Student Behavior, Student Discipline, and Multi-Tiered Systems of Support

CONROE
INDEPENDENT
SCHOOL DISTRICT

April 18, 2023

Thanks and Recognition

Thank you to our students, our teachers, our parents, our administrators, our counselors, and all our staff who all work to make a **safe** and **welcoming** learning environment for our students.

What is a Code of Conduct?

- Chapter 37 of the Texas Education Code outlines the code of conduct requirements for public school districts in which they must define misconduct and what may occur as a result.

- Certain behaviors <u>mandate</u> certain administrative actions while some behaviors allow for a <u>discretionary</u> action on the part of the administrator.

- Behaviors include those that occur on campus, or within 300 feet of a campus, or at a school-sponsored event. However, several behaviors such as Title 5 felonies and cyber-crimes committed by a student off-campus also result in an action.

Why do we have a Code of Conduct?

- We have a Code of Conduct to:
    - create a safe environment in which our children can learn
    - encourage students to engage in appropriate behaviors
    - help students change inappropriate behaviors
    - establish expectations

What must administrators consider in administering the Code of Conduct (37.001)?

- self-defense
- intent or lack of intent
- disciplinary history
- a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct
- a student's conservator status with Department of Family and Protective Services (251 students of which 152 are currently active students in Foster Care)
- homelessness (890 students of which 733 are currently active students)

Behavior Supports

What does the District do to support student behavior?

Conroe ISD's model includes tiered interventions and strategies to assist the campus in developing support plans for the students whose behavior is in need of improvement.

- 1 coordinator
- 11 District coaches
  - adding 2 coach positions to serve Highly Mobile Populations
    - *(previously funded by ESSER)*
- 13 campus behavior coaches
  - primarily funded through Title I
- 12 positive behavior liaisons
  - primarily funded through Title I

In addition, each campus has a problem-solving team to support teachers with students in need (academic and behavioral).

PBIS, Foundations, and Champs (37.0013)

- Positive Behavior Interventions and Supports (PBIS)
  - a positive, proactive, and instructional approach to strengthen school climate, improve classroom management, promote positive relationships in schools, and provide students with social and behavioral skills needed to be successful learners

- Foundations – School-wide PBIS
  - a multi-year training sequence using the tenants of PBIS to create and implement a school-wide behavioral plan that stresses proactive and positive corrective responses toward misbehavior

- CHAMPS - Classroom Management
  - a process of thinking about classroom and behavior management that guides teachers in making research- and data-based decisions on classroom management to add tools into each teacher's toolbox
  - based on the beliefs that teachers should structure their classrooms for success, explicitly teach rules, expectations, and procedures, observe student behavior, interact positively, and correct fluently
  - all new teachers receive training in this area
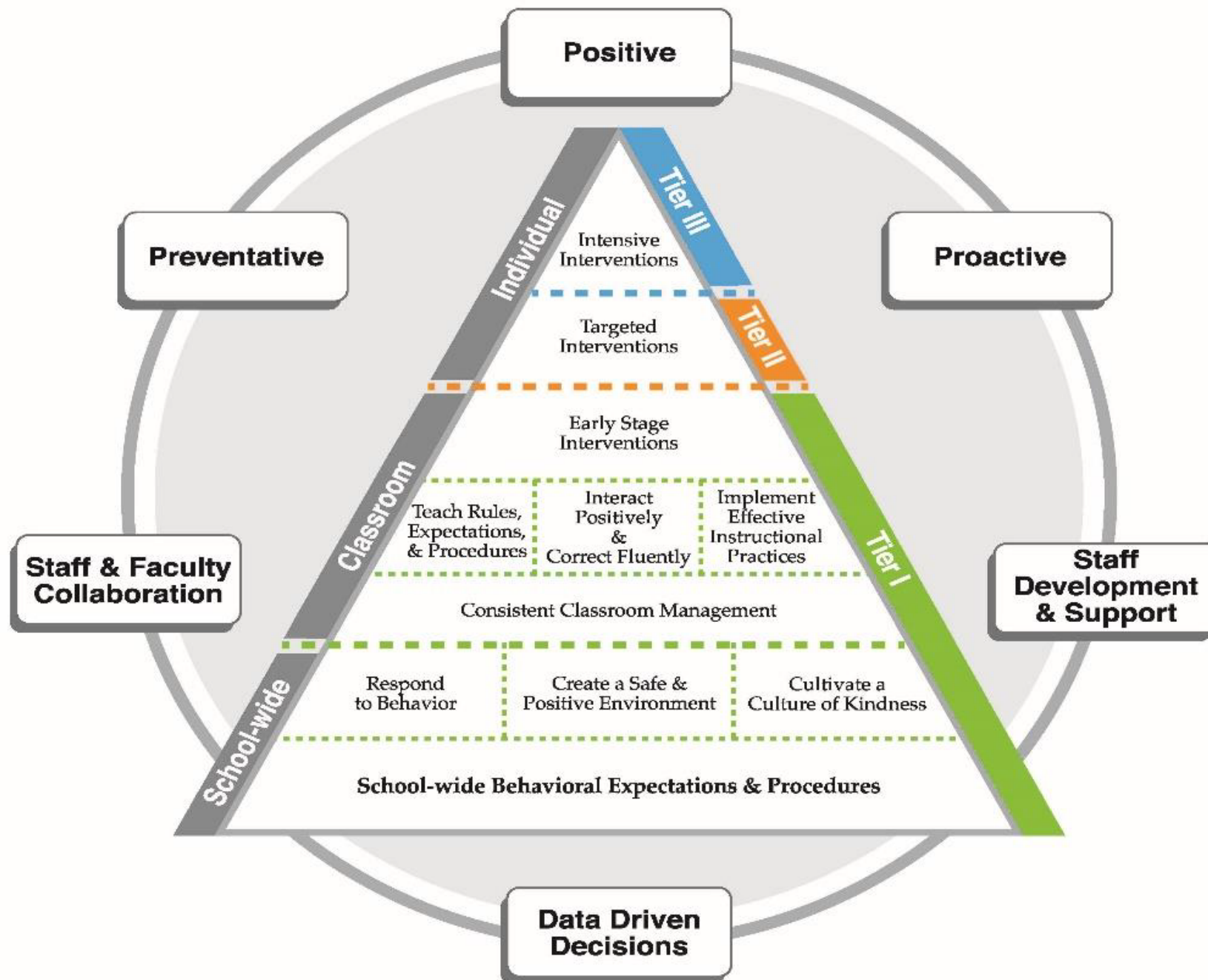
How does this look in a school setting?

Campuses employ a wide range of responses to discourage misconduct and to recognize and encourage positive student behavior.

- Positive Behavior Recognition Examples:
  - Students Achieving Excellence referrals (SAEs)
  - student awards
  - added privileges
  - token systems

- Interventions Examples:
  - mentoring
  - targeted attention
  - visual cueing
  - academic assistance
  - behavior contracting
  - social skills training
  - structured reinforcement
  - teaching replacement behavior

Disciplinary Consequences

What happens when a student misbehaves?

- Depending on the infraction, examples include loss of privileges or an assignment of disciplinary consequences, such as:
  - after-school detention (ASD)
  - Saturday detention
  - in-school suspension (ISS is in school but out of class)
  - out-of-school suspension (OSS)
    - which may not exceed 3 days (TEC 37.005)
  - assignment to the District Alternative Education Program
    - (DAEP, 37.006)
  - Expulsion which results in assignment to the Juvenile Justice Alternative Education Program (JJAEP)
    - a county-wide campus setting (TEC 37.007) which is currently at capacity

Placements for Discipline

- Students must be placed into an educational program if they are going to be removed from class for an extended period of time.
  - Academic performance; College, Career, and Military Readiness achievement; and the student's status as a completer remain a part of the accountability system regardless of student discipline.

- Removal from class generally has a negative impact on student learning.
  - However, a disruptive student can impact learning for the entire classroom. There is an ongoing challenge of balancing between meeting individual needs of the student and preserving the needs of the larger community.

- Disciplinary placements include:
  - Disciplinary Alternative Education Program (DAEP)
    - 5-, 10-, and 15-day placements
  - Juvenile Justice Alternative Education Program (JJAEP)
    - for students who are expelled

Not a Placement

- Juvenile Detention Center (JDC)
  - a campus that serves juvenile students who are currently incarcerated (county residence)

Parental Involvement, Out-of-Placement, & Due Process

- Parental Involvement:
  - Parents are crucial partners in educating and teaching students and their support is necessary in achieving improved student behavior.
  - Parents must be notified in a timely manner when placement is being changed for disciplinary reasons (37.022).
- Out-of-Placement:
  - defines the number of days a student has been removed from the classroom to In-School Suspension (ISS), Out-of-School Suspension (OSS), or assigned to the DAEP for discretionary purposes
- Due Process:
  - Due process involves the student having his or her version of what happened considered (37.0082).
  - Generally, the longer a student is removed from the educational setting, the more appeals are available and the more due process must be given.
  - Depending on the length of removal, an assessment of academic growth must be considered if more than 90 days (37.082).

Discipline Accountability, Special Populations, and Placements

Discipline Data Validation Indictors

The State uses a discipline data validation system for accountability purposes in the area of student discipline.

Areas include:

- length of out-of-school suspension
- unauthorized expulsion (students aged 10 or older)
- unauthorized DAEP placement (students under age 6)
- high number of discretionary DAEP placements
- Black or African American discretionary DAEP placements
- Hispanic discretionary DAEP placements

General Accountability

In addition to data validation indicators, the District has other accountability indicators that are related to student discipline and placements:

Graduation

- 96.5% of the Class of 2021 (90% across the State)
- 97.3% of the class of 2020 (90.3% across the State)

Attendance

- 96.2% compared to the State's 95%

Students with Disciplinary Placements

- CISD removed .6 % of its students to the DAEP and JJAEP in 20-21. This was equal to the State average.

Placements: Can a student below grade 3 or who is homeless be placed in out-of-school suspension?

A student below grade 3 or who is homeless may <u>not</u> be placed in out-of-school suspension unless the student engages in

- conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault as provided by the Penal Code; or
- selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or State law (37.005)

Placements: Can a student below 10 years of age be assigned to DAEP?

- Yes. A student between six and nine years of age shall be assigned to the DAEP if the student engages in expellable conduct or if the student is below 6 and commits a federal firearms violation (37.007 and 37.008).

What about students served by Special Education?

Special Education is regulated at the federal level and has its own set of rules, procedures, and protections for students to ensure compliance with the Individuals with Disabilities Act (IDEA).

Examples:

- If a student's behavior is increasing, we are required to go back to an Admission, Review, and Dismissal Committee (ARD) to address and develop a plan.
- If there is a discipline removal, a Manifestation Determination Review (MDR) must occur that determines if the behavior is related to the student's disability. If so, the student cannot be removed.
- Student services for a student can only be removed up to 10 school days. After this, services must be provided.
- We must always consider least restrictive environment (LRE) as appropriate in determining student placement.
- If a student is in evaluation, we must consider their potential disability and effect on the behavior before determining discipline for the student.

Accountability: Results-Driven Accountability (RDA)

RDA monitors federal program indicators for students served in special education, which include:

1. out-of-school suspensions of 10 days or fewer
2. out-of-school suspensions and expulsions of more than 10 days
3. in-school suspensions of 10 days or fewer
4. in-school suspensions of more than 10 days
5. Total disciplinary removals including in-school and out-of-school suspensions, expulsions, removal by school personnel to an interim alternative education setting, and removals by a hearing officer.

Special Education Programs that Serve Students with Behavioral Needs

- <u>Social Development Classroom (SDC)</u>
  - supports students who receive services in a classroom for a portion of, or for all of the day

- <u>Positive Approach to Student Success (PASS)</u>
  - primary focus on supporting students currently served in the general education environment

- Adding 9 SDC and 9 PASS units for 2023-2024 to serve our growing student population for a total of 49 behavior units. A unit is typically comprised of a teacher and a paraprofessional.

Data Overview

3-Year Placement Summary

Discipline Action	22-23 (through mid-April)	21-22	20-21
Mandatory Expulsion	107	77	47
Discretionary Expulsion	190	246	124
Mandatory DAEP	650	634	300
Discretionary DAEP	150	151	76
OSS	1886	1851	900
ISS	7948	10223	5147

Crisis Referrals

2019-2020*	548
2020-2021**	832
2021-2022	1053
2022-2023 (as of 3/31/23)	665

*Beginning in 2019, Crisis Referrals started to include suicide outcries. We did not return from spring break to in-person learning.
**Offered Remote Learning

Threat Assessments

Core members include an administrator, counselor, police officer, and a representative from special education. Assessments include initial screens and full assessments. (TEC 37.115)

2019-2020	284
2020-2021	262
2021-2022	320
2022-2023 (as of 4/14/23)	551

NOTE: These threat assessments are separate from any assessments conducted by the police department as part of an investigation.

Additional Challenges When It Comes to Student Behavior

- rapid District growth in early grades (+full-day Pre-K)
- mobility of students (13.5%)
- DAEP
  - 5-, 10-, and 15-day placements; capacity of roughly 120
- JJAEP
  - capacity of roughly 115; county-wide program
- campus crowding and reduced room for specialized spaces
- mental health issues
- staffing shortages
- inability to share private information with families
  - *(FERPA - Family Educational Rights and Privacy Act)*
- transportation limitations
- social media

PK Enrollment	
2022-2023	2,001
2021-2022	1,787
*2020-2021	1,494
2019-2020	1,544
2018-2019	1,405
Full-Day Pre-K District-wide begins	

Staff Training (37.0181, 37.108)

Our teachers are our greatest resource and receive annual training on numerous topics including the following:

- recognizing and responding to bullying
- reporting child abuse
- human trafficking awareness
- sexual harassment and misconduct
- Multi-Hazard Emergency Operations Plan (MEOP)
- responding to an active shooter
- youth suicide awareness and prevention.

- All new teachers and staff receive training on classroom management and trauma-informed practices.

- Many of our administrators and counselors have received the Mental Health First Aid training.

- Cultural awareness, working with diverse student populations, and character and resiliency educational supports are areas we target for growth.

What are we doing to better support teachers and campuses with student behavior issues?

The following positions are included with next year's budget and are in addition to positions already funded in ESSER*.

- 241.5 Teachers (including at the DAEP)
  - including 18 behavior classes to serve students with special needs
- 29 instructional coaches
- 15 assistant principals
- 9 counselors
- 2 student support coaches for campuses with high number of students in foster care
- 3 Social Services Liaisons
  - to support dropout prevention and highly mobile populations (Military, Migrant, Homeless, Foster Care, etc.)

- a student support team
  - to assist campuses that have high-need students in PK-Grade 2
- 5 LSSPs
- 5 diagnosticians
- 10 ARD facilitators
- 1 Behavior Specialist
- 1 Coordinator

The number of seats available to serve students with severe behavior needs at a non-public day school have also been increased.

*219 positions currently funded through ESSER will be included in the budget or funded with remaining ESSER funds.

Other Considerations

We are looking at the feasibility of adding a long-term DAEP component to our discipline placement options for campus administrators.

- requires additional space and staff
- would enable us to reduce our number of discretionary expulsions