

**Academic and Student Services Work Session
October 5, 2017**

Code of Student Conduct Year 1 Implementation



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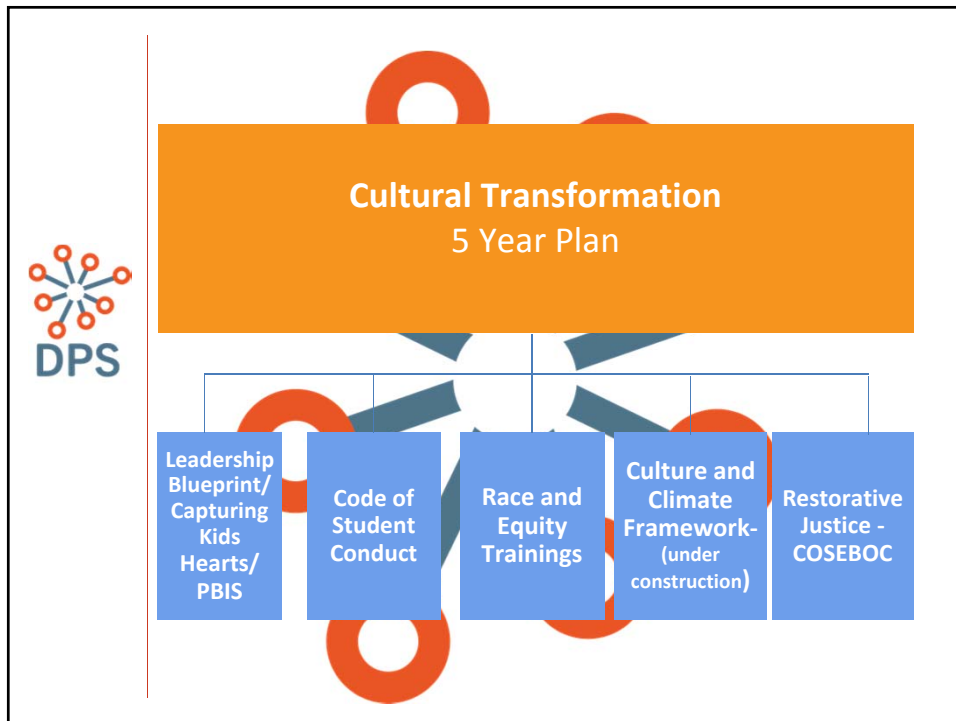


Policy 4300-SCHOOL DISCIPLINE: CLIMATE & PREVENTION

“... we believe in restorative and preventative school discipline that contributes to every student reaching their full potential and we are opposed to punitive and inequitable discipline models that lead to racial and other disparities.”

Examples of Programmatic Interventions


Parent-student-school conference	Behavior contracts	Counseling	Behavior monitoring, self-charting, feedback
Change in schedule or classes	Restitution, community service	Loss of privileges	In-school suspension
Social-emotional skills, strategies to cool down and return to class	Referral to school Multi-Tiered System of Support (MTSS) or Problem Solving Team (PST) School Team	Negotiation/ Problem solving approaches	Lunch, afterschool, or Saturday detention
Peer Mediation	Mini-courses, modules for additional support, Skill-building group	Conflict Resolution	Referral to community resource



DPS

Programming and Support
2016-17

Communication and Outreach



Community Leaders

- Mt. Vernon Baptist Church Forum

Central Services, Principal and Assistant Principals

- Leadership Blueprint
- Code of Student Conduct Principal Toolkit

Parents and Faculty/Staff and Students

- Code of Student Conduct Toolkits

District Leadership/Community Collaboration

- Racial Equity Institute

District & Community Leaders


- Hayti Heritage Center Forum (January 2017)

Office of Equity Affairs Launched (January 2017)

Groundwater Approach to Racial Equity

Racial Equity Institute (abbreviated and full Institute)

Task Force (August 22, 2017)



RESTORATIVE MODEL SOCIAL/EMOTIONAL RELATIONSHIPS ARE KEY!!!


Accountability ↑	TO Punitive	WITH Restorative	MASTERING "WITH"
	Authoritarian Stigmatizing Win-lose Power-over	Authoritative Re-integrative Collaborative Problem-solving	
	Indifferent Passive Detached Inattentive	Therapeutic Overprotective Rescuing Excusing	<ul style="list-style-type: none"> ○ Culturally responsive pedagogy ○ Student-centered practices ○ Effective differentiated practice
	Neglectful NOT	Permissive FOR	

Support →

Must account for both academic and social-emotional learning.

Archibold, 2014

www.instituteforrestorativeinitiatives.org



Student Support Services District Leadership


Programming	Description
District Student Support Services leadership team	Strategic on-site school team consultation and technical assistance
Co-Located Mental Health Services	K-8 schools: 1:1 counseling, consultation, training, family services
Educator Handbook	Universal administrative use; Capturing Kids Hearts schools teacher
Trauma Informed Leadership Teams	In-depth training at designated schools
Culture and Climate Framework	Initial construction

Programming Options for Students

Program	Description
The New Directions Center (formerly Second Chance Academy) located on the campus of Brogden Middle School	An alternative learning setting in lieu of suspension for short-term suspended students for 3rd - 8th graders.
The Rebound Program (Grades 9-12) Location: 1101 Cornell Street at the Durham Teen Center	An alternative learning setting in lieu of suspension for short-term suspended students in grades 9-12 .Up to 15 youth daily.
Short-Term Suspension Center at Lakeview	Provides middle and high school students with disabilities (SWD) who are subject to more than ten (10) cumulative days of short-term suspension during a school year
Lakeview School	Offered in lieu of suspension for long-term suspended students in grades 6-12. If enroll immediately no ST or LT on student record, or school data; supports high student achievement).
Community Providers - six code of student conduct violations	Student eligibility based lack of success with school intervention(s) Gang activity: Project Build Sexual misconduct: Behavioral Health Solutions and Carolina Outreach Bullying and Harassment: PROUD DEAC providers- Teen Court; PROUD, SOASA, El Futuro Theft – Teen Court



Year 1 Outcomes 2016-17

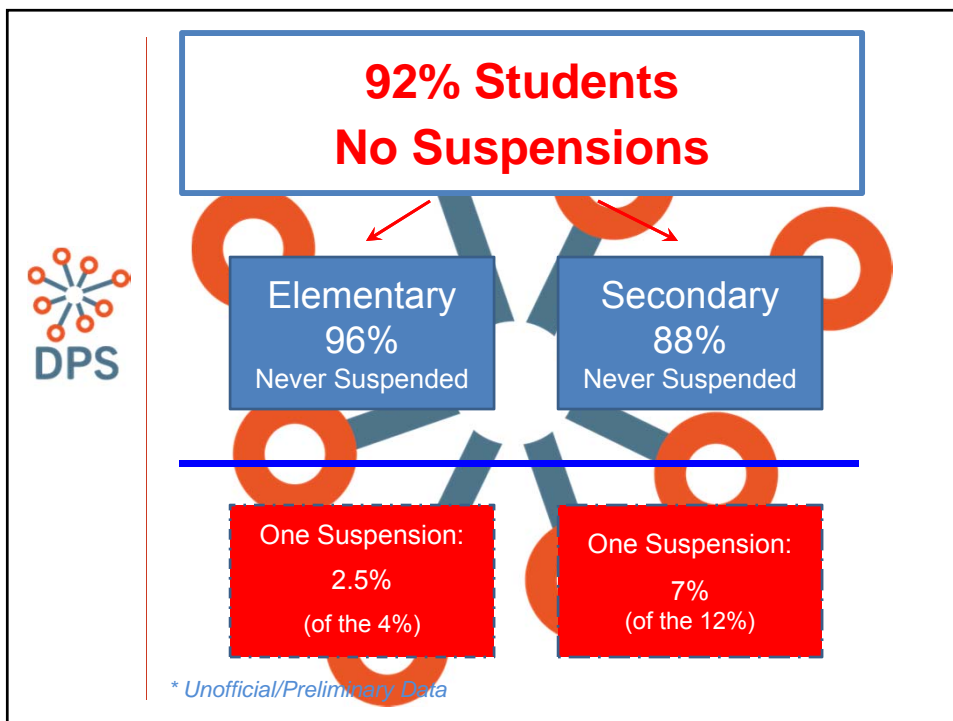
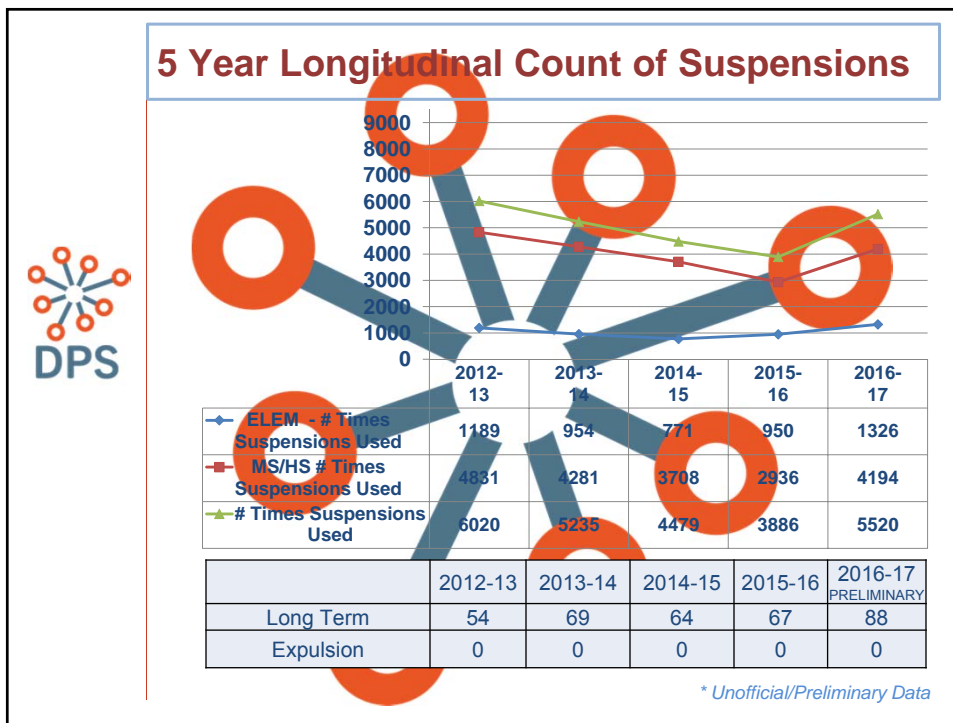



Acts and Top 5 Reasons

Reportable Acts	2015-16	2016-17*	Diff
Possession of Controlled Substance	174	175	+ 1
Possession of a weapon	134	155	+ 21
Assault on School Personnel	39	61	+ 22
Possession of Alcoholic Beverage	22	38	+ 16
All others	14	20	+ 6
Total	383	449	+ 66

Top 5 Short-Term Suspension	Top 5 Long-Term Suspension
1. Fighting/Physical Aggression	1. Assault
2. Noncompliance with Directives MS/HS	2. Possession of weapons
3. Serious Disruptive Behavior ES	3. Fighting/Physical aggression
4. Serious Disruptive Behavior MS/HS	4. Assault on School Official
5. Non-compliance with Directives ES	5. Threat/False Threat

* Unofficial/Preliminary Data





Year 1 Implementation - Schools*


2015-16 vs. 2016-17	School Reductions in Rate of Suspension	School Increases in Rate of Suspension		
	(Less than or Equal to 0)	1-5%	5-9 %	≥ 10 %
ELEM	15	12	3	0
MS/HS	9	11	3	0
TOTAL	24	23	6	0

OPTION	STUDENTS SERVED
Second Chance Academy	475
Rebound	289

* Unofficial/Preliminary Data




Priorities for 2017-2018



2017-2018 Priorities

Programming	Intervention
Student Support Services: School based Team collaborations	Consultation, problem solving, case management
Educator Handbook	Universal usage
Rebound and New Directions Center	Key feature: ongoing learning for students including replacement behavior instruction
Co-Located mental health services	Expansion to all DPS sites
Coalition Educating Boys of Color/Restorative Justice grant	Restorative Practice School Plans implementation with District COSEBOC leadership team support
Capturing Kids Hearts – Year 2	Ongoing training and school-based plans implemented with yearlong district support
District and Community Partners	Provider and Program Showcase September 26, 2017



Superintendent's Code of Student Conduct Task Force 2017-2018

Affirmations	Recommendations
Revised policies met with strong Task Force support	Consistent and equitable implementation of policies
School-based intervention programming	Continuing training for school based leadership and staff around interventions
Behavior Matrices	Consistent use of Tiered Interventions
Educator Handbook	Universal usage at all schools



QUESTIONS