Committee Members

- Shannon Cronn- Facilitator
- Matt Lins- Clinical Services Coordinator
- Crystal Holmes- AP/Desert Canyon Middle School
- Colleen Costello-AP/Desert Canyon Elementary School
- Kristen Tindall- AP/Mohave Middle School
- Steve Cervantez- Athletic Director/Desert Mountain High School
- William Berry– Legal
- Gary Griggs- SOL Counselor
Purpose
Ensure SUSD Uniform Code of Conduct is in compliance with federal, state, and local law. Ensure consistency in implementation of code across SUSD and in data entry. Use discipline data to inform behavioral systematic interventions.

Guiding Principles
● Create a positive learning climate at each school focused on prevention
● Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
● Ensure fairness, equity, and continuous improvement
3 Year Trend- Top Behavioral Infractions

2018-2019:
- Defiance or Disrespect: 1002
- Disruption: 730
- Minor Aggressive Act: 630
- Tobacco: 361
- Language: 338

2019-2020:
- Defiance or Disrespect: 802
- Disruption: 531
- Minor Aggressive Act: 474
- Language: 267
- Fighting: 218

2020-2021:
- Student ID Violation: 273
- Minor Aggressive Act: 238
- Defiance or Disrespect: 217
- Disruption: 140
- Language: 118
Social Emotional Learning

- Enhanced training on Positive Behavior Intervention & Supports (PBIS), trauma informed practices, and social-emotional learning
- Implemented Sanford-Harmony social-emotional curriculum in K-5
- Created Nearpod SEL lessons and Wednesday Learning Opportunities for grades K-12
- Decreased student to counselor ratio (375:1)
- Trained AP’s, counselors, and social workers on Comprehensive School Threat Assessment Guidelines (CSTAG)
- JFCS specialists, social workers, and counselors provided Student Assistance Programs (SAP) for K-12 students both virtually and in-person
- Piloted 1:1 mentorship program through Experience Matters
- Expanded community supports through Trauma Informed Primary Prevention (TIPP) grant
Changes to Code

- Minor language edits to add clarity
- Added restorative practice statement
- Minor adjustments to disciplinary consequences; start with restorative practices for level 1 infractions
- Separation of level 1 and level 2 infractions
- Student Release Form – Added consent for universal screening
- Added language to define attendance expectations for SOL
- Rearranged Table of Contents and added section jumps
Next Steps

- Recruit and hire highly qualified school social workers (School Safety Program Grant)
- Implementation of SAEBRS SEL screener
- Continued data analysis-expansion of tiered behavioral interventions
- Expansion of Restorative Practice and CSTAG training
- Increase trainings on trauma informed practices, de-escalation strategies, and mindfulness
- Enhance community partnerships and mentoring opportunities
- Review of Arizona Youth Survey (AYS) 2020
  - Examine data to guide implementation of risk and protective model
  - Examine Adverse Childhood Experiences (ACES) data to inform needed training for staff
Questions?