

<p>Subject: Student Behavior Management</p> <p>Policy Reference <u>Section J</u></p> <p>Strategic Plan Goal Reference <u>1 and 2</u></p>	<p>Date: April 27, 2006</p> <p>Enclosures: 2</p> <p>REASON FOR CONSIDERATION:</p> <p>Action _____ Information <u>x</u></p>
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Background (Purpose)

In February the School board had discussion about student behavior management division wide procedures for handling behavior management. Direction to study this issue was given. A committee to address the student behavior issues and the continuum of services for students has been convened. Students with behavioral issues are at risk of not being successful in school. The committee will look at the causes of behavior problems, research and best practices in solving these problems and recommend steps that Albemarle County Schools could take to assist these students. This report details work to date and future direction.

Administrative Consideration (Rationale)

The committee is working with Bob Garrity, who has assisted the schools previously in solving student behavioral issues. The goal of the committee is to help principals be able to identify and change negative behavioral patterns and to recommend implementation of any programs needed to affect these changes.

Budget Implications (Short and Long Term)

Mr. Garrity will be consulting with the Division. Any programs that are developed which need funding would be brought to the School Board in the appropriate budget cycle. Some funds may be expended for the committee to visit exemplary programs around the state or to attend conferences focused on student behavioral issues.

Recommendation/Future Direction/Time Line

The committee will be a standing committee which will continue to work throughout the next school year and will give periodic updates to the School Board.

PREPARED:

REVIEWED: _____

ITEM NUMBER:

RECOMMENDED:

Board Update on Student Behavior Management Charge to Staff

Background:

During the fall of 2005, the School Board identified student behavior management as a topic for more in-depth focus by Board members and staff. Data regarding disciplinary issues in secondary schools were shared with Board members during the December mid-year review. At that time, staff discussed potential strategies to increase behavior interventions available. The School Board met on February 8 in a retreat to discuss information concerning possible prevention and intervention strategies for students with disciplinary issues. Issues that emerged included how to;

- 1) determine current challenges related to student behavior in schools and generate recommendations to the Board for new or different approaches to student behavior management to address concerns. Examples include improving the relationship with the court system, the night school concept, and the offsite-suspension center concept.
- 2) increase student intervention service and disciplinary consistency across the Division through review and revision of policy and procedures. In particular, the Board discussed development of specific guidelines for a standard student disciplinary hearing information packets and the presentation of background on students to the Board by principals. The Board also directed that disciplinary referral and action narrative information from the SASI database be provided in this packet. The Board also discussed possible development of common forms including referral forms to the superintendent/designee from school administrative staff and for recording actions approved by the Board as a result of their hearings. The principal presentation would include:
 - a) academic background summary including grades, standardized test data, and credits accrued as appropriate
 - b) attendance data summary
 - c) family related issues pertinent to the discipline hearing
 - d) special education/504 services that the child receives as well as regular education intervention services that the child receives
- 3) review family support needs and consider creation of a family support worker program in middle and high schools,
- 4) review and bring forward a policy proposal to establish a School Board Discipline Committee.

Summary of Progress on the Student Behavior Management Continuum Committee

Central staff met in March 2006 with selected principals and our consultant, Bob Garrity, to begin discussing student behavior issues and a continuum of prevention and intervention strategies which may include the Restorative Justice process.

At this meeting we considered the current state of the school system with respect to student behavior management and what we hope to achieve by our work. We want Albemarle County Public Schools to offer a proactive, comprehensive management approach to creating a climate of high expectations that is driven by core values, upholding the philosophy that our schools are institutions of learning. We will create a culture where expectations for student behavior and motivation are high and expectations are consistent among schools. These expectations are communicated clearly to school staff and families. There will be a proactive approach to providing students with support to reach the expectations. We also hope to coordinate community resources, prepare students to become productive citizens and to create a culture of hope for the future.

Recommendations and Actions to Date:

- 1) Our committee's next steps include researching best practices around the state, studying students who have "made it" despite struggles with their behavior, and looking at current practices in our schools. Before the fall we will standardize practices and paperwork for students who appear before the School Board for behavioral reasons and include that document in the Administrative Handbook.
- 2) Policy BCEA to establish a Board Discipline Committee was brought forward on April 20 along with other discipline policy revisions for review and consideration. Future policy revisions may occur as the Student Behavior Management Committee makes recommendations to the Board.
- 3) The next Student Behavior Management Committee meeting will take place on April 28.

Office of the Superintendent

To: Committee Members

From: Pamela R. Moran

Date: March 30, 2006

Subject: Student Behavior Management Continuum Committee

Thank you for volunteering to serve on the Student Behavior Management Continuum Committee. The School Board, administrative staff, parents, teachers and the Strategic Planning Committee members all recognize that students who engage in rigorous, relevant learning experiences accompanied by strong, positive relationships with adults and peers in their school community are more likely to be academically, socially, and emotionally successful learners. A constant focus on creating such a learning atmosphere in our schools is the best prevention strategy available to ensure that inappropriate behaviors are minimized. At the same time, we recognize when students' behavior squares with school community norms, the result is a school climate conducive to learning. Students who experience safe relationships with peers and staff are free to learn.

Access to learning begins with adults who create and hold dear a climate for learning in which students are both respected by and respectful of all other people in the school community. The core values of our organization defined through the Strategic Planning process and enacted in Policy AE of the Basic Foundation and Commitments of Albemarle County Public Schools (see attached) provide a starting point for your work to respond to the charge to create a continuum of prevention and intervention services in which best practices and procedures that result in students who value and demonstrate safe and respectful behaviors are identified, described and recommended to the School Board and me. To meet this charge, I ask that you respond through your report to the School Board and me to the following essential questions:

- 1) What assumptions and beliefs about young people and learning should drive our recommendations for changes in our current K-12 practices and procedures associated with "behavior management and discipline?"
- 2) What are the key strengths of our current management and disciplinary systems? Challenges? What actions should we take to ensure that strengths and current best practices are diffused across the system? What actions or changes should occur to address challenges?

- 3) How do we differentiate prevention and intervention services to address the continuum of inappropriate behaviors that may occur in school? How do we ensure that all staff understands expectations for using both prevention and intervention practices that are respectful and developmentally appropriate?
- 4) What best practice and procedural concepts should we introduce into the continuum to ensure that all students are given opportunities to learn and use normative school community behaviors? How do we use intervention to teach replacement behaviors to students who need mentoring, coaching, and opportunities to make restitution for their behaviors? What steps should we take to keep students connected with schooling and in school that are not being used or available now?
- 5) What are your recommendations for a pilot Board Disciplinary Committee? What functional procedures would be put in place in this pilot to hear student disciplinary cases?
- 6) What needs to change to make Board hearings more effective? Increase consistency of procedures and processes used by school administrators across schools? How do we ensure that all administrators are knowledgeable of and responsive to meeting expectations of the Board regarding disciplinary background materials and communication with the Board during hearings?

Please consider the following current realities in your dialogue and discussion:

- Most high school students who are referred to the hearing officer and Board have trend data that indicates long-term issues in schools- tardies/skipping, disruption, defiance, poor academic performance, often documented back into middle school or even into primary grades,
- Principals may have different interpretations and discrepancy in applying some policies and procedures regarding discipline as well as in using the discipline codes and reporting system,
- Student behavior management and discipline planning challenges are critical areas of concern among novice teachers and a key reason why many leave the our profession as a result of their own decision or principal recommendation,
- Discipline and behavior management philosophy as well as community behavioral expectations differ across from teacher to teacher, principal to principal, and school to school.

E. Division Core Values

The Division's core values represent those essential to developing young adults who think critically, solve problems, and use their minds in skillful ways that prepare them for their future. Lighting the fire and keeping the spark alive in children and youth to love learning throughout their lifetime is the aim of the Division. The core values of the Albemarle County Public Schools make a critical statement about the commitment of the organization to creating a community of respect and learning excellence for all young people so that they will achieve at the highest levels possible.

EXCELLENCE. We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

YOUNG PEOPLE deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning.

COMMUNITY. We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community.

RESPECT. We treat all individuals with honor and dignity.

