

Behavior/Discipline Update

August 16, 2023

Behavior and Discipline Timeline

- 2018-19 Behavior committee formed
- 2020-21 Discipline policy review
- 2021-22 Updated Discipline policy adopted/Draft Continuum of Responses piloted
- 2021-22 Strategic Plan adopted
- 2021-22 Operational focus areas include mental health, MTSS, and student engagement (ESSER)
- Training on Special Education
- Training on investigations
- Summer 2022 Continuum of Responses updated
- Summer 2022 Behavior/Discipline meetings
- 2022-23 Reset the tracking and alignment of data
- 2022-2023 Additional positions based on feedback and focus on Restorative Practices

[CURRENT #506 POLICY](#)



High School

2018-19

- 1632 referred incidents
- 1113 (att., parking, work refusal)
- 519 discipline events
- 269 students
- 48 students with 3+ referrals
- 107 out of school suspensions

2021-22

- 1429 referred incidents
- 1068 (att., parking, work refusal)
- 361 discipline events
- 190 students
- 32 students with 3+ referrals
- 106 out of school suspensions

2022-23

- 885 referred incidents (38% reduction)
- 485 (att., parking, work refusal)
- 400 discipline events
- 181 students
- 91 students with 3+ referrals
- 141 out of school suspensions (54 from 13 students)



High School

2023-2024 Plans for Continuous Improvement:

- **HHS Building Goals**
 - Grading and Assessment
 - Equity and Inclusion
- **MTSS**
 - Tiered levels of intervention
 - Check and Connect
 - Restorative Practices
- **Administrative Conferencing**

Evidence of how plan aligns with non-exclusionary discipline and district policy #506:

- **Development of system of accountability**
 - **Multi-Tiered Systems of Support, alternatives to suspension/restorative practices/check and connect used alongside Behavior Matrix and Policy 506**
 - **Additional Supports: Specialized Support Coach, SW, Tap Therapy, Chemical Health**



Middle School

2018-19

- 1395 referred incidents
- 378 students
- 150 students with 3+ incidents
- 97 out of school suspensions

2021-22

- 911 referred incidents
- 274 students
- 96 students with 3+ incidents
- 149 out of school suspensions

2022-23

970 Referred incidents

347 Students

160 Students with 3+ incidents, 136 with 4+, 39 with 10+

122 Out of school suspensions, 18 students with 3+ days



Middle School

2023-2024 Plans for Continuous Improvement:

- Building-wide Raider Way (PBIS) teaching expected behaviors, rewarding +
- Admin/Counselor collaboration and planning
- Working on a tiered behavior support plan: low (teacher), medium (assistant principals), high behaviors (AP & Principal) and where the support will/should come from (MTSS work).
- Continuing to work on how to integrate alternatives to suspension/restorative practices into our daily/weekly practices.

Evidence of how plan aligns with non-exclusionary discipline and district policy #506:

Positive behavior intervention supports, Multi-Tiered Systems of Support, alternatives to suspension/restorative practices used alongside Behavior Matrix



Elementary Schools

2018-19

- 309 referred incidents
- 33 students with 3+ incidents
- 38 out of school suspensions
- 8 students with multiple suspensions
(35 of the 38 suspensions representing 2.5% of students)

2021-22

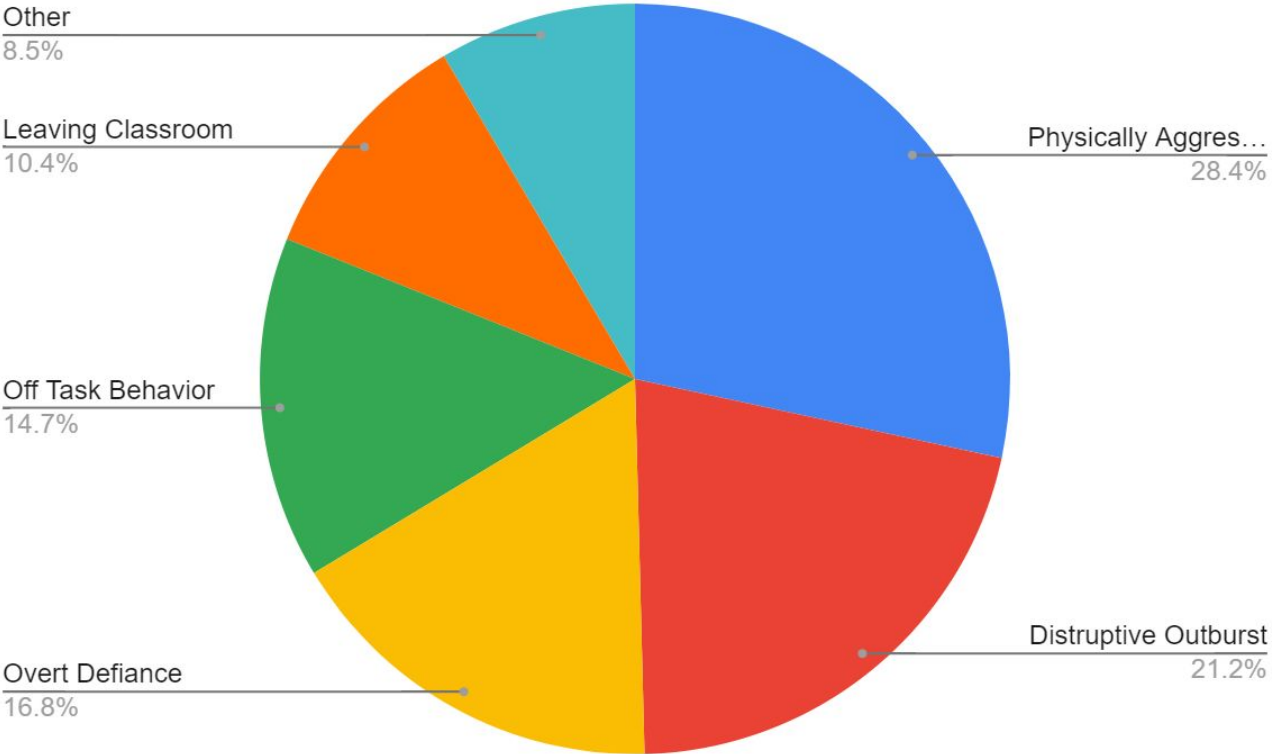
- 121 referred incidents
- 14 students with 3+ incidents
- 18 out of school suspensions
- 4 students with multiple suspensions
(11 of 18 suspensions representing 1.3% of the students)

2022-23 (updated tracking of behaviors managed by both teacher and office referrals)

- 1134 Behavior Incidents
- 103 students with 3+ incidents
- 17 out of school suspensions



Breakdown of the 22-23 Behavior Incidents



Elementary Schools

2023-2024 Plans for Continuous Improvement:

- Strengthening our school-wide expectations with PRIDE/CARES
- Intentionally strengthening student-teacher relationships (Raider, Set, Go!)
- Continuing our use of and refinement of SEL lessons (2nd Step)
- Use our support teams to deepen student understanding of their needs
- Develop proactive student support plans (academic & behavior)
- Create a professional development plan (The Catalyst Approach)

Evidence of how plan aligns with non-exclusionary discipline and district policy #506:

- Teacher-Student Relationships (Raider Set Go! Days)
- Social Emotional Learning (SEL) & Behavior Interventions and Support (2nd Step, MTSS, behavior plans)
- Support Services - added TAP support, Student Support Specialist, Specialized Support Coach

