

# **STUDENT CONDUCT AND DISCIPLINE**

## **ANNUAL REPORT**

**2008-2009**

The Code of Conduct policy enacted by the Board of Education describes expectations for student conduct, disciplinary measures that should be taken, as well as clearly defined student rights and responsibilities. It also describes specific responsibilities for parents and staff. The fundamental goal is to promote a safe, healthy, and stimulating educational environment conducive to learning and student success. That policy forms the foundation for the information provided in this report. The information is organized in the following manner. First is a summary of discipline cases that have come to a superintendent's hearing. These are the most serious discipline cases in the district. A listing of every case coming to hearing during 2008-2009 specifying the disciplinary action taken is included.

Each principal has reported on conduct and discipline for the specific building including a summary of disciplinary actions, other indicators of student behavior, observable trends and patterns, current issues and challenges, staff training, and any changes that have occurred or are being considered.

The athletic director has reported on student conduct and discipline as it relates to the athletic code of conduct over the last few years, identifying trends and changes.

Lastly, are a summary, conclusions, and recommendations for the district.

## HIGH SCHOOL CONDUCT AND DISCIPLINE REPORT

### **Infraction Totals 2008 – 2009**

<i>Conduct Violation</i>	<i># Of Incidents</i>	<i># Of Students</i>
Violation of Drug & Alcohol Policy	14	10
Cutting Class	28	14
Late to Class	12	9
Failure to Serve Detention	42	32
Fighting	7	8
Inappropriate / Disrespectful Behavior	10	10
Insubordination	116	61
Leaving School without Permission	28	21
Smoking / Possession of Tobacco	12	8
Truancy	3	3
Weapons	4	4
Academic Dishonesty	1	1
Lying to Staff	8	7
Disruptive	119	60
Theft	11	6
Harassment	10	6
Inappropriate Language	33	28

### **Out of School Suspensions – Total**

#### **5-day OSS**

<i>Infractions</i>	<i>Incidents 08-09</i>	<i>Incidents 07-08</i>	<i>Incidents 06-07</i>
Alcohol / drugs	14	20	17
Fighting / Assault	7	13	16
Endangerment / disorderly conduct	13	11	5
Weapons	4	6	2
Insubordination	5	5	0
Theft / Vandalism	4	1	8
Tobacco	2	1	1
Harassment Racial	2		
Harassment Sexual	1	3	1
	Total = 52	Total = 60	Total = 50

**4-day OSS**

<i>Infractions</i>	<i>Incidents 08-09</i>	<i>Incidents 07-08</i>	<i>Incidents 06-07</i>
Persistent disobedience		1	
Profanity	1		
Disorderly Conduct	3		
Tobacco			1
Insubordination	2		1
	<b>Total = 6</b>	Total = 1	Total = 2

**3-day OSS**

<i>Infractions</i>	<i>Incidents 08-09</i>	<i>Incidents 06-07</i>	<i>Incidents 07-08</i>
Alcohol / drugs	0	0	1
Fighting		0	1
Unsafe Activity	2		
Disorderly conduct / inappropriate behavior	8	13	5
Insubordination	6		5
Theft	2		1
Harassment	3	8	
Persistent Disobedience	0	2	4
Profanity	5		5
Tardiness / Truancy	2		1
Left School	1		2
Tobacco			2
	<b>Total = 29</b>	Total = 23	Total = 28

**2-day OSS**

<i>Infractions</i>	<i>Incidents 08-09</i>	<i>Incidents 07-08</i>	<i>Incidents 06-07</i>
Tobacco	8	5	5
Excessive skipping classes	5	1	
Insubordination	11	11	7
Disorderly conduct	5	15	11
Destruction School Property			1
Leaving school w/o permission		4	1
Truancy			
Possession of Stolen Property	1	1	
Alcohol Policy			5
Profanity	3	3	
Disruptive Nuisance	6	4	
	<b>Total = 39</b>	Total = 44	Total = 30

### 1-day OSS

<i>Infractions</i>	<i>Incidents 08-09</i>	<i>Incidents 07-08</i>	<i>Incidents 06-07</i>
Failure to serve 5:00 p.m. detention	8	5	8
Tobacco	1		0
Disorderly conduct / inappropriate behavior	9	17	11
Insubordination	3	14	7
Skipping classes	1	4	5
Disruptive behavior	2	3	9
Persistent Disobedience	1	1	
Tardiness		1	
Profanity	10		
Vandalism	1		
	<b>Total = 36</b>	Total = 45	Total = 40

### Incidents

<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
162 OSS incidents involved 87 students	178 OSS incidents involved 95 students	145 OSS incidents involved 104 students

	<i>Student Totals 07-08</i>	<i>Student Totals 06-07</i>
Student Totals 08-09		
87 students suspended	95 students suspended	104 students suspended
56 students suspended once	59 students suspended once	77 students suspended once
31 student suspended more than one	36 students suspended more than once	27 students suspended more than once
7 students are no longer J – DHS students	9 students are no longer J – DHS students	3 students are no longer J – DHS students

<b>Grade Level Totals 08-09</b>	<i>Grade Level Totals 07-08</i>	<i>Grade Level Totals 06-07</i>
9 <sup>th</sup> grade – 32 students suspended	9 <sup>th</sup> grade – 40 students suspended	9 <sup>th</sup> grade – 26 students suspended
10 <sup>th</sup> grade – 23 students suspended	10 <sup>th</sup> grade – 19 students suspended	10 <sup>th</sup> grade – 31 students suspended
11 <sup>th</sup> grade – 14 students suspended	11 <sup>th</sup> grade – 24 students suspended	11 <sup>th</sup> grade – 20 students suspended
12 <sup>th</sup> grade – 18 students suspended	12 <sup>th</sup> grade – 12 students suspended	12 <sup>th</sup> grade – 27 students suspended

***Student Demographic Breakdown***

Demographic	2008-09	2007-08	2006-07
White	59	57	70
African American	22	34	24
Asian / Am. Indian	3	2	6
Hispanic	3	2	4

Year	Incidents	Students
2001 – 2002	165	100
2002 – 2003	111	82
2003 – 2004	82	54
2004 – 2005	145	87
2005 – 2006	105	70
2006 – 2007	145	104
2007 – 2008	178	95
2008 – 2009	162	87

During the course of June 2009 the faculty and administration had many opportunities to reflect upon the 2008 – 2009 school year. Overall, there existed a high degree of satisfaction and accomplishment.

- ❑ Our Math Team placed second overall in the county and five our students joined the all-county team.
- ❑ Science Olympiad scored its highest finish in county competition and again qualified for the NYS meet at West Point.
- ❑ The Participation in Government program won recognition from the United Way as recipients of the *Spirit of Caring* award for volunteer service programs.
- ❑ The Model United Nations delegation won 3 Best Delegation awards and our students won several individual awards at every tournament.
- ❑ The *RamPage* once again earned a Best in NYS honor from the Empire State School Press Association and many of our students won awards for reporting.
- ❑ The Athletic Program won the OHSL All-Sports trophy for varsity sport success – our varsity teams combined won 81% of their contests. We won 7 league championships and 8 sectional titles as well as a state championship.
- ❑ The Arts and Music programs continue to earn plaudits and honors beyond the community.

None of this can happen without a student body that is responding to the direction and encouragement of the teaching faculty. However, as the Discipline Report shows, there are still areas of concern that we need to address.

The issue that we need to address in a proactive manner at the beginning of the school year is the issue of language. The number of students sanctioned for using coarse language – directed at staff, their peers, or just general usage – has continued to grow. It is often reported to us that

students are unaware that such utterances are problematic. A hallway littered with coarse language is just as unpleasant as a hallway littered with trash. The leadership team will work this summer on developing awareness about “keeping it clean.”

An analysis of the student suspension numbers reveals that 46% of the incidents involved 15 students. These students were suspended more than 3 times each. The two students at the high end – 10 times each – are doing alternative programs next year. We will do a good deal of upfront work with the other students – counseling, parent meetings – as school gets underway. It is important to be “proactive” as our main goal is to help students become productive in civil society.

The other area that we are working to “tighten up” is attendance. We did notice that our daily attendance percentage dropped about 1% this year. The most pressing concern is that when students are absent they are not being instructed. One goal we have is to minimize the number of late arrivals. We are structuring our requirements for junior and senior privileges so attendance and tardiness to school are factors that are considered for privilege eligibility.

The open communication that my office has with the teachers and department chairs gives us the opportunity to analyze the issues related to discipline and student conduct clearly. We are working to address the issues proactively – the ultimate goal being that everyone, students and staff, can focus on teaching and learning and achieving in our school.

## **MIDDLE SCHOOL CONDUCT AND DISCIPLINE REPORT**

### **Superintendent's Hearings**

Two (2) superintendent's hearings were held during the school year involving two (2) different students. Below is a summary of the events that led to the hearings:

- A student was found to be in possession of marijuana,
- A student threatened a school employee

### **Student Suspensions**

Sixty five (65) students were suspended from school for at least one day (there were 42 for the 2007-2008 school year). Thirty three of the 65 suspensions were for one day. These suspensions were due mainly to fighting, physical aggression, and repeated insubordination.

Seventeen (17) students were placed on in-school suspension for at least one day (there were 11 for the 2007-2008 school year). Violations in this category included disrupting the learning of others, insubordination, and mild physical contact.

### **Detention**

A building administrator assigns students to the school-wide detention after consultation with a student and the referring staff member. Detention is most frequently assigned for three referrals to either the Main Office or a House Office for minor offenses such as tardiness, being unprepared or classroom interruptions. Approximately one hundred fifty (150) students earned an after school detention in the 2008-2009 school year resulting in two hundred fifty eight (258) detention assignments. This is an increase from 2007-2008 primarily because students were held more accountable for being on-time to school. A student was assigned an after-school detention after being tardy to school three times.

Teachers may also assign a student after-school detention in the individual teacher's room without administrative involvement. Several academic teams have set up this supervision on the three days each week that we have our 3:30 P.M. late bus run. Students must sign up for the 3:30 P.M. bus and the teachers, as well as the students, notify parents of the detention time and date.

Several times during the school year students are assigned to come in on a Saturday morning to serve detention from 9:00 A.M. through 12:00 P.M. Students may be assigned to Saturday detention as part of a behavior management plan, for cutting a class, or as a higher level of discipline when lunch and after-school detentions prove to be ineffective deterrents. Twelve (12) students earned a Saturday detention resulting in thirteen (13) supervised Saturday detentions.

## **Bus Misconduct**

Bus misconduct reports have traditionally represented the most frequent source of referrals at the Middle School level. Bus misconduct includes standing on the bus, use of inappropriate language, harassing/teasing, and disruptive behavior which has the potential to distract the driver. There were 170 bus referrals processed and thirty one (31) students earned a transportation suspension of at least one day. Although this is an increase from last year it is most likely due to increased communication between the school and the transportation department and better follow-through by the middle school administration. As well, school bus rules have been incorporated into the JDMS rules. These rules were taught to all students by JDMS administrators (in addition to the efforts of bus drivers). Administration worked on a one on one basis with drivers this year coaching strategies and proper use of consequences and seating charts.

## **Reportable Offenses**

In an effort to classify and categorize student misconduct the following violations have been identified:

Category	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Tardiness	50	69	149	157	141	138
Fighting	27	48	58	46	18	13
Insubordination	57	81	42	61	41	68
Bus Misconduct	130	105	176	82	105	170
Weapon Possession	5	4	5	0	1	0
Alcohol Violation	1	0	2	0	0	0
Controlled Substance Violation	2	0	1	5	0	1
Tobacco Violation	1	0	0	1	0	1
Skipping Class	32	18	30	23	19	25
Skipping School	0	1	0	4	0	6
Stealing	8	2	4	4	2	6
Harassment/Threats	23	59	35	31	19	29
Unprepared for Phys. Ed	293	268	0	0	0	0
Unprepared for class	8	3	8	8	2	21
Unacceptable Language	18	41	13	4	11	9
Disruptive/Uncooperative	106	95	128	159	107	96
Forgery	16	14	3	1	0	4

Please note that some of the numbers of reportable incidents in each category may involve the same student who is struggling with a particular behavior.

### **Improvement and Comments**

The Middle School continues to review our Code of Conduct and discipline policies. Clear rules and consistent consequences continue to be goals for administration and teachers. Currently, the administration is working on a set of guidelines to help decision-making about consequences associated with certain behaviors. The need for a set of guidelines is one outcome of conversations the administration had with every staff member about student conduct at the middle school. Another outcome from those conversations is the need to facilitate collaboration between staff so that effective management strategies can be shared. Teachers continue to increase the use of a “learning” approach to discipline rather than punitive.

Data about student discipline are shared with staff at the beginning of each year to show trends and to increase awareness of continued successes and challenges. As well, teachers are asked to contact parents every time a referral is written. The importance of this home to school connection is reiterated with staff throughout the year. Another important connection exists between the school and the transportation department. Each year, the administration conducts a bus driver training at the beginning of the year. The purpose of this training is to increase awareness of procedures and routines that can be utilized by drivers to assist in the management of students. As well, this meeting emphasizes the need for consistent reporting and communication between the drivers and the school.

## **JAMESVILLE ELEMENTARY CONDUCT AND DISCIPLINE REPORT**

### **Student Behavior**

Five students were suspended during the 2008-09 school year. Two students were suspended for striking a staff member, two were suspended for a physical altercation, and the last was suspended for inappropriately touching another student. One student was assigned a half-day of in-school suspension for continued disruptive and unsafe behaviors in the classroom. All suspensions were two days or less.

One student will move to the elementary Behavior Management Program beginning in September 2009. A student who required intense supervision and program modifications throughout the school year moved to the elementary Behavior Management Program during the last quarter of the school year which allowed for additional behavioral support to be provided.

Lunch and recess referrals were most often a result of students making inappropriate choices during this less structured, social time of the day. In most instances, hurt feelings were the underlying cause of inappropriate interactions and choices. Adults are providing a consistent response to all students, which assist the students in reflecting on their actions and making a plan for future situations. The logical consequences for most referrals included loss of cafeteria and/or recess privileges.

Two separate groups of students struggled with their bus behavior and language over the course of the school year. Conferences were held with the students, plans were established, and implemented. Reported incidences decreased.

Students who came to the principal's office and received any form of discipline also received a phone call to parents. The building's philosophy is to always communicate with parents so that a consistent message can be sent by both the staff and the parent.

### **Attendance**

Attendance continues to be consistently high, averaging around 95% daily.

### **Staff Training**

Our new staff participated in Responsive Classroom training. All staff participated in a Responsive Classroom refresher course in May focusing on academic choice, guided discovery, interactive modeling and logical consequences. Many aspects of Responsive Classroom are observable throughout the building.

### **Changes Implemented During 2008-09**

The implementation of school-wide rules during the 2008-09 school year has reinforced the concept that the established rules are the same in all areas of the campus, including school buses. Classroom discussions and guided discoveries demonstrated how the rules look and sound in the

different areas. Expectations for student behavior were also reinforced during monthly whole-school meetings.

### **Current Issues and Challenges**

Very few students present discipline challenges throughout the school year, however, those who do present seem to be exhibiting a more intense need for intervention. We continually monitor trends in student behavior and disciplinary procedures. A sub-group of the Tripod Team is currently working to create a disciplinary response form to be completed by staff and a reflection form to be completed by students. The use of these forms will be implemented during the 2009-10 school year and utilized to track and monitor disciplinary events.

## MOSES DEWITT STUDENT CONDUCT AND DISCIPLINE REPORT

### A. Student Behavior 2008-2009

- a. Summary of disciplinary actions
  - i. Superintendent's Hearings – 0
  - ii. Suspensions – 5
  - iii. Detentions – 0
  - iv. Athletic/Extracurricular – 0
- b. Other Indicators of Student Behavior
  - i. Classroom teachers do an excellent job managing behavior in the classroom. Each teacher develops classroom rules, expectations, and responses that are shared with the students. As a result, the number of students referred to the main office for discipline is very small.
  - ii. Based on the data from the Tripod Survey, the staff worked on revitalizing the Moses DeWitt pledge and conduct monthly school wide assemblies that revolved around respect, caring, working together, and reflection on behavioral situations.
  - iii. Some challenges exist in areas where principles of Responsive Classroom are not fully implemented including the playground. A handbook was developed and shared with the playground supervisors and with the students so common expectations were no surprise.
  - iv. There exists a high degree of student and parent participation in the PTG and at PTG events.
  - v. We continue a high level of parent involvement in all school events such as our picnic, curriculum night, open house, and parent conferences.

### B. Observable Trends and Patterns

- a. The commitment of the staff to the use of Responsive Classroom language to manage student behavior results in clear expectations and responses for students. Students are told of the expectations of the staff, they are taught what good behavior looks like and sounds like, the staff model appropriate choices, students are re-directed using positive language when necessary, and consequences exist and are implemented when inappropriate choices are made.
- b. The district's Behavior Management Program is housed at Moses DeWitt. It has a profound effect on the staff and students. The program's teacher and assistant work with the classroom teachers to provide strategies to minimize the disruption to the classrooms and we are continuing to work towards full inclusion of these students. However, we know that when they have an emotional episode, they do need to leave the class until self control has been re-established.

**C. Staff Training**

- a. All staff are encouraged to participate in professional development opportunities to expand their understanding and skills necessary to effectively manage the classroom.
- b. The Building Level Team and a sub-committee of the BLT, the Responsive Classroom Committee, are continually looking to opportunities to improve the skills of the staff.

**D. Changes for 2009-2010**

- a. The BLT will continue to work with the sub committees of Responsive Classroom and Tripod to shore up the respect factor in the building and how staff is modeling the behaviors that they expect of students.

**E. Current Issues and Challenges**

- a. Continuing to be vigilant in the expectations for students.
- b. Helping the new principal become part of the Moses community.
- c. Having students transfer the respectful behavior that we expect in school to all other venues that they find themselves.

## **TECUMSEH STUDENT CONDUCT AND DISCIPLINE REPORT**

This was an overall excellent year at Tecumseh, in terms of student conduct. The staff and I place constant emphasis on learning self control and making appropriate choices. The development of good character is the ultimate goal. Logical consequences in class and a progressive discipline approach to more severe instances of misconduct ensure that students learn from their mistakes. Positive role models throughout the school provide examples of proper conduct.

### **Student Misconduct**

This year there were 66 students seen by the principal for bus infractions or in-school misconduct (including playground). Consequences ranged from a formal warning against a further incidence to a recess detention or office time-out in order to formulate a plan of correction.

Four students served in-school suspension for instances of pushing or hitting another student.

Two students were suspended out of school: one for hitting an adult, another for two separate instances of severely disruptive classroom behavior.

### **Staff Training**

As mentioned above, it was a good year at Tecumseh. There is more good news to share than bad. All teachers are trained in Responsive classroom. School-wide, there is an emphasis on positive teacher language, creating logical rules and procedures, and modeling proper behaviors. There is great effort to prevent negative behaviors, rather than react to them. Most “front-line” discipline happens in the classroom.

Next year, Tecumseh will launch the Responsive Classroom CARES® model as the character education curriculum. CARES® stands for Cooperation, Assertion, Responsibility, Empathy, and Self-control. We will place daily emphasis on these important social skills and they will be the subject of many of our monthly meetings. The character ed committee met regularly this year and the teachers are looking forward to freshening up the character education program next year.

## CONCLUSIONS AND RECOMMENDATIONS

A review of the 2008-2009 discipline actions indicates many promising positive trends and some continuing concerns. The information from the elementary buildings indicates few significant discipline problems. There were no offenses severe enough to warrant a superintendent's hearing. The other indicators of student behavior- student interest, participation, family involvement continue to be very positive in all three buildings. The consistent focus of elementary staff on consistent, pervasive implementation of the Responsive Classroom framework continues to reap benefits in student behavior, positive school climate and effective relationships among students and staff.

Morning meetings continue as the norm in the vast majority of classrooms. All school meetings have also been implemented in support of school-wide recognition of positive behavior and relationships. Bus behavior continues as an area of focus. Progress continues to be made due to direct instruction of appropriate behavior, administrative follow-up when misbehavior is reported and the continued strengthening of the positive working relationship between the transportation department and the elementary principals. Capitalizing on the school-home partnership to solve individual behavior problems has proven to be a very helpful and effective strategy. Principals and teachers reach out to parents, sharing information and perspective to support the development of improved behavior and decision-making skills. Positive reinforcement of good behavior is particularly critical at the elementary level. All three buildings continue to add strategies to accomplish that goal. Each building level team and Tripod team devote a significant amount of time to discussion and implementation of specific strategies designed to enhance those positive indicators of student behavior and effective inter-personal relationships. These strategies are shared with other buildings through the District Steering Committee. The Responsive Classroom Program plays an integral role in all three buildings. New staff are trained as needed and workshop experiences are offered each year for current staff to expand their use of Responsive Classroom strategies. Through this program and other initiatives begun as a result of the Tripod Project, students continue to learn as a regular part of their day, how to behave as respectful and responsible members of a community. This is a critical foundation for the development of positive student behavior in the middle and high schools.

The middle school experienced a positive year in the area of student conduct. The number of students involved in misconduct resulting in a superintendent's hearing decreased significantly when compared to the previous year. The number of students suspended did increase slightly over the prior year. Bus misconduct is traditionally the most challenging area at this level, and those referrals did increase. Other areas such as fighting and disruptive behavior saw a decrease. Although the numbers increased in some areas such as insubordination and harassment, the number of incidents remained small. The middle school administration will continue to focus on student conduct and relationships with direct instruction of students by administration, teachers, and transportation personnel, more effective exchange of behavior management and relationship building strategies among staff, and the development of a framework for consistent guidelines related to appropriate penalties for specific behavior infractions.

The high school experienced a decrease in the number of infractions this year in most areas. An area of concern is once again attendance as well as an emerging concern about the use of inappropriate language. The high school administration has a very effective working relationship

with staff and the building level team. They have and will continue to collaborate to problem solve and take specific action to change these unwanted trends, while keeping all that is in place that results in the very positive school climate that exists in the high school. The administration serves as a positive presence, continuing the development of stronger relationships with students. Our work with the Tripod Project has reinforced the importance of that factor in helping all students achieve academic success. The athletic report shows a slight increase in the number of behavior-related infractions in comparison with last year. Substance abuse continues as an area of focus. The number of repeat offenders continues to be very small, which certainly is a positive trend. Consistent enforcement of training rules will continue as a high priority.

The bulk of the superintendent's hearings involved high school students. The number of high school students at hearing was quite a bit smaller in comparison to last year. There was also a significant decrease in the number of middle school students. A continued positive trend was the lack of alcohol infractions. The number of illegal drug violations decreased significantly for high school students and decreased in comparison to last year for the middle school. The number of students charged with severe disorderly conduct also decreased at both the high school and middle school. A small number of students came to hearing more than once in one school year. We continue to have a small but increasing number of students who do not learn from their progressively more egregious mistakes. These students are frequently placed in an alternative setting.

The actions at each level are collectively designed to improve the behavior of our students. We continue to improve our data gathering and record keeping that will enable us to better determine trends, areas of concern, as well as areas of improvement. Our emphasis on character education and positive relationships through our work on the Tripod Project continue to help focus our energy and resources to help our students develop the behaviors, skills, attributes, and actions of effective citizens in a diverse environment.