



Behavior Education Plan

Year End Review

May 2016



Implementation Outcomes Status Update

At the February 15, 2016 Board of Education meeting, Behavior Education outcomes and discrete action steps were shared as a part of the mid-year review. Those outcomes and actions steps are listed below along with a corresponding status update:

Implementation Area	Status
<p>Communication and Adherence to Policy</p>	<p style="text-align: center;">On track</p> <ul style="list-style-type: none"> ● Engaged in opportunities for stakeholders to provide feedback on the Behavior Education Plan as we prepared for policy revisions ● Revised the Behavior Education Plan based on stakeholder feedback ● Prioritized systems and structures necessary for the Coordinator of Progressive Discipline to monitor fidelity to policy while supporting schools through job-embedded coaching ● Collaborated with school teams through BEP consultation sessions ● Convened Guiding Coalition and developed a plan for the group's purpose moving into 2016-2017
<p>Communication and Adherence to Policy - Quarter 4 Priorities</p> <ul style="list-style-type: none"> ● Finalize policy revision process and develop / implement communication plan ● Revise Behavior Education Plan Toolkit and Oasys behavior interface to align with policy revision 	
<p>Infrastructure to Support Behavior Response</p>	<p style="text-align: center;">On track</p> <ul style="list-style-type: none"> ● Formed partnership with Umoja and attended training to inform in-school suspension programming and procedures and restorative practices trainer of trainer model ● Developed Data Dashboard report to support teams in analyzing the impact of decision making on student equity using call log, incident, and suspension data ● Met with Restorative Justice school teams (MMSD and YWCA) to monitor progress toward school objectives ● Provided direct service to support the use of restorative practices to reintegrate students following significant behavioral incidents ● Supported the development and implementation of systems that incorporate mindfulness and restorative practices into behavior response practices through Innovation Grants at Memorial and La Follette



Infrastructure to Support Behavior Response - Quarter 4 Priorities

- Analyze Behavior Education Plan survey data to target resources and support to behavior response systems
- Develop MOU with the YWCA and plan for next year's partnership
- Identify 2016-17 pilot schools for restorative in-school suspension programming and develop a plan for professional learning

Infrastructure to Support Tiers 2/3

On track

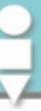
- Wrote draft guidance for student services teams to support system development and problem-solving structures at tier 2 to be rolled out in August
- Engaged the cross-systems team to strengthen coordination for students involved in the juvenile justice system
- Attended an MTSS conference with a cross-functional team and developed a comprehensive plan to support schools in developing a MTSS
- Supported the further development of Oasys tools / resources and provided technical assistance to the end users in schools
- Developed a plan to pilot universal screening and intervention at the elementary level
- Engaged in instructional design reviews in support of high quality service delivery for students with disabilities
- Selected two additional sites for the implementation of Behavioral Health in Schools
- Conducted Behavioral Health in Schools advisory
- Engaged members of the Children's Mental Health Collaborative in PREPaRE training as a part of the Wisconsin Partnership Program grant

Infrastructure to Support Tiers 2 /3 - Quarter 4 Priorities

- Finalize student services team guidance; deliver content in August
- Develop a collaborative student services / MTSS structure that prioritizes cohesive and coordinated supports from Central Office to schools in the implementation of team problem-solving structures
- Strategically reflect and adjust intensive support team procedures to most proactively support students with intensive needs
- Develop data management system for the Intensive Support Team, Building Bridges, and Behavioral Health in Schools
- Finalize partnership agreements with the Wisconsin Partnership Program, Horizon High School, and UW Psychiatry Department



<p>Professional Development</p>	<p>Professional Development On track</p>
	<ul style="list-style-type: none"> ● Vetted, finalized, and communicated Responsive Classrooms / Developmental Designs saturation plan for 2016-2017 through 2019-2020 ● Developed tools and resources necessary to support the addition of social emotional learning standards on the elementary report card ● Determined core practices for all student services teams and began designing the professional learning plan for 2016-2017 ● Developed shared understanding of 2016-17 implementation expectations for the integration of social emotional learning and academic career planning in grades 7 - 10, compiled curriculum and assessment tools, and developed plan for professional learning
<p style="text-align: center;">Professional Development - Quarter 4 Priorities</p> <ul style="list-style-type: none"> ● Finalize 2016-17 learning strand professional development including intensive support for cohort of schools to implement whole-school restorative practices ● Deliver professional learning to middle and high school teams to support implementation of Academic Career Planning and Social Emotional Learning in grades 7-10 ● Coordinate the delivery of Responsive Classroom and Developmental Designs professional learning ● Develop integrated professional development outcomes for middle school staff in collaboration with Curriculum and Instruction 	



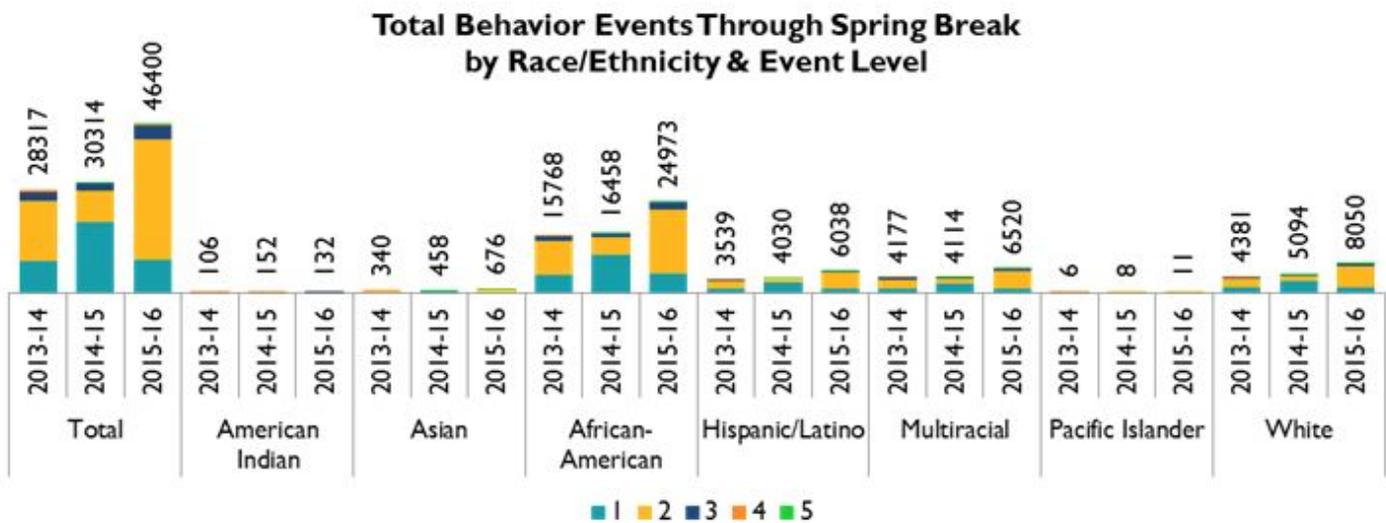
Key Findings

- Behavior events have increased this year, likely due to increased documentation; monthly trends consistent with past years
- Disproportionality, in behavior events, for African American students persists; decreases in risk ratios for African American students across schools very promising
- Use of out-of-school suspension has decreased as compared to the use of out-of-school suspension under the Code of Conduct in 2013-2014
- Disproportionality, in the use of out-of school-suspension, has improved for male students and students with disabilities; consistent for African American students compared to last year

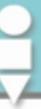
Data Review

Data-based decision making continues to be essential in informing implementation of the Behavior Education Plan. Data is used to assess the functioning of systems and practices and to support school teams in identifying patterns of behavior that inform instruction and intervention. This report outlines quantitative suspension and behavior event data from 2015-2016 before spring break (Behavior Education Plan - year 2) school year, as compared to 2014-2015 (Behavior Education Plan - year 1) and 2013-2014 (Code of Conduct - final year).

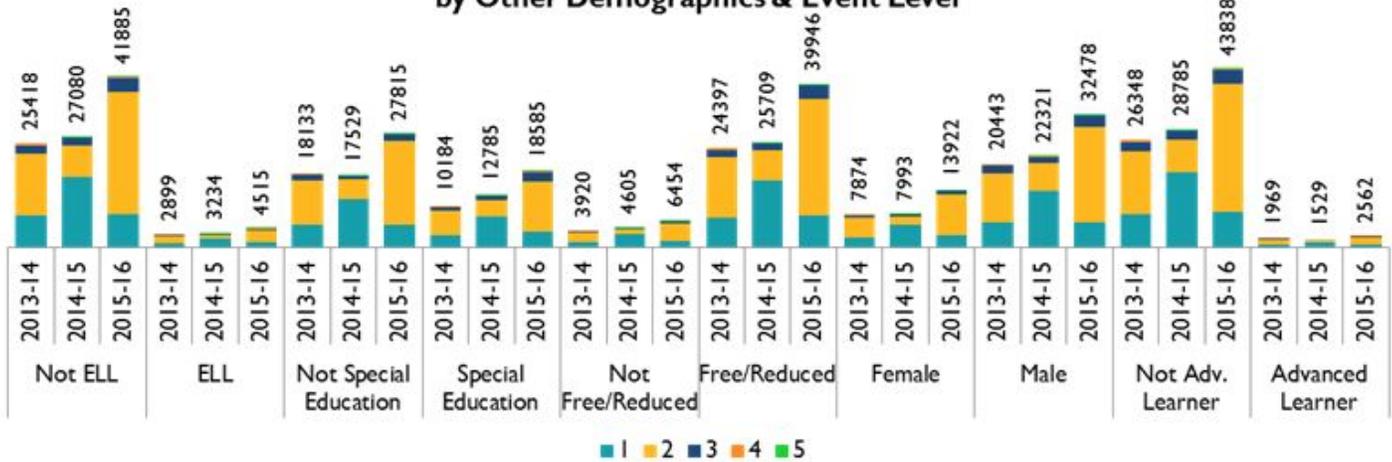
Total Behavior Events



When the Board of Education approved the Behavior Education Plan year two revisions in May 2015, changes were made to the documentation parameters (behavior is a level 1 if the teacher handles in class; level 2 if the teacher calls for support), which makes it difficult to make a direct year-to-year comparisons. In comparing behavior event data from last year to this, there is a substantial increase from 2014-2015 to 2015-2016, due to the increased understanding of policy, clearer documentation parameters, increased teacher confidence in the behavior response systems, and / or a more reliable documentation system leading to an increase in documented level 2 behaviors. The trend has persisted this school year, but when reviewing historical, month-by-month behavior data follows a very similar pattern the past several years.



Total Behavior Events Through Spring Break by Other Demographics & Event Level



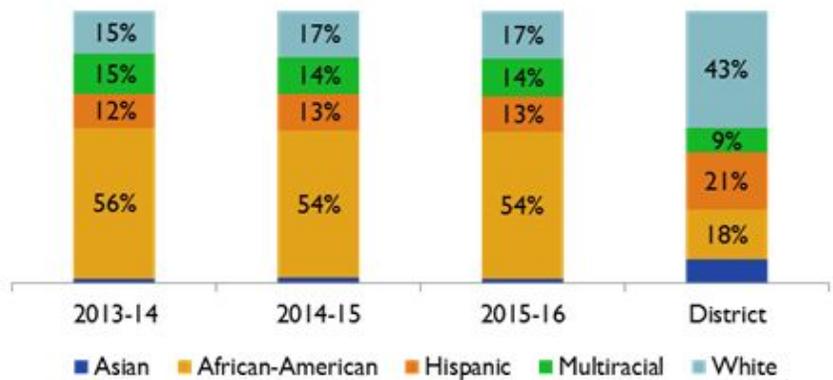
Congruent with the District as a whole, elementary, middle, and high have seen an increase in behavior events overall, particularly at level 2.

Disproportionality in Behavior Events

The Behavior Education Plan was written with a goal of decreasing the use of exclusionary discipline under the former Code of Conduct in favor of an equitable, restorative discipline policy. Further, the Plan limits discretion in decision making, related to discipline, as a first step in beginning to impact disproportionality. While we have a policy poised to impact disproportionality, ongoing work is critical in shifting beliefs, values, practices, and policy implementation. Professional development, through the National Equity Project, as well as Behavior Education Plan principal professional development, and school-based consultation are key strategies for impacting disproportionality.

While we have made strides in decreasing the use of exclusionary practices for all kids, disproportionality, particularly for our African American students, students with disabilities, and male students persist. Similar to trends in 2013-2014 and 2014-2015, African American students are still disproportionately represented in behavior events. Making up 18% of our student population, African American students account for 54% of behavior events. Given that behavior events have increased over time, the increase in other demographic groups remains relatively proportional.

Demographics of Behavior Events vs. District Overall - Race/Ethnicity



As a District we have not yet impacted overall disproportionality for African

American students receiving behavior events; however, there is evidence that the work in schools is impacting risk ratios.

As we seek to better understand the impact of policy and practice on equity, we use risk ratios to compare the probability of an African American student receiving a level 2-5 behavior incident, as compared to a white peer.

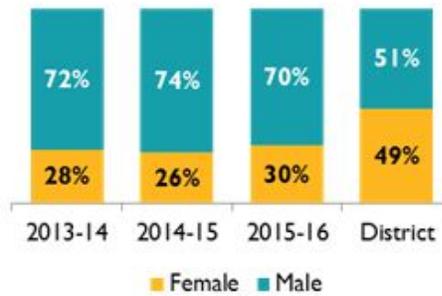


When comparing spring 2015 to spring 2016, 31 schools of our schools decreased the probability of an African American student receiving a behavior event. Moreover, in the three months since our mid-year update, 38 of our schools have further decreased their risk ratio. Most promising is the decrease of 1.11 in risk ratio for African American students receiving behavior incidents, across the District, in 2014-2015 compared to 2015-2016.

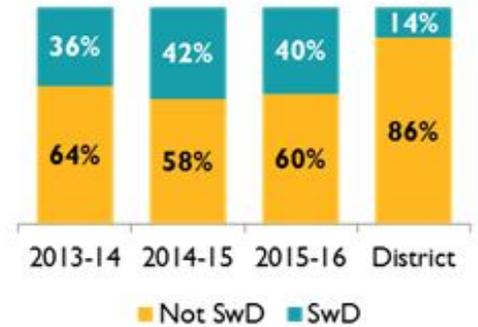
We have continued decreasing disproportionality from 2014-2015 to 2015-2016 for our male students (4%) and students with disabilities (2%).

Ongoing discussions regarding racial equity and implicit bias are imperative in further impacting disproportionality. Work with the National Equity Project, in addition to the racial equity conversations embedded within Behavior Education Plan professional development and job-embedded coaching, are critical in ensuring an equitable approach to discipline.

Gender



Disability Status



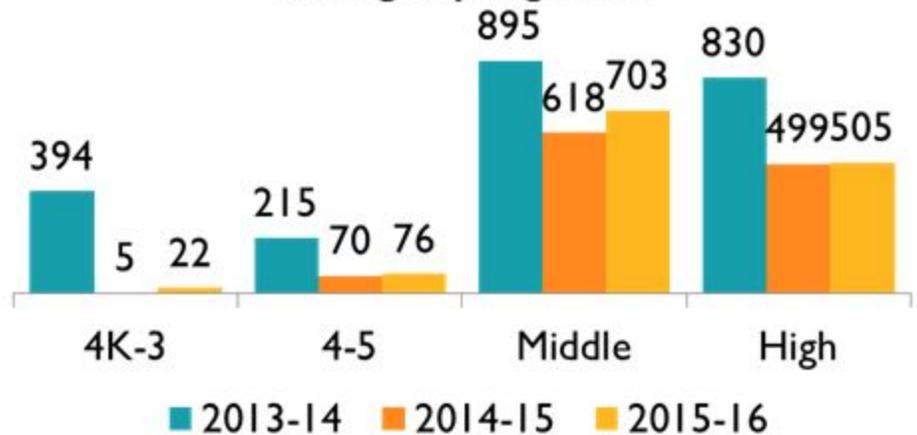
Out-of-School Suspension Events

Out-of-school suspension rates overall have decreased from 2013-2014 to 2015-2016 by 44%.

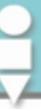
Comparison data from 2014-2015 to 2015-2016 showed a slight increase in the use of out-of-school suspensions at elementary schools, given a provision that permits 4K-3 suspensions should a student present an imminent or ongoing safety concerns.

At the middle and high school levels, there was a significant decrease in the use of out-of-school suspension from 2013-2014 to 2014-2015. Current 2015-2016 data represented a slight increase in the use of out-of-school suspension as compared to last year with the most marked difference in middle school.

Total Out-of-School Suspensions Through Spring Break



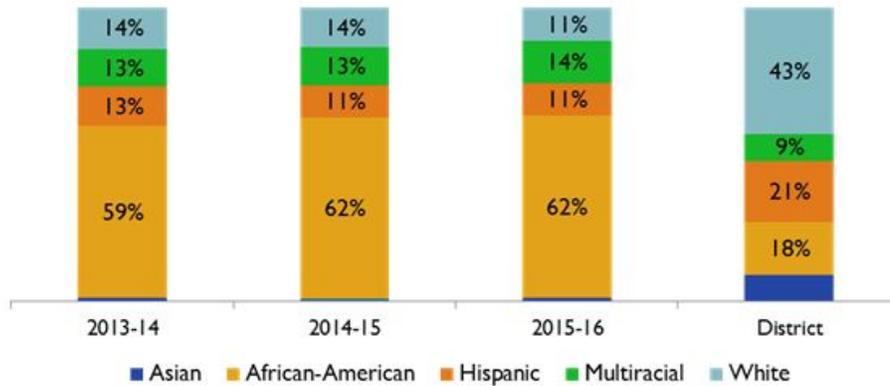
A deeper dive into middle school data has begun and action steps are being developed, especially given the disparate impact of suspension on our middle school students.



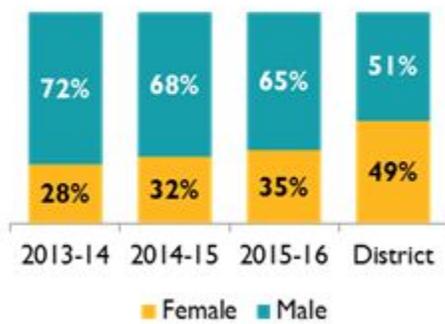
Disproportionality in Out-of-School Suspension Events

Decreasing the overall use of exclusionary discipline is one goal of the Behavior Education Plan. The second is impacting disproportionality, particularly for African American students, male students, and students with disabilities. While progress toward reducing disproportionality in behavior incidents is not yet demonstrated, there has been a decrease in the disproportionate use of out of school suspensions when comparing 2014-2015 to 2015-2016 among male students (3%), and students with disabilities (3%).

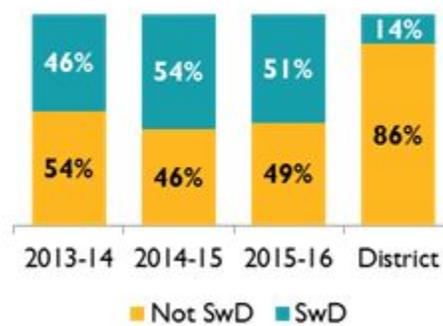
Demographics of Out-of-School Suspensions vs. District Overall - Race/Ethnicity



Gender



Disability Status





Implementation Outcomes and Next Steps

The implementation of the Behavior Education Plan is ongoing as we work to ensure our schools are not only able to implement the policy but they are able to achieve the goals outlined in the plan. As such, the following are features of Behavior Education implementation for the 2017-2018 school year and the corresponding, high leverage, action steps.

Implementation Outcome #1, Communication and Adherence to Policy:

Monitor and support policy adherence to implement a progressive and restorative approach to behavior.

- Calibrate and monitor decision making related to progressing response levels and the use of in-school and out-of-school suspension, including number of days of suspension
- Engage in ongoing and frequent progressive discipline fidelity checks
- Monitor fidelity of documentation of behavior incidents and calls for support within Oasys
- Develop procedures and programming for in-school suspension
- Develop restorative practices Trainer of Trainers model
- Provide intensive support for a cohort of schools to develop a whole-school restorative approach through professional learning and on-site coaching
- Develop student lessons on an as needed basis as determined by data
- Utilize district newsletters to highlight promising practices
- Collaborate with communications, and other relevant departments, to develop a mindset shift campaign engaging student and family voice

Implementation Outcome #2, Infrastructure to Support Tiers 2 / 3:

Provide support and professional learning to Student Services Teams to 1) develop a school-level infrastructure to implement tier 2 and 3 interventions, and 2) access additional support for students with intensive behavioral and mental health needs.

- Employ a Central Office infrastructure necessary for schools to be better supported in developing tier 2 and 3 systems, delineating roles and responsibilities of Student Services personnel to effectively support universal practices, implement tiered interventions, and provide a continuum of services for students to ensure adequate implementation planning with support matched to need
- Integrate systems and supports from student services and MTSS
- Employ a district level, continuum of services, to support a school's professional growth in working with students with intensive needs
- Further re-calibrate the role of students services to ensure they are, first and foremost, available to provide individual and group interventions
- Implement and monitor school-based mental health professional pilots
- Provide professional development and support the use of Oasys to document and monitor student interventions
- Develop a comprehensive data system to track mental and behavioral health data in compliance with HIPAA and FERPA
- Develop expectations for MTSS implementation; including expectations for documentation and progress monitoring

Implementation Outcome #3, Assessment and Intervention at Tiers 2 /3:

Support schools in implementing appropriate assessment and intervention.

- Provide professional learning to ensure understanding among Student Services personnel regarding best practices for using social emotional brief assessments
- Provide professional learning and engage in on-site consultation in middle and high schools to ensure adherence to best practice procedures in response to student alcohol and other drug (AOD) use or suspicion of use



- Monitor the use of SBIRT (screening, brief intervention, referral to treatment) in middle and high schools
- Provide professional learning and the monitor use of Functional Behavior Assessments to inform development of Behavior Support Plans, specifically for students with emotional / behavioral disabilities
- Provide professional learning and coaching for the use of Violence Risk Assessments in response to level 4 behavior
- Implement monthly professional development to Student Services staff within topic and discipline-specific strands
- Implement CBITS and the depression screener with fidelity; enhance community partnerships necessary to model elementary and high school universal screening groups, similar to CBITS
- Pilot Circles of Support and Accountability
- Support the systemic development and implementation of Zones of Regulation implementation plan for elementary schools
- Prioritize professional development in Zones of Regulation, Collaborative Problem Solving, and Motivational Interviewing

Implementation Outcome #4, Integration of Social Emotional Learning

Integrate social emotional learning into the work across departments at Central Office to support schools in effective delivery of social emotional instruction.

- Train 6 secondary teachers as Developmental Designs Peer Coaches
- Coordinate Responsive Classroom / Developmental Designs professional learning in accordance with saturation plan; ensure all Principals, Assistant Principals, Deans of Students and PBS Coaches are trained by August 2017
- Increase capacity within Central Office Department of Curriculum and Instruction to support schools in integrating Responsive Classrooms / Developmental Designs practices and social emotional learning within instruction and vice versa as we seek to mutually support / integrate the priorities of Curriculum and Instruction
- Collaborate across departments at Central Office to develop cohesive vision for universal (school-wide and classroom) systems and practices that integrates academics and behavior
- Support elementary schools in assessing Social Emotional Learning Standards on the report card
- Collaborate with Central Office Department of Curriculum and Instruction to support the addition of Social Emotional Learning Standards on the middle school report card
- Coordinate and deliver professional learning to support implementation of Academic Career Planning and Social Emotional Learning in grades 7-10
- Convene high school work group to make decisions related to academic credit and Advisory
- Integration of universal strategies poised to support schools in developing practices