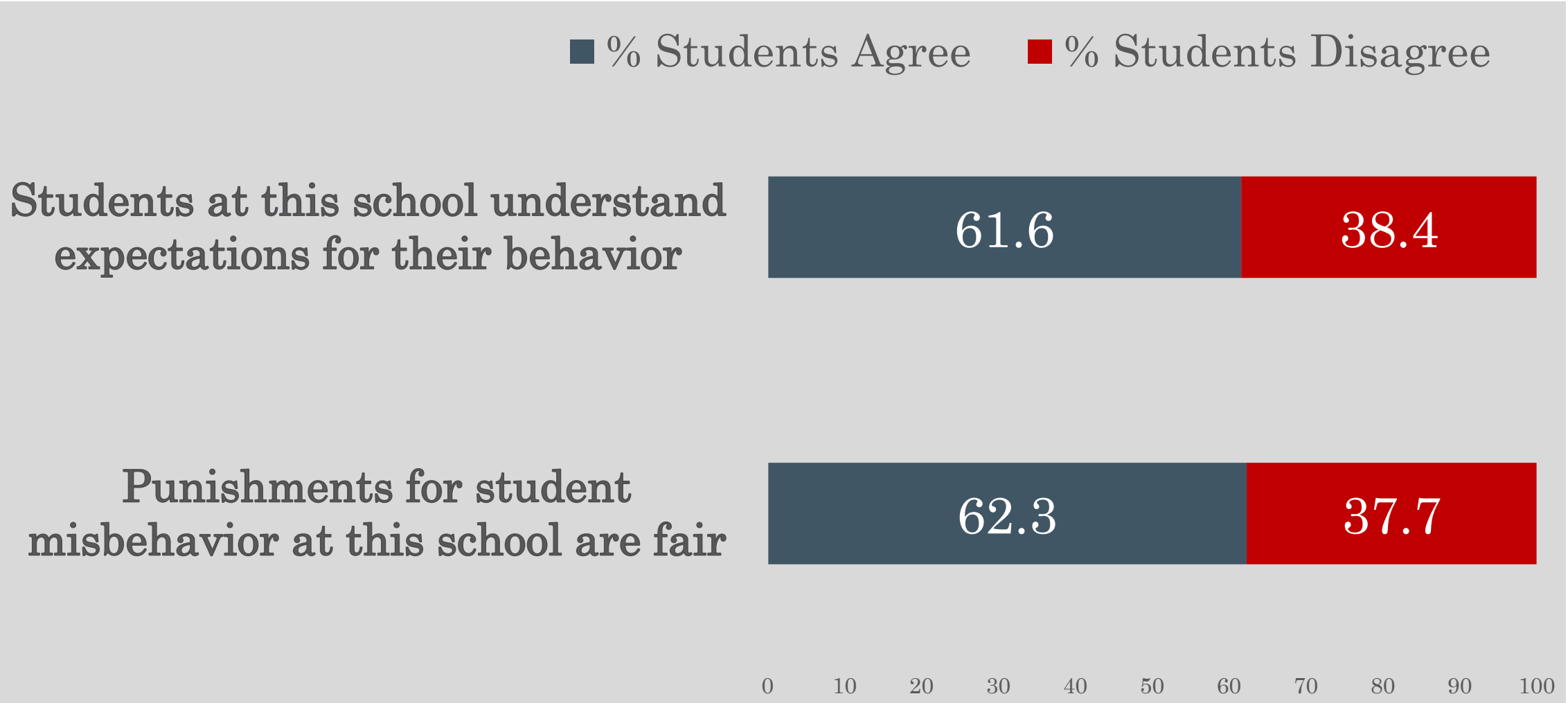# In JCPS, our Analysis found Statically Significant Relationships between…

Student understanding of Behavioral Expectations: students' perception that *"students at this school understand expectations for their behavior"* and **school mobility** (r=.66,p=.000), **suspension** (.65,p=.000), proficiency in **reading** (r=.47,p=.000), and **attendance** (r=.43,p=.002).

In JCPS, our Analysis found Statically Significant Relationships between…

Consistency of Punishments Applied: students' perception that *"students receive the same punishments for breaking the same rules"* and **suspensions** (r=.31, p=.03), **%ECE** (r=.46, p=.001), and **school mobility** (r=.49, p=.000).

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In Spring 2015 JCPS Middle and High School students…

% Students Agree   % Students Disagree

Students at this school understand expectations for their behavior: 61.6 | 38.4

Punishments for student misbehavior at this school are fair: 62.3 | 37.7

0 10 20 30 40 50 60 70 80 90 100

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Best Policy Practice: Monitoring Implementation of the Code

New Dashboard Tool: Shifting Culture and Empowering Schools with Data

	Before	Now
Format	Static charts	Interactive Dashboard
Type	Suspension numbers	ALL behavior referrals and consequences; visual charts, identifying trends related to gender, race, grade, poverty, ECE, location of behavior, monthly trend, student level
Frequency	Monthly	Daily
Purpose	Compliance reporting	Use of behavior data to drive targeting of interventions at the student, teacher and school levels
Access	Principals	Principals, Assistant Principals, Counselors, Youth Service Center Coordinators, Behavior Coaches, PBIS leads, teachers

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Live and Interactive

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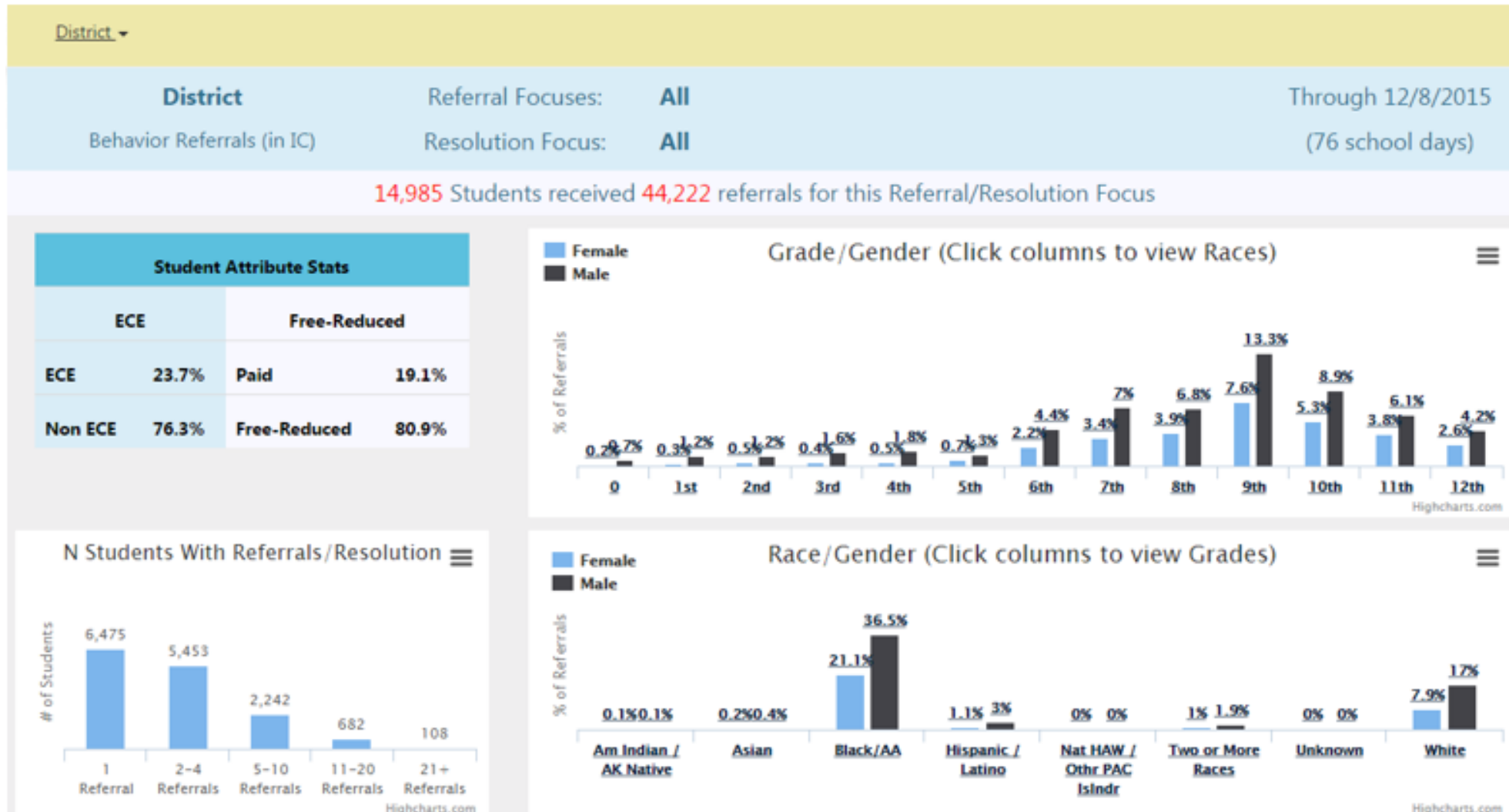
Dashboard tool allows schools and district personnel to monitor implementation of Code

Highcharts.com

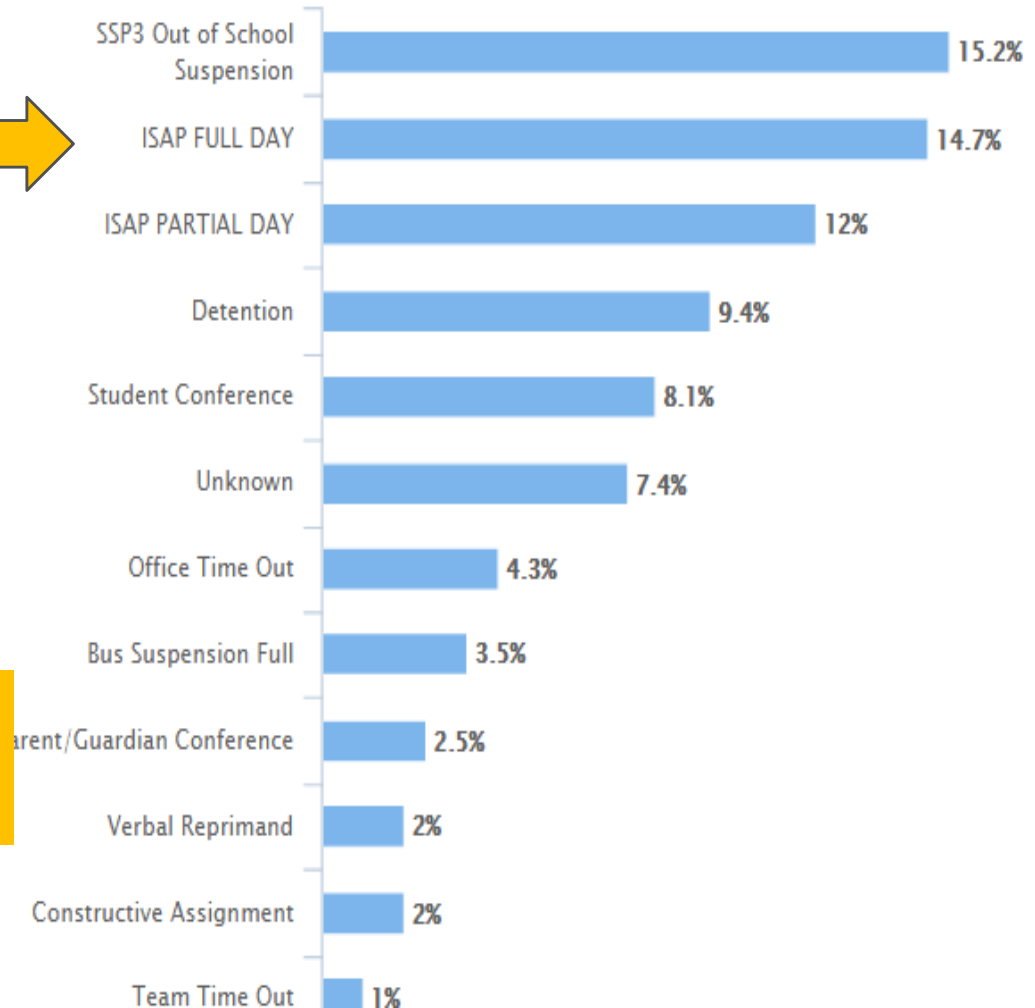**Top 12 Referrals for Selected Referral/Resolution**

Click on a Referral to Refresh Page Stats to Just That Referral	N	%
02B Disruptive Behavior	5,384	25.4%
03B Failure to Obey Staff	2,744	12.9%
12B Fighting/Striking - Student to Student	1,808	8.5%
02B Bus Disturbance	1,775	8.4%
14B Harassment/Intimid w/Staff/Student	892	4.2%
03B Disrespectful Behavior	750	3.5%
03B Dress Code Violation	699	3.3%
01B Skipping Class	618	2.9%
06B Profanity/Vulgarity	568	2.7%
01B Tardy to Class	264	1.2%
14B Threatening another Student	253	1.2%
14B Threatening Staff	234	1.1%

Top 12 Resolutions (%) for Selected Referral(s)

Click on a resolution bar to refresh page stats to that resolution

Resolution	%
SSP3 Out of School Suspension	15.2%
ISAP FULL DAY	14.7%
ISAP PARTIAL DAY	12%
Detention	9.4%
Student Conference	8.1%
Unknown	7.4%
Office Time Out	4.3%
Bus Suspension Full	3.5%
Parent/Guardian Conference	2.5%
Verbal Reprimand	2%
Constructive Assignment	2%
Team Time Out	1%

Select ISAP (In-School Suspension) to view all patterns for ISAP alone.

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You can then see the reasons and frequency students are sent to ISAP

Top 12 Referrals for Selected Referral/Resolution

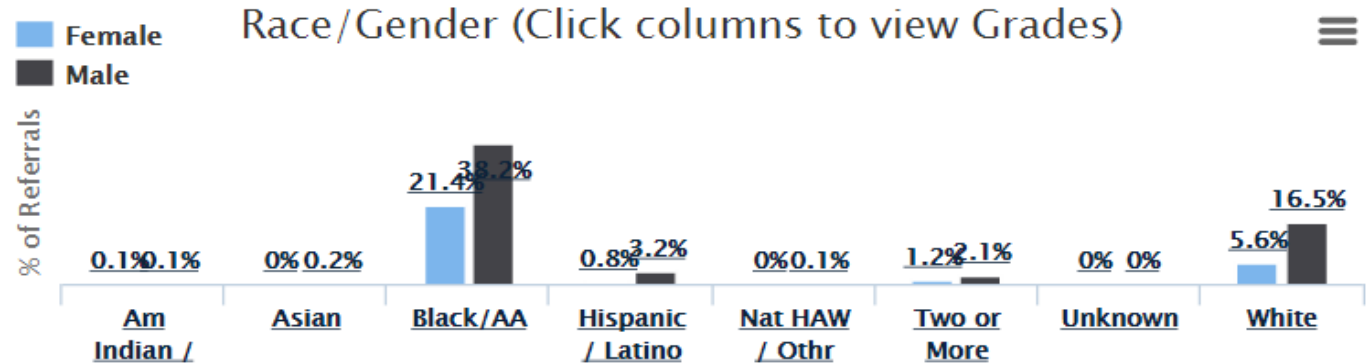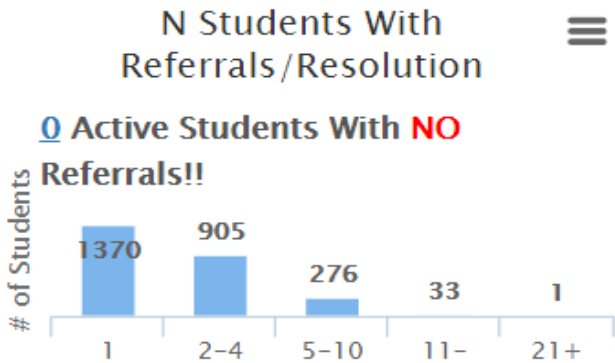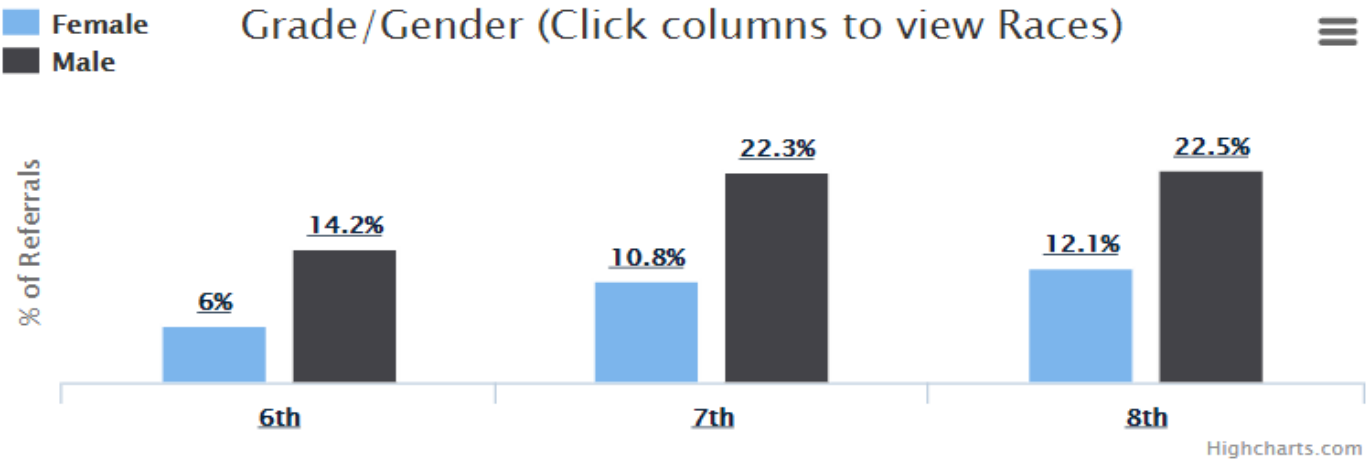| Click on a Referral to Refresh Page Stats to Just That Referral	N	%
02B Disruptive Behavior	2,234	34.5%
03B Failure to Obey Staff	1,160	17.9%
12B Fighting/Striking - Student to Student	404	6.2%
03B Disrespectful Behavior	336	5.2%
14B Harassment/Intimid w/Staff/Student	244	3.8%
06B Profanity/Vulgarity	219	3.4%
01B Skipping Class	201	3.1%
02B Bus Disturbance	128	2.0%
14B Threatening another Student	76	1.2%
03B Cheating/Academic Dishonesty	75	1.2%
14B Bullying	74	1.1%
03B Dress Code Violation	72	1.1%

40
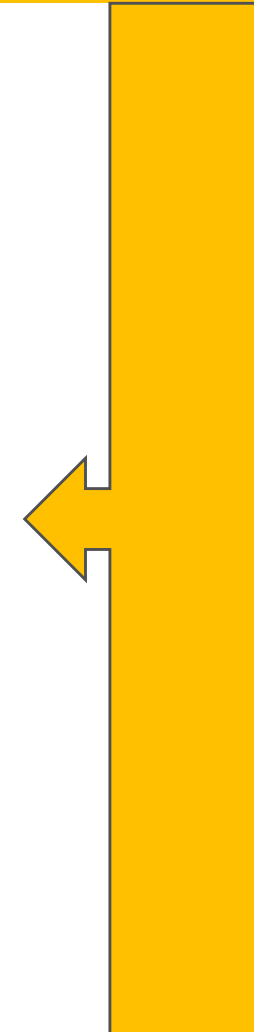
You can monitor resolutions and behaviors by grade level, student characteristics (race, gender, poverty, ECE), by month, location (e.g., classroom, hallway, bus) and the individual students being sent to ISAP and how many times. This can help target interventions at school, group and student levels

2,585 Students received 5,599 referrals for this Referral/Resolution Focus

Student Attribute Stats

ECE		Free-Reduced	
ECE	15.6%	Paid	10.5%
Non ECE	84.4%	Free-Reduced	89.5%

Grade/Gender (Click columns to view Races)

- Female
- Male

% of Referrals

6th: 6% (Female), 14.2% (Male)
7th: 10.8% (Female), 22.3% (Male)
8th: 12.1% (Female), 22.5% (Male)

Highcharts.com

N Students With Referrals/Resolution

0 Active Students With **NO** Referrals!!

# of Students

1: 1370
2-4: 905
5-10: 276
11-: 33
21+: 1

Race/Gender (Click columns to view Grades)

- Female
- Male

% of Referrals

	Female	Male
Am Indian /	0.1%	0.1%
Asian	0%	0.2%
Black/AA	21.4%	38.2%
Hispanic / Latino	0.8%	3.2%
Nat HAW / Othr	0%	0.1%
Two or More	1.2%	2.1%
Unknown	0%	0%
White	5.6%	16.5%

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What Behaviors are Students being Referred for?

BEHAVIORS RESULTING IN REFERRALS (N=45,447)

1% 83% 16% 1%

■ Minor   ■ Aggression   ■ Law Violations
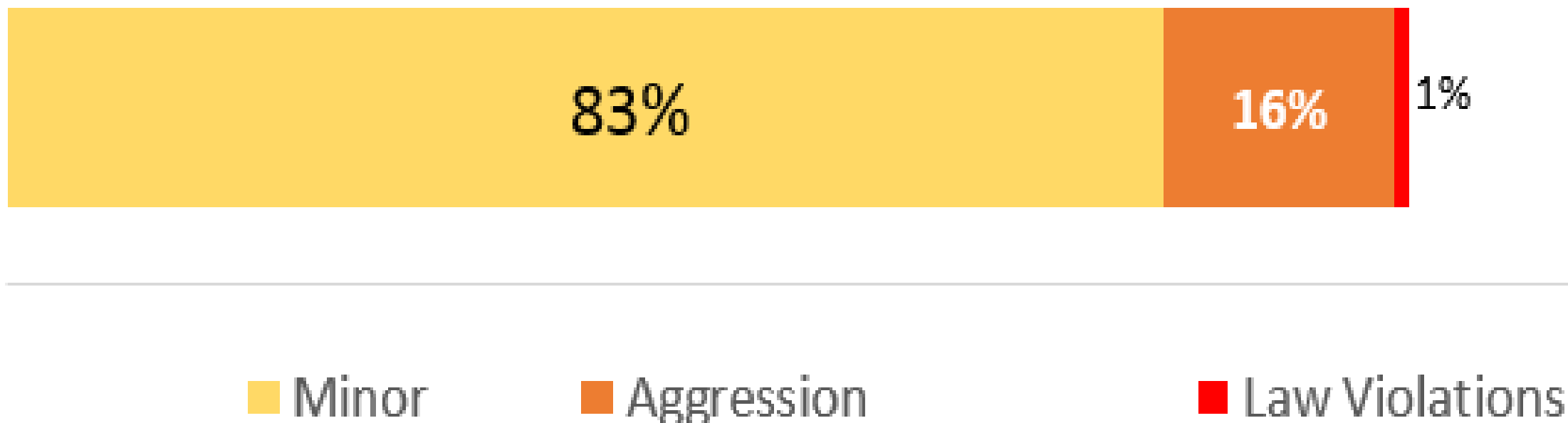
Referrals represent 15,032 students 15% of JCPS students

Category 1: Minor(Violence not explicitly Indicated)	Category 2: Aggression, Threatening, Intoxicated	Category 3: Law Violations
Description	Description	Description
02B Disruptive Behavior	12B Fighting/Striking - Student to Student	17L 4th Degree Assault
03B Failure to Obey Staff	14B Harassment/Intimid w/Staff/Student	19B Dangerous Instrument (carrying
01B Tardy to Class	14B Threatening another Student	13L 3rd Degree Assault (Assaulting
01B Skipping Class	13B Fighting/Striking-Student to Staff	20L Terroristic Threat/False Fire Ala
02B Bus Disturbance	14B Threatening Staff	19L Weapon D - All Other (Deadly W
03B Dress Code Violation	14B Verbal Abuse	17L Sexual Assault (Unwanted touc
06B Profanity/Vulgarity	14B Bullying	10L Stolen Property
03B Failure to Attend Detention	15L Marijuana Poss/Under Influence	10L Larceny - Theft
01B Truancy	09B Inappropriate Sexual Behavior	09L Indecent Exposure
03B Disrespectful Behavior	12B Fighting/Striking - Student to Other	Board-Harassments/Threats/Intimi
03B Violation of Personal Electronic/	10L Vandalism	20L Terroristic - Bomb Threat
02L Disorderly Conduct	10L Destruction of Property	05L Forgery and Counterfeiting
04B Leaving Campus/School Grounds	08B Vapor Product	18L Arson
03B Other	15L Prescription Drug Poss/Under Influence	16L Marijuana Distribution
01B Skipping School	15L Under Influence	19B Other - Look-Alike Weapon
10B Stealing	15L Alcohol Poss/Under Influence	11L Robbery
03B Cheating/Academic Dishonesty	15L Other Drugs Poss/Under Influence	19L Weapon A - Handgun
08B Smoking	14L Misdemeanor Harassing Communication	17L 2nd Degree Assault
03B Inappropriate Use ofl Technolog	15L Inhalant Poss/Under Influence	14L Trespassing
07L Gambling		10L Motor Vehicle Theft
08B Tobacco - Other		14L Menacing
05B Signing Parent/Staff Note		17L 1st Degree Assault
08B Alternative Nicotine Product		16L Alcohol Distribution
15B Other - Look-Alike Drug - Posses		19L Weapon C - Other Firearm
08B Chewing Tobacco		03L Loitering
		16L Prescription Drug Distribution
		16L Other Drug Distribution
		20L Terroristic - Chemical/Bio/Nucle
		16B Other - Look-Alike Drug - Distri

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What are the Resolutions for these Referrals?

RESPONSES TO BEHAVIOR REFERRALS (N=45,447)

28%	22%	49%

■ Restorative ■ Inclusive (inside or after school) ■ Exclusion (from class or school)

Restorative	Inclusive	Exclusionary
Student Conference	Detention	ISAP PARTIAL DAY
Constructive Assignment	Verbal Reprimar	SSP3 Out of School Suspensio
Parent/Guardian Conference	Letter Sent	ISAP FULL DAY
Phone Call	Saturday School	Office Time Out
Refer to YSC/FRYSC/Counselor	Detention 040	Bus Suspension Full
Anger Management Instruction		Team Time Out
Written Agreement/Plan		ISAP
Peer Conflict Mediation		Restraint
School Restitution		Bus Suspension One Way
		Seclusion
		SSP6 Law Only

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