



Behavior Education Plan

Quarter 1 Update
October, 2016



Implementation Outcomes Status Update

At the May 2016 Board of Education meeting, Behavior Education outcomes and discrete action steps were shared as a part of the year-end 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>Monitor and support policy adherence to implement a progressive and restorative approach to behavior.</p>	<p>On track</p> <ul style="list-style-type: none"> Engaging in ongoing and frequent progressive discipline fidelity checks with a specific focus on use of suspension and / or miscoding behaviors; prompt communication with principal and behavior teams should there need to be adjustments to documentation 9 schools completed in-school-suspension training and developed plans to implement restorative in school suspension procedures paired with social emotional intervention Teams from 7 schools initiated professional learning series including 2 day training to develop whole-school (multi-tiered) restorative approach Developed a video for students that explains surrender for safety Collaborating with communications to enhance the identity of the Behavior Education Plan including branding and mindset shift campaign. Launched year two of the Guiding Coalition of Restorative and Equitable School Discipline
<p>Communication and Adherence to Policy - Quarter 2 Priorities</p> <ul style="list-style-type: none"> Formalize monitoring structure through proactive and transparent communication with principals, with a specific focus on accurate documentation and equitable decision making * Finalize logo and Behavior Education Plan related materials with Communications Develop a comprehensive project plan for the mindshift campaign * Formalize on-site coaching for restorative school cohort and standardize professional learning * District level team completes trainer of trainer series in restorative practices; schedule for November 28-30 * 	
<p>Infrastructure to Support Tiers 2 / 3</p> <p>Provide support and professional learning to Student Services Teams to 1) develop a school-level</p>	<p>On track</p> <ul style="list-style-type: none"> Began implementation of Behavioral Health in Schools at Mendota; continued implementation at Glendale, Schenk, and Sennett Provided professional development and support the use of



infrastructure to implement tier 2 and 3 interventions, and 2) access additional support for students with intensive behavioral and mental health needs.

- Oasys
- Developed a comprehensive data system to track mental and behavioral health data in compliance with HIPAA and FERPA

Infrastructure to Support Tiers 2 / 3 - Quarter 2 Priorities

- Implement Behavioral Health in Schools at Leopold
- Further re-calibrate the role of students services to ensure they are, first and foremost, available to provide individual and group interventions
- Integrate systems and supports from student services and MTSS
- Develop project plan with Dane County TimeBank to build infrastructure to implement Circle of Support and Accountability, a tier 3 restorative intervention

Assessment and Intervention at Tiers 2/3

Support schools in implementing appropriate assessment and intervention.

On track

- 27 middle and high school counselors, nurses, social workers and psychologists are currently enrolled in the SBIRT (screening, brief intervention, referral to treatment) Professional Learning Strand and have completed the 2-day training
- Providing ongoing consultation to schools already trained in SBIRT
- Best practices and procedures for supporting students with AOD concerns are being reviewed and revised
- Implementing monthly professional development to Student Services staff within topic and discipline-specific strands
- Provided professional development to pilot schools Allis, Orchard Ridge, and Falk in the use of the Bounceback intervention

Assessment and Intervention at Tiers 2 /3 - Quarter 2 Priorities

- Provide professional learning and coaching for the use of Violence Risk Assessments in response to level 4 behavior
- Implement CBITS and the depression screener with fidelity; enhance community partnerships necessary to model elementary and high school universal screening groups, similar to CBITS

Integration of Social Emotional Learning

Integrate social emotional learning into the work across departments at Central Office to support schools in

On track

- Coordinated Responsive Classroom / Developmental Designs professional learning in accordance with saturation plan
- Supporting elementary schools in assessing Social Emotional Learning Standards on the report card



effective delivery of social emotional instruction.

- Collaborating with Central Office Department of Curriculum and Instruction to support the addition of Social Emotional Learning Standards on the middle school report card and to support elementary and middle school learning labs
- Began implementation of Academic Career Planning / Social Emotional Learning in grades 7 and 10

Integration of Social Emotional Learning - Quarter 2 Priorities

- Convene ACP / SEL cross-functional team to make decisions related to the possible implementation of student led conferences.
- Integration of universal strategies poised to support schools in developing practices
- Collaborate across departments at Central Office to develop cohesive vision for universal (school-wide and classroom) systems and practices that integrates academics and behavior



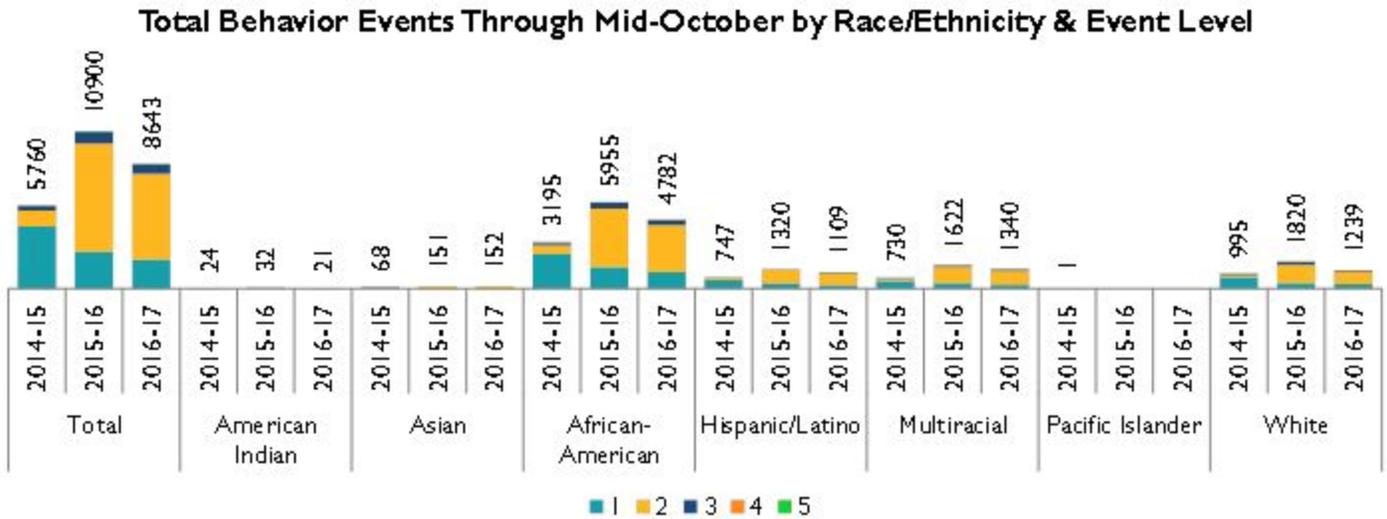
Key Findings

- Behavior events, across almost all student groups, have decreased by 20%
- Disproportionality, in behavior events and out-of-school suspension, for African American students persists; noticeable increases for students with disabilities
- Use of out-of-school suspension has decreased, across all levels, by 24%

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 2016-2017 from the beginning of the school year until mid-October.

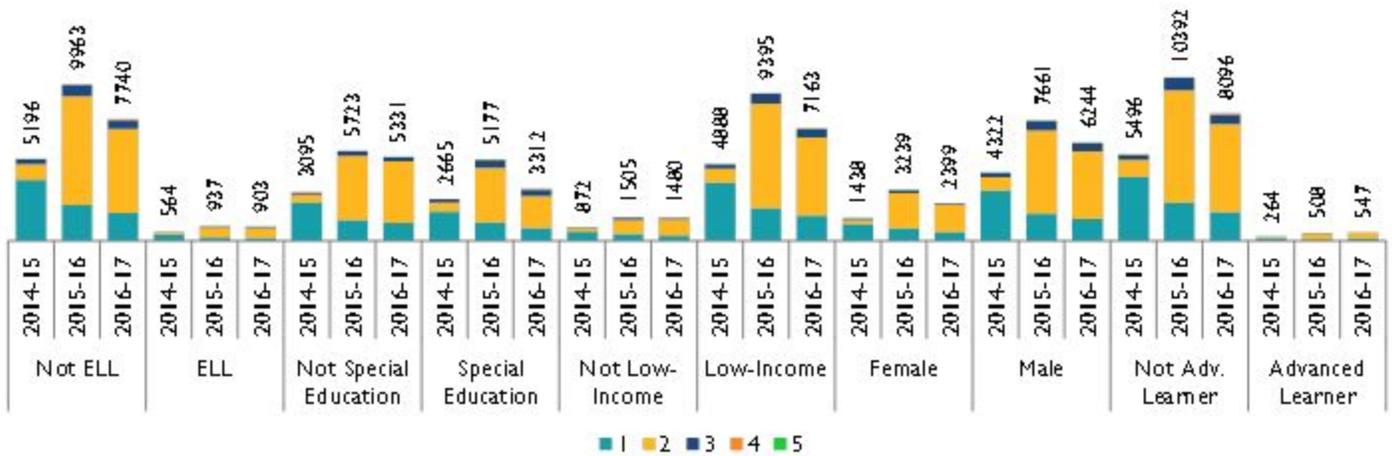
Total Behavior Events



Documentation parameters were changed through the revision of the Behavior Education Plan in the spring of 2015; thus making it difficult to directly compare behavior event data from 2014-2015 to 2015-2016. Parameters for documentation were not changed in the 2016 revision of the Behavior Education Plan; 2015-2016 and 2016-2017 data are directly comparable to one another. Data through mid-October represents an overall decrease of 20% with a proportional decrease for our African American students; behavior incidents for white students have decreased by 32%.



Total Behavior Events Through Mid-October by Other Demographics & Event Level



All demographic groups, with the exception of Asian students (+.7%) and Advanced Learners (+ 8%), have decreased behavior events as compared to 2015-2016.

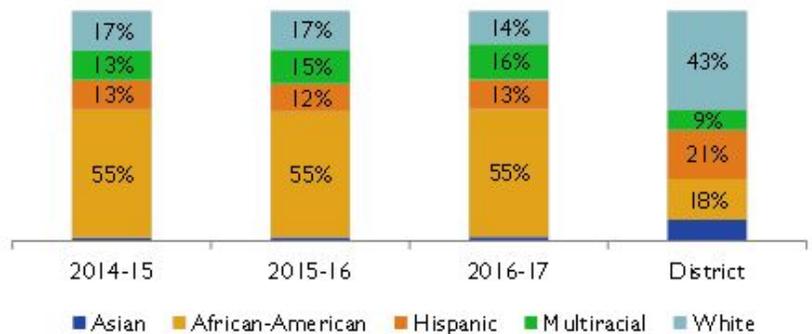
Disproportionality in Behavior Events

The Behavior Education Plan was written and is being implemented with the ultimate goal of decreasing behavior events and the subsequent use of exclusionary discipline.

Moreover, the Behavior Education Plan is intentionally focused on decreasing disproportionality through the implementation of an equitable, restorative discipline policy. The Plan limits discretion in decision making as a first step in impacting disproportionality and prioritizes a restorative approach as an overall strategy for transforming school culture and climate.

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 coupled with Behavior Education Plan principal professional development focused on the restorative approach, are key strategies for impacting disproportionality.

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

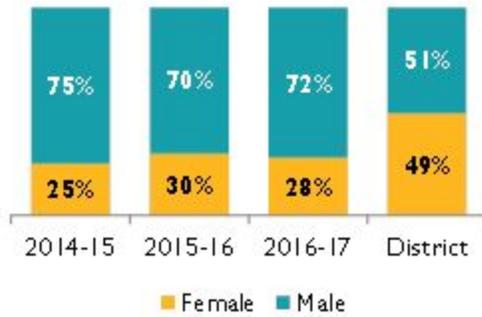


While we have made strides in decreasing the use of exclusionary practices for all kids, disproportionality, particularly for our African American students, students with disabilities, and male students persist. Similar to trends in 2013-2014 and 2014-2015, African American students are still disproportionately 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.

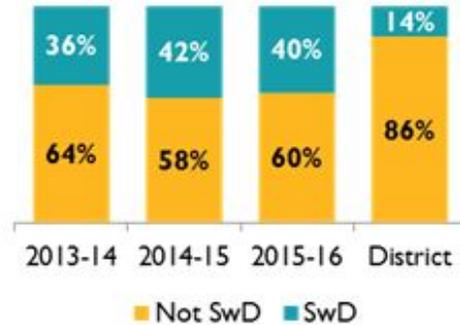


As a District we have not yet impacted overall disproportionality, as it relates to behavior events, for our African American students with African American students representing 18% of our school population yet receiving 55% of behavior incidents district-wide.

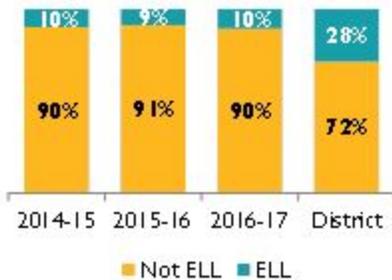
Gender



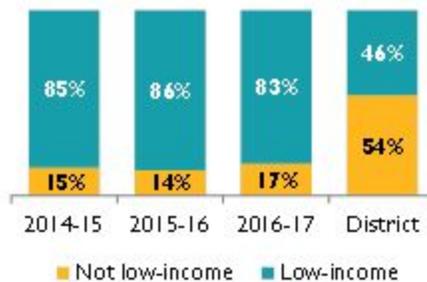
Disability Status



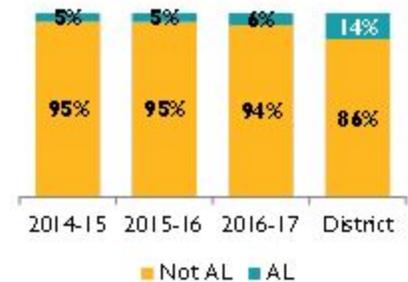
ELL



Free/Reduced Lunch



Advanced Learner



Disproportionality, based on gender, has increased slightly this year for male students and decreased for students with disabilities. We have also experienced slight decreases for students receiving free / reduced lunch and advanced learners.

Risk ratio data are available to help us better understand the disparities for our students of color; measuring the likelihood of a student of color earning a behavior incident, as compared to white peers. In comparing data from October 2015 to October 2016, 20% of schools have made positive strides in reducing the risk ratio for students of color.

Ongoing discussions regarding racial equity and bias remain critical. Moreover, there is evidence and research to support the use of a whole-school restorative approach in significantly reducing racial disproportionality, while in turn impacting academic outcomes for students. Currently, there are seven schools participating in an intensive restorative approach strand this year (with new schools invited to participate in future years) and all principals experienced professional development regarding the whole school restorative approach in mid-October.



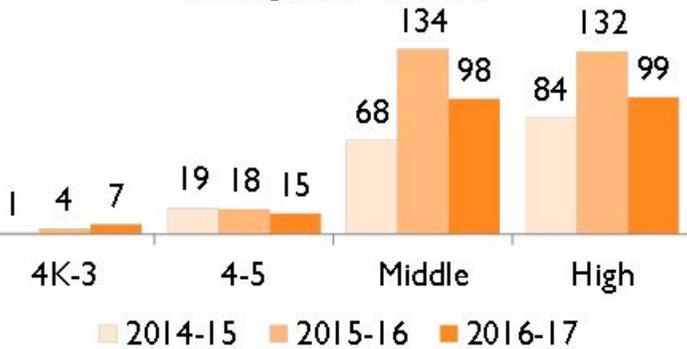
Specific strategies intended to directly impact disproportionate outcomes for students of color are listed in the implementation plan & priorities table, communication and adherence to policy, at the beginning of this document.



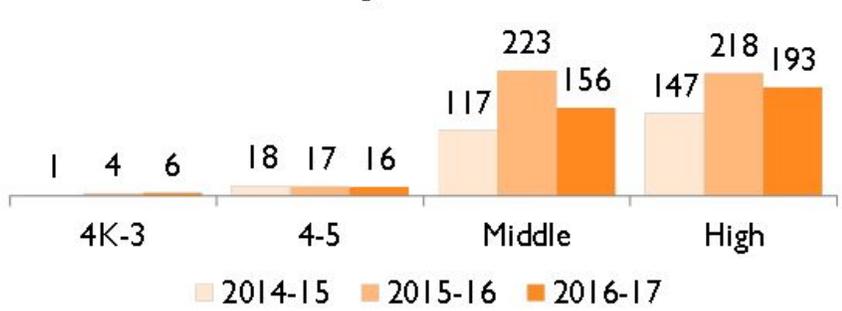
Out-of-School Suspension Events

Out-of-school suspension rates overall have decreased. A slight increase, from 2015-2016 to 2016-2017, is observed for student 4K-3. Middle and high schools have seen the largest decreases with a 27% decrease at middle and high at a decrease of 25%. Overall, we have recouped 79 days of instruction with 67 days of instruction gained at middle school and 33 days of instruction gained at high school.

Total Out-of-School Suspensions Through Mid-October



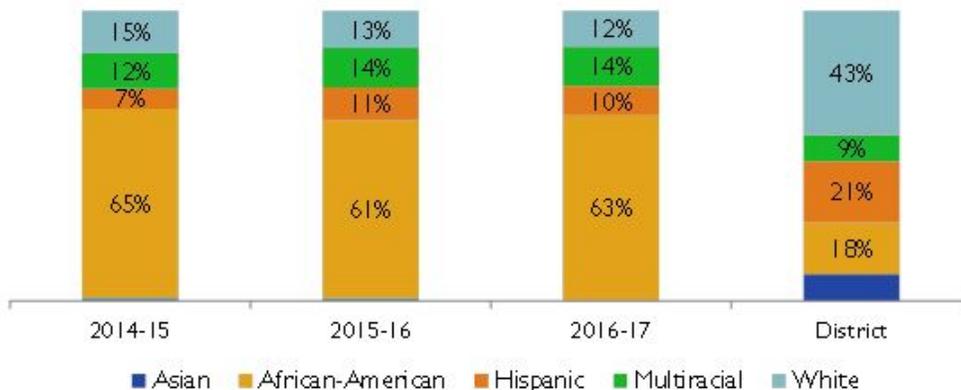
Total Days of Lost Instruction for Out-of-School Suspensions Through Mid-October



Disproportionality in Out-of-School Suspension Events

As previously stated, 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. Disproportionality for our African American students have increased slightly (+2%); male students increased slightly (+2%); students with disabilities decreased slightly (-2%).

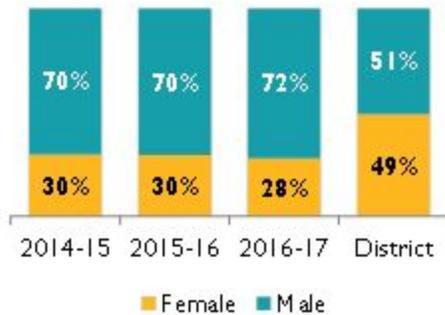
Demographics of Out-of-School Suspensions vs. District Overall - Race/Ethnicity Through Mid-October



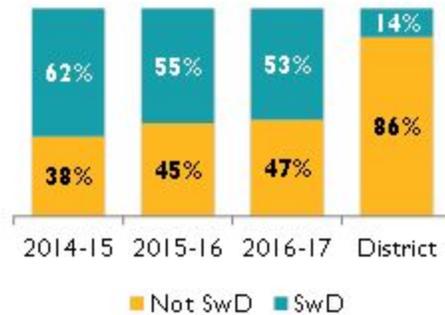


As with behavior incidents, suspension risk ratio data along with school-specific suspension data, are available to help us better understand and measure the disparate impacts of out-of-school suspension for our students of color. Based on the most current risk ratio data and in-school & out-of-school suspensions numbers for students of color, 23% of schools are making an impact in decreasing racial disparities in the use of out-of-school suspension; 42% of schools have remained neutral when comparing last year to this year.

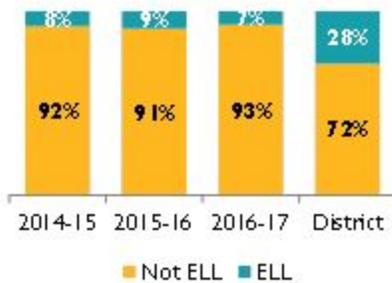
Gender



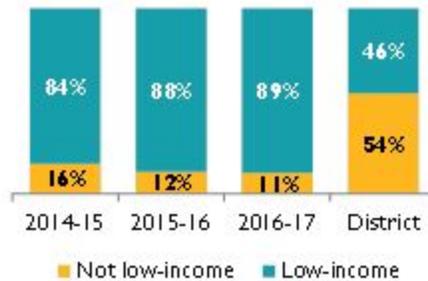
Disability Status



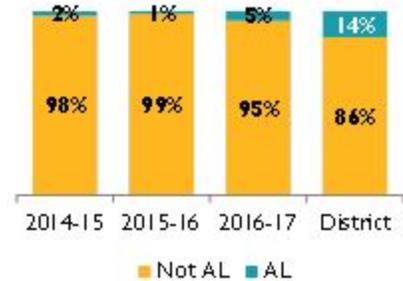
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