



# Code of Conduct Update: Safe and Supportive Schools

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Dr. Milissa W. Sackos, Executive Director of  
Special Education Student Services



# Code of Conduct Committee Members

- Dr. Milissa Sackos, Executive Director of Special Education & Student Services
- Shannon Cronn, Clinical Support Coordinator
- Matt Lins, Safe School Specialist/MTSS-B Coach
- Michelle Marshall, General Counsel
- Bryan Parks, SIMAR
- Jennifer Waldron, Redfield AP
- Kristy Gill, Anasazi AP
- Marilyn Engle, DCMS AP
- Paul Ferrero, Coronado AP
- Matt Patzlaff, K-8
- Amy Palatucci, Teacher Representative



# Purpose and Guiding Principles

**Purpose:** Ensure Code is in compliance with applicable Federal, State, & Local Law. Ensure consistency in implementation of Code of Conduct across our school district and consistency in data entry. Use of discipline data (District, AYS, etc.) to inform behavioral systematic interventions.

## **Guiding Principles:**

- Create positive climates and focus on prevention;
- Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
- Ensure fairness, equity, and continuous improvement.



## Board Goal Alignment #6: School Safety and Student Support

- To cultivate a safe, structured, and supportive learning environment which enables students to grow and achieve – using evidenced-based data and decision making to support student learning and development.



## Goal #6 Measurements of Effectiveness:

- Collect pre/post data from teacher ratings specific to students who participated in a school Student Assistance Programs **Baseline: To be established during the 2015-16 SY**
- Increase Grade Point Average (GPA), attendance and decrease office discipline referrals (ODR) for students participating in Student Assistance Programs **Baseline: To be established during the 2015-16 SY**
- Analysis of Office Discipline Referrals (ODR's) based on respective protective class. **Baseline: To be established during the 2015-16 SY**
- Arizona Youth Survey (AYS) data as collected by the AZ Criminal Justice Commission (ACJC) **Baseline: 2014 AYS Data**

# Pre-Post Data: Student Assistance Programs (SAP)



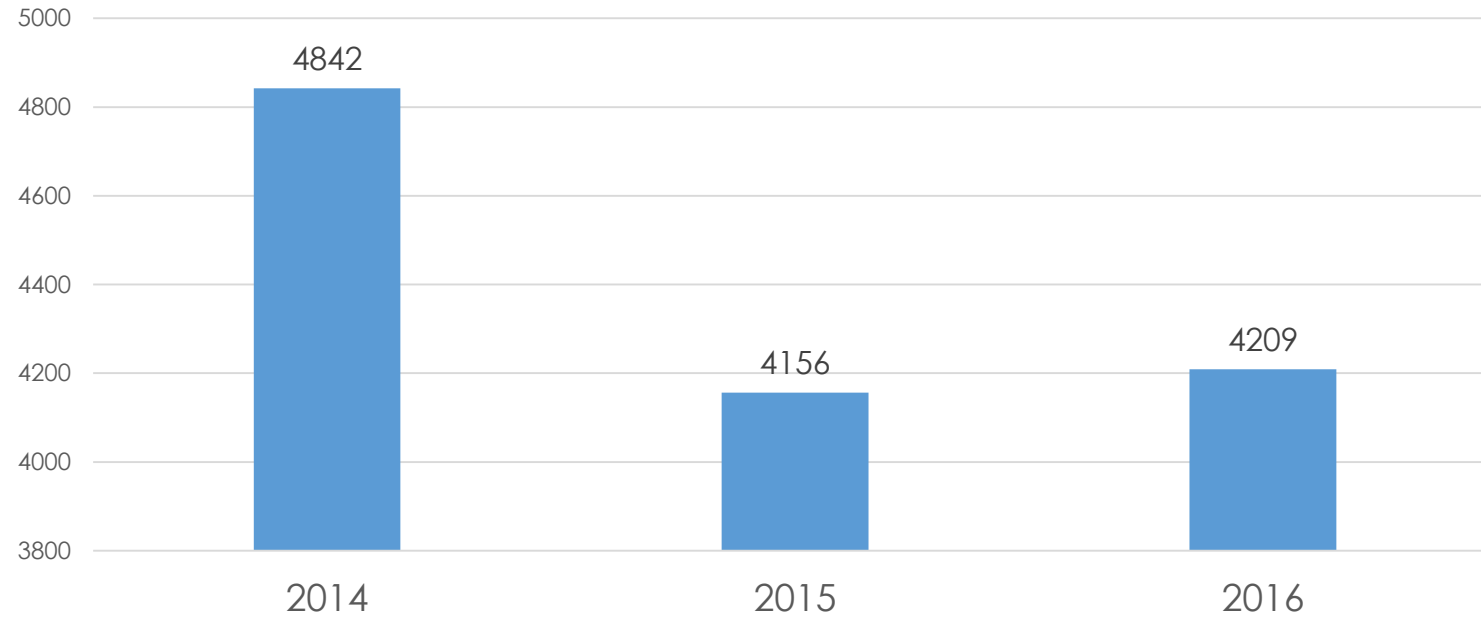
## Psycho Educational Groups:

- |                  |                     |              |
|------------------|---------------------|--------------|
| • Friendship     | Conflict Resolution | ADHD         |
| • Social Skills  | Grief & Loss        | Getting Real |
| • Girl Power     | Changing Families   | Self Esteem  |
| • Anxiety/Stress | Coping Skills       |              |
- 75% of support group participants report increased ability to cope with daily stressors
  - 75% of participants report improved ability to communicate and express feelings in a healthy way
  - 97% of families receiving resource assistance report increased knowledge of and greater likeliness to access community resources

# Office Discipline Referrals (ODR)



**SUSD ODR  
YTD (Aug-April) Comparison**



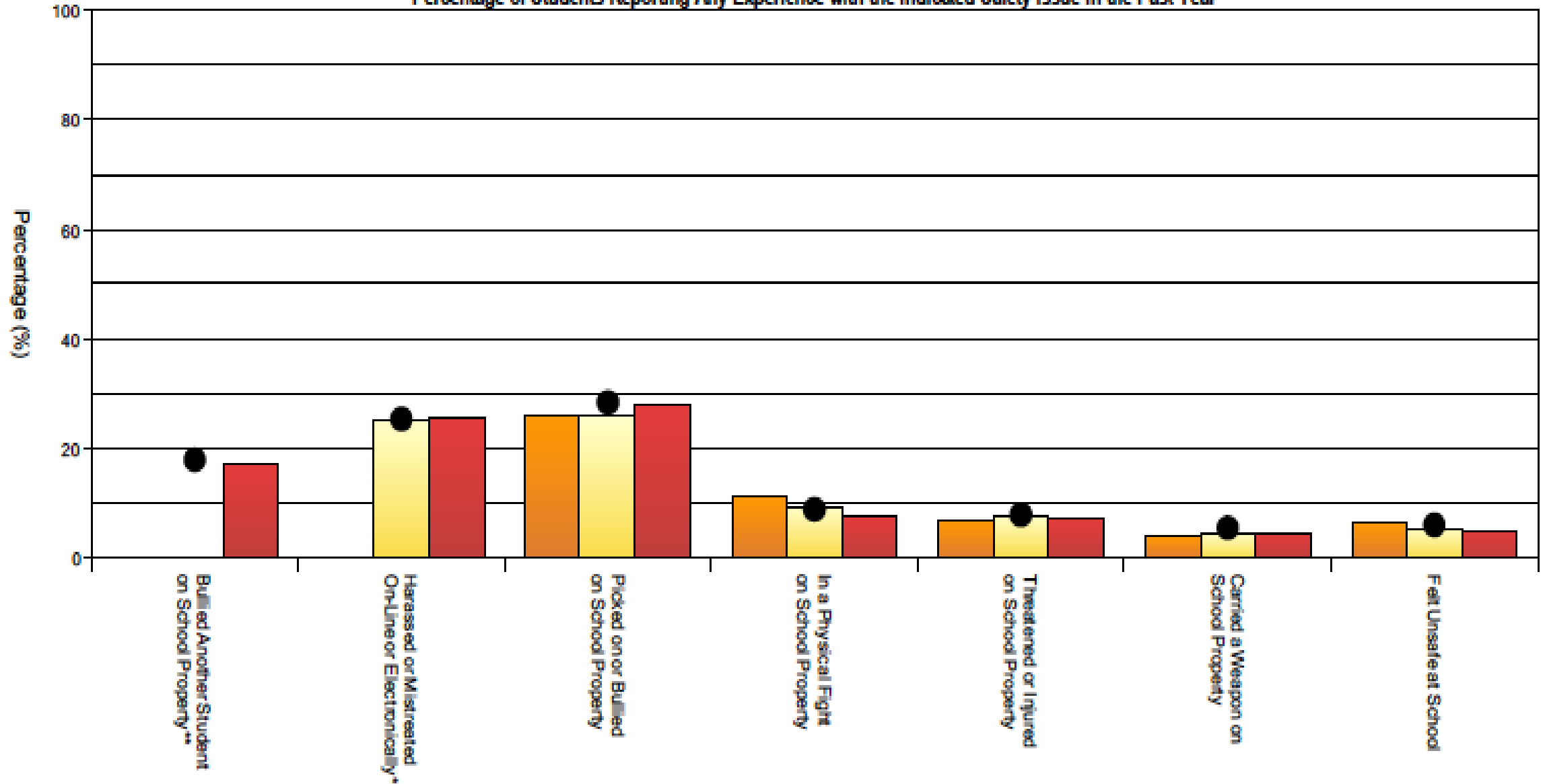
2016-Increase in  
Tobacco and  
Defiance/Disrespect

# Office Discipline Referrals (ODR) Based on Protective Class: Race

Race	Percentage of Race	Percentage of Violations	Ratio
American Indian/Alaskan Native	2.33%	2.49%	1.07
Asian	5.64%	3.46%	.61
Black/African American	3.98%	8.79%	2.21
Hispanic	21.47%	22.31%	1.04
Native Hawaiian/Other Pacific Islander	.24%	.49%	2.06
Two or More	1.29%	2.47%	1.01
White	65.04%	59.98%	.92

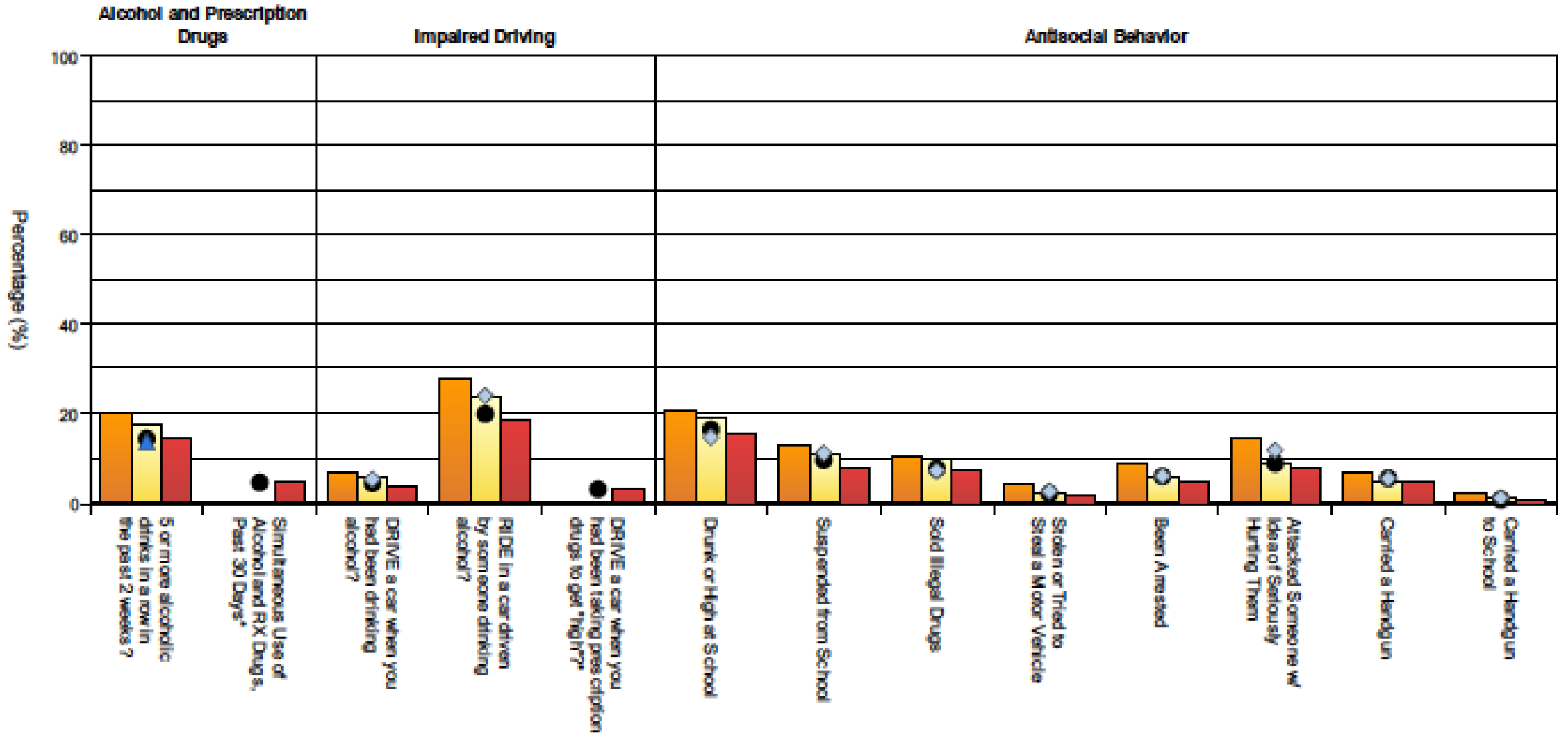


## Percentage of Students Reporting Any Experience with the Indicated Safety Issue in the Past Year



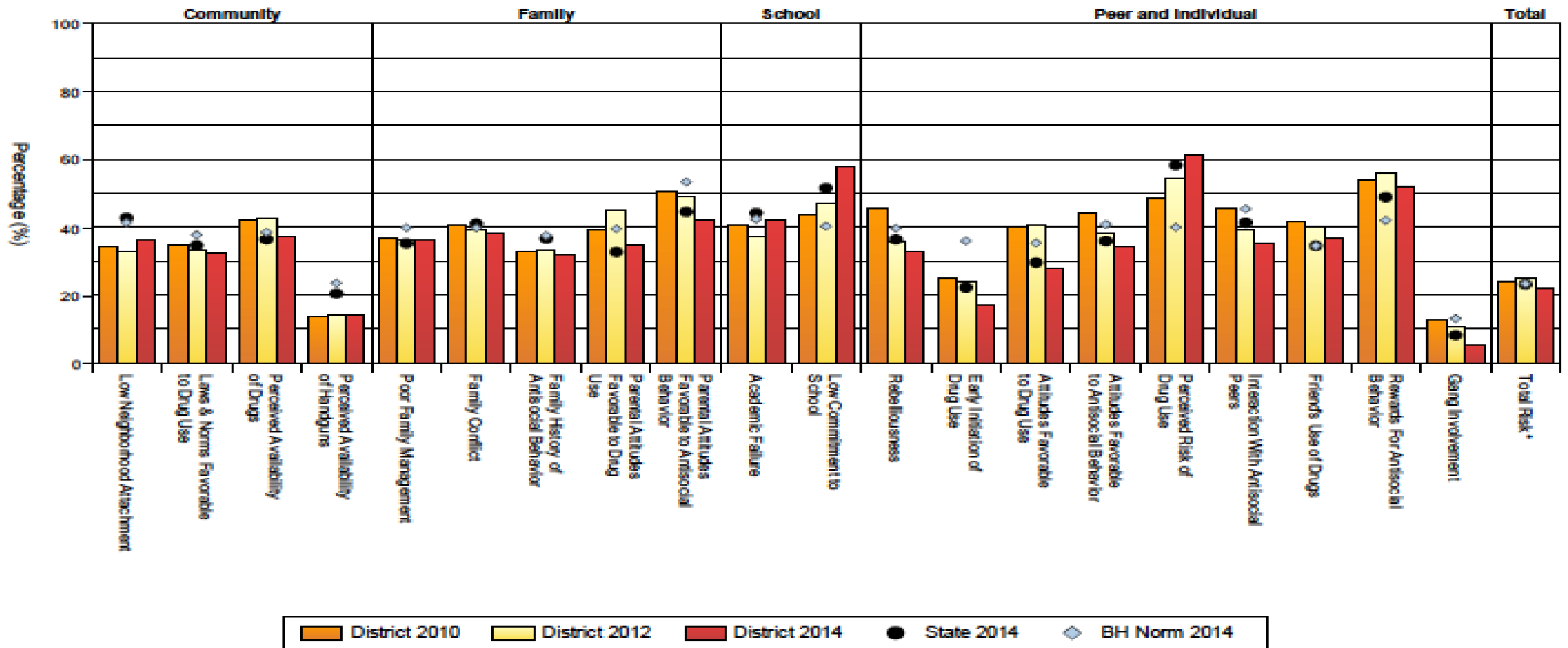
# ALCOHOL & PRESCRIPTION DRUGS, IMPAIRED DRIVING, & ANTISOCIAL BEHAVIOR

## 2014 Maricopa County, Grade 10



# Risk and Protective Factor Profiles

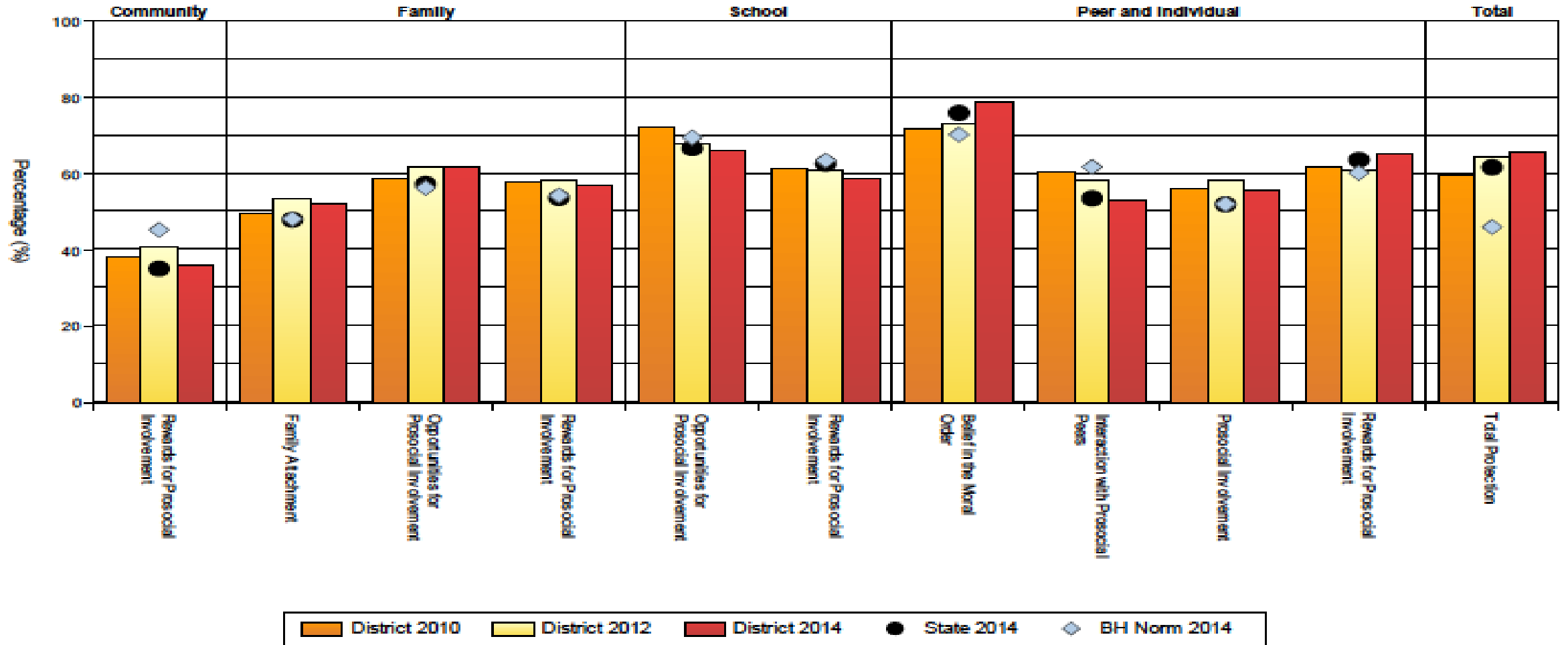
## RISK PROFILE 2014 Scottsdale Unified District, Grade 10



\* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th & 12th grades: 9 or more risk factors.) Note that in 2010/2012, there were 21 possible risk scales for this Total Risk calculation and in 2014, there were 20 possible risk scales.

# Risk and Protective Factor Profiles

## PROTECTIVE PROFILE 2014 Scottsdale Unified District, Grade 10



\* High Protection youth are defined as the percentage of students who have four or more protective factors operating in their lives.

# Safe and Supportive Schools (S3) Final Outcomes: Saguaro



- Achievement of high safety score of 86 points out of 100
- An 85% decrease in incidents related to aggression
- A 78% decrease in incidents of fights
- A 44% decrease in incidents for lying, cheating, forgery, or plagiarism
- A reduction in the number of students reporting:
  - Personal harassment or bullying on school property
  - Being offered, sold or given an illegal substance on school campus
  - 30-day alcohol use

# Safe and Supportive Schools (S3) Final Outcomes: Coronado



- Achievement of high safety score of 84 points out of 100
- An 63% decrease in incidents related to aggression
- A 74% decrease in incidents for lying, cheating, forgery, or plagiarism
- A reduction in the number of students reporting:
  - Personal harassment or bullying on school property
  - Being offered, sold or given an illegal substance on school campus
  - 30-day alcohol use

# Changes to Code



- Formatted Code of Conduct to include Matrix:
  - Minimum/Maximum per behavioral infraction
  - By level: K-5, 6-8, 9-12
  - Defines Mitigating and Aggravating Factors
- Formatting Athletic Code to include Matrix for “major” incidents
  - Drugs, Alcohol, Assault, Hazing, etc.

# Next Steps



## Training:

- Continued Data Analysis-expansion of Tier 2 Behavioral Interventions
- Use of Matrix
  - Mitigating versus Aggravating Factors
- Title IX—specific to bullying based on protected classes
- Disproportionality in Discipline
  - Race, Gender, Disability



# Questions/Comments

