JCPS Code of Conduct

"Disruptive Behavior"
Data, Policy and Best Practice

Data Management, Planning & Program Evaluation

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Overview

- **Review from last meeting**
- **Disruptive Behavior**
  - **Data**
  - **Examples**
- **Intensity Levels**
- **Considerations**

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**

- **Why is this be Problematic – Research Literature Tells us it:**
  - Allows too much discretion
  - Results in inconsistent between schools and within schools
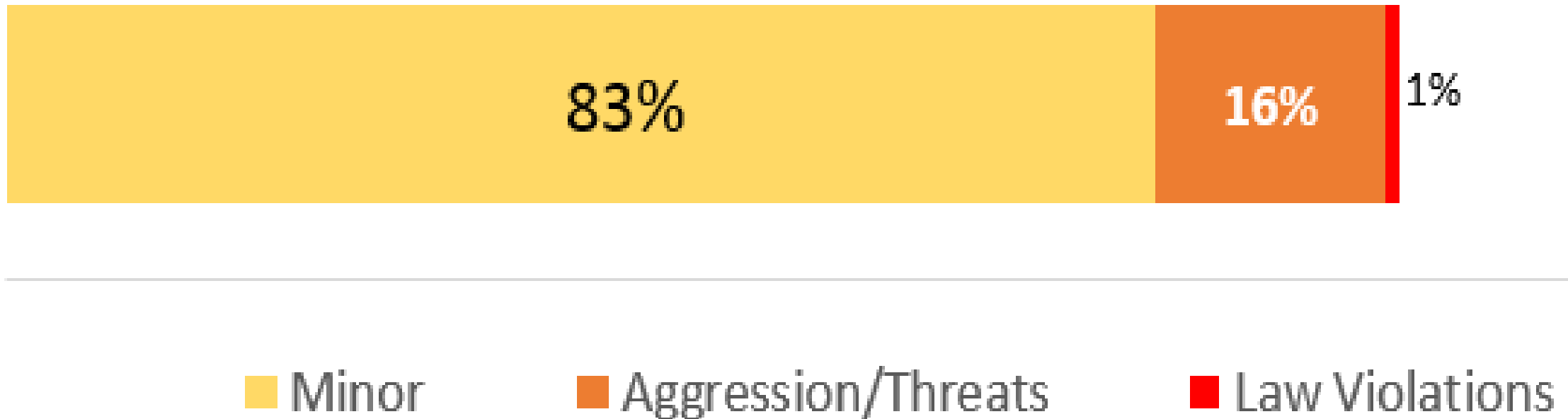 - Can result in inconsistent and unfair application of discipline
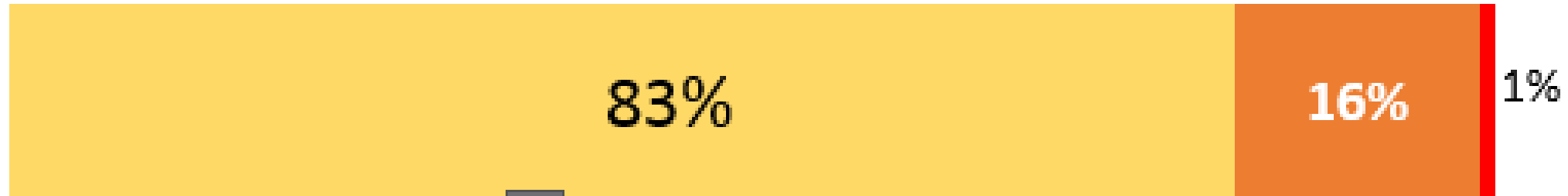
Disruptive Behavior

Deliberate Disruption

Data and Examples

What Behaviors are Students being Referred for?

BEHAVIORS RESULTING IN REFERRALS (N=45,447)

1%   83%   16%   1%

■ Minor   ■ Aggression/Threats   ■ Law Violations

Disruptive Behaviors

83% 16% 1%

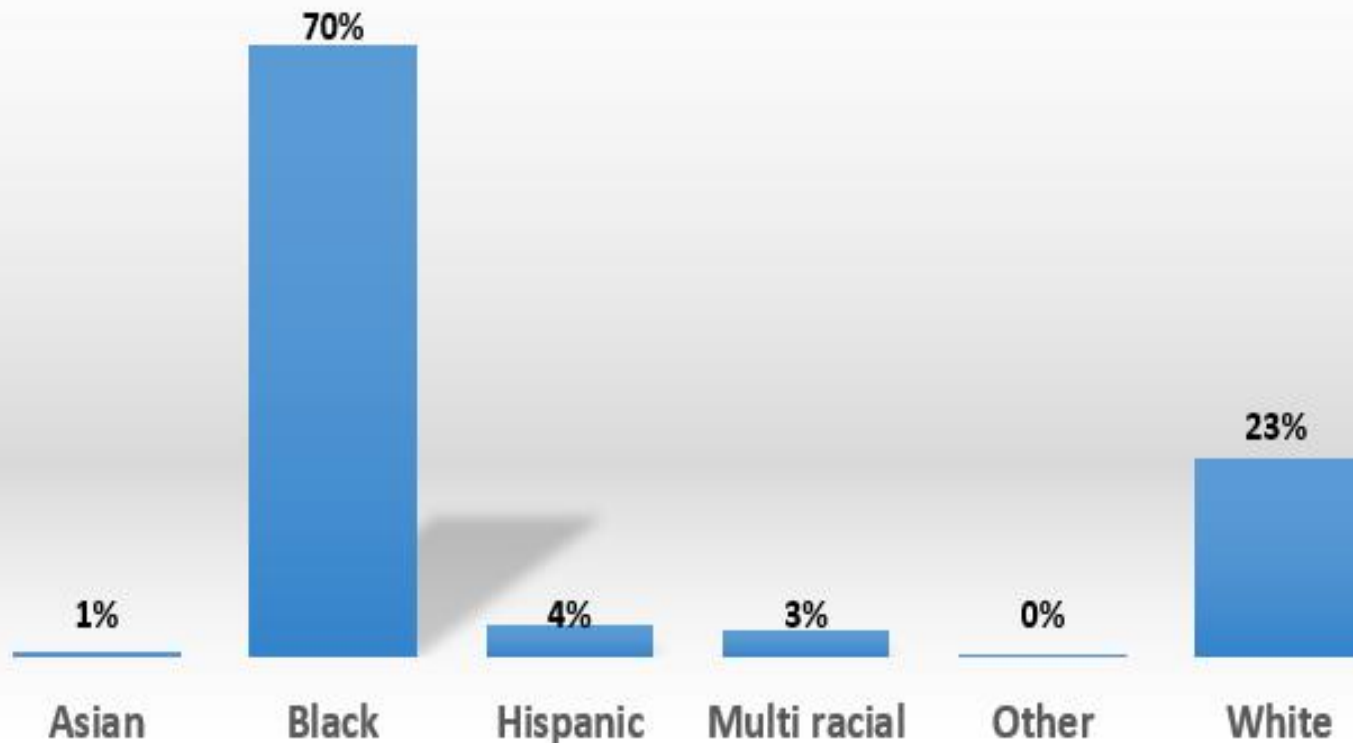Minor   Aggression/Threats   Law Violations

30.4% for "Disruptive Behavior"

20.1% for Failure to Obey Staff

23.0% for Attendance Issues (e.g, Tardy, Skipping)

Referrals by Race and Repeating

% of Disruptive Behavior Referals (14-15)

Asian	Black	Hispanic	Multi racial	Other	White
1%	70%	4%	3%	0%	23%

WHAT % OF STUDENTS GET REPEAT "DISRUPTIVE BEHAVIOR" REFERRALS?

- 1 referral 49%
- More than 1 51%

15% more than 5

Avoid Simplification of Issues

When confronted with this issue, it is common to think of and explain the problem in terms of a single factor (e.g., "the students of one culture do not respect school rules" or "the students who act out have no guidance or discipline at home."). It is important, however, to recognize that there exists a complex web of factors (e.g., influence of home environments, community, culture, poverty, issues of power/control, psychological and behavioral issues, etc.) rooted in historical, social, and political forces that perpetuate racial disparities in school discipline. This problem tends to be framed in isolation from other aspects of schooling but is in fact, inextricably linked to the institutionalized school norms and practices within our schools.

Intensity Levels of Disruptive Behavior- Within the <u>same</u> Elementary Schools

The following "disruptive behaviors" resulted in suspension this year:

	Lower Intensity	Higher Intensity
School 1	"Student wrote an obscene note with **profanity.**"	"Student bit another student on purpose at the water fountain."
School 2	"While waiting for the bus to arrive, [Student] was asked to sit between the two sets of doors that go into the foyer. He went without incident but after a few minutes he **began to crawl on the floor,** throw his backpack and get up from his area."	"Student **stabbed another student** with a pencil to the point that the student had large cut on her stomach."

Intensity Levels of Disruptive Behavior- Within the <u>same</u> Middle Schools

The following "disruptive behaviors" resulted in suspension this year:

	Lower Intensity	Higher Intensity
School 1	"Student raised foot **as if she was going to** kick a teacher."	"Student was removed from two classes and while in hallway he hit another student."
School 2	"[Student] was eating candy in the classroom. I thought she was chewing gum, **and I asked her to spit out her gum**, and she said that she wasn't chewing gum she was eating candy. At that time, I explained to her that she was not allowed to eat candy in the classroom. A few minutes later, [Student] was eating candy again."	[Student] tore apart a file cabinet in the classroom. When verbally redirected by the substitute, he told her, "F--k you." He then called another student in the classroom a "b---h." He then told the assistant principal, "Get the f--k off me." When redirected by security and the AP, he said, "I do whatever the f--k I want."

Intensity Levels of Disruptive Behavior- Within the <u>same</u> High Schools

The following "disruptive behaviors" resulted in suspension this year:

	Lower Intensity	Higher Intensity
School 1	"The **student refused to cooperate** with the cell phone policy. The student continued to use her cell phone in the PAC room"	"The student smacked the side of a student's head. The female student stated that it was so hard that it caused her pain."
School 2	"The student was **late** to first period after having been in school and eating breakfast in the cafeteria."	"The student was in ISAP and he was using profanity, flipped over a desk and slammed the door. The door glass fell out of the door."

What Did We Notice from Examples?

- Miscoding issues and overlap within one incident
    - Failure to obey
    - Striking
    - Attendance
    - Profanity

- All incidents resulted in suspension – Fair? Equitable?
- Logic?
- Developmentally Appropriate Behavior

Best Policy Practice: Clearly Defining Behaviors

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

How will clarifying these categories help? 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).

Describing Incidents

- Teachers Entering Referrals (NEW)

- Antecedents (what triggers the behavior)

- 6% of Disruptive Behavior Suspensions have no description at all

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

What Consequences are "Disruptive Behavior" Referrals Resulting in ??

Disruptive Behavior Referrals Resolution Type

Legend: ■ Restorative ■ Inclusive ■ Exclusionary

Level	Restorative	Inclusive	Exclusionary
High	39%	1%	52%
Middle	28%	4%	61%
Elementary	52%	12%	35%

Suspension is NOT an effective deterrent

The Use and Impact of Suspension

- A large body of research indicates that suspension is an ineffective disciplinary practice in discouraging and decreasing inappropriate behavior (Andrews, Taylor, Martin & Slate, 1998; McFadden et al, 1992).

- African-American students are at greater risk for being suspended as a result of minor school board violations such as defiance of authority (Frances & Cole, 2002; Rosen, 1997)

- Suspension has been found to be a strong predictor of student alienation from the educational process, academic failure, grade retention, drop out and delinquency (McCarthy & Hodge, 1987; Oppenheimer & Ziegler, 1998)

- Blackhart, Baumeister and Twenge (2006) found that socially rejected individuals exhibit more self-defeating and antisocial behaviors, increased aggression, and decreased self regulation and self control. Consequently, suspension in elementary school was found to be one of the strongest predictors of suspension in middle school (Raffaele-Mendez 2003).

Intensity Level Examples

Intensity Level Examples

Intensity | 1 ▾ | **Behavior is confined on to the observed student.**
Refusal to follow directions, scowling, crossing arms, pouting, or muttering under his/her breath.

Intensity | 2 ▾ | **Behavior disrupts others in the students immediate area.**
Slamming textbooks closed, dropping book on the floor, name calling, using inappropriate language, horseplay.

Intensity	3 ▼	**Behavior disrupts everyone in class.** *Throwing objects, yelling, open defiance of teacher directions, or leaving the classroom.*

Intensity	4 ▼	**Behavior disrupts other classrooms or common area of the school.** *Throwing objects, yelling, open defiance of school personnels directions, pushing/shoving others, leaving the school campus.*

Intensity	5 ▼	**Behavior causes or threatens to cause physical injury to student or others.** *Display of weapons, assault on others.*

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

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

Moving forward: Implementation and Accountability

-Training
- Systematizing violation notices
- Quality of In school measures (ISAP)

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

Race/Gender (Click columns to view Grades)

■ Female
■ Male

% of Referrals

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

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