

Business Work Session

December 5, 2016



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-11 (LEARNING ENVIRONMENT/TREATMENT OF STUDENTS)
SUMMARY OF COMPLIANCE STATUS**

Date: December 5, 2016

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 11 (Learning Environment/Treatment of Students), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

XXX	In Compliance
	In Compliance with Exception (as noted in the evidence)
	Not in Compliance

Executive Summary:

This report monitors OE-11 policy for September 1, 2015-August 31, 2016. This is the third OE-11 report that the Board has received since the policy was combined in 2012. This OE-11 Monitoring Report is in compliance with exception.

This OE-11 Monitoring Report is compliant with exception. The District has evidence to demonstrate increasingly supportive climates for learning, protection of student information, and involvement stakeholders in developing policy. We also maintain compliance in informing stakeholders of disciplinary expectations, enforcing discipline policies and addressing adult behaviors that hinder student performance or well-being. The District continues to remain compliant in prohibiting corporal punishment and disallowing unnecessary or inappropriate collection of student information.

The area of non-compliance is:

- **11.1.4:** The affirmative responses to questions on the Youth Risk Behavior Survey indicating that students feel supported by their teachers will increase each year, with a goal of 90%.

Signed: _____
Superintendent

Date: _____

BOARD OF EDUCATION ACTION

With respect to Operational Expectations 11 (Learning Environment/Treatment of Students), the Board:

	Accepts the report as fully compliant
	Accepts the report as compliant with noted exceptions
	Finds the report to be noncompliant

Summary statement/motion of the Board _____

Signed: _____
Board President

Date: _____

Racine Unified School District
Operational Expectations Monitoring Report
DATE: December 5, 2016

OE-11 (LEARNING ENVIRONMENT/TREATMENT OF STUDENTS)

The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning.

Interpretation: The Board of Education expects the superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners. In order for a school environment to be conducive to student achievement, it must be free of conduct that inhibits learning.

- Learning environment: An environment that is nurturing, welcoming and fosters academic achievement for all students; in school, after school, before school, playground, and bus.
- Safe: To be physically, emotionally, socially and academically secure and free from anxiety.
- Respectful: Demonstrate regard and value for all students, staff and visitors.
- Effective learning: Students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.

<p>11.1 The superintendent will: Maintain a climate that is characterized by support and encouragement for high student achievement.</p>	Not in Compliance
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Interpretation: The Board of Education expects the superintendent to provide a high level of pro-active strategies and support for students within the learning environment in order to promote learning and increase academic success. This includes creating effective school-wide Positive Behavior and Intervention Supports (PBIS) for all schools, social skills instruction and social-emotional development.

- Encouragement: Provision of positive support for students to access learning at their individualized academic level.
- Achievement: Demonstrating academic skills to maximum potential.

<p>Indicator 1: All schools will implement Positive Behavior and Intervention Supports at the Tier 1 level.</p>	In Compliance
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Evidence: All 31 schools have received Tier 1 training and are implementing PBIS Tier 1 strategies. Every school receives support from the district level through “external coaches” who work with individual school teams to progress toward fidelity of implementation. Every school has a PBIS team, including an administrator and an “internal coach,” who are responsible for leading the PBIS work. Using the Positive Behavior and Intervention Supports Assessment, “Benchmarks of Quality,” 22 of 31 schools are at fidelity of implementation. This increase, from 9 to 22 schools, is an increase from 25% to 70% in one year.

<p>Indicator 2: The number of schools implementing PBIS at the Tier 2 level will increase every year, with a goal of 100%.</p>	In Compliance
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Evidence: Two additional schools were trained in PBIS Tier 2 during the 15-16 school year. Tier 2 PBIS training also occurred in October 2016 for all Elementary and Middle Schools and all are currently implementing Tier 2 practices. That totals 26 of 31 schools trained in and implementing PBIS Tier 2 interventions, as compared to 8 schools in 14-15 and 10 schools in 15-16.

<p>Indicator 3: Every grade level band has programming and classroom strategies to create positive school and classroom climate and support student learning.</p>	In Compliance
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Evidence:

- Elementary: Many staff have been trained and are implementing “**Responsive Classroom**” in other schools. Building wide implementation in Responsive Classroom is in place at 5 schools, an increase from 4 in the 14-15 school year. There were 36 participants at the following schools: Fratt, RCLA, Gifford, Roosevelt, and West Ridge. Three elementary schools were trained in “**Trauma-Sensitive Schools**” (Janes, Dr. Jones, and Julian Thomas) and are implementing in the 16-17 school year. PBIS Tier 1 and “**Second Step**” are underway at every school.
- Middle: “**Developmental Designs**” at 4 schools (Gilmore, McKinley, Mitchell, and Starbuck). 28 additional staff from these four schools also participated in training. PBIS Tier 1 at every school, “**Second Step**” at every school (except Jerstad because they are the Comparison School), and “**SBIRT**” (Screening, Brief Intervention, Referral to Treatment) at every school.
- Senior High: “**Restorative Justice**”, Freshman Academy Model, and “**Link Crew**” at all comprehensive schools, “**Circle of Courage**” (Alternative Programs and one high school), “**SEP**” (School Engagement Program) at all three comprehensive schools and all Alternative Programs and “**SBIRT**” (Screening, Brief

<p>Intervention, Referral to Treatment) at every site. All staff trained in “Teaching on the Block” to prepare for block scheduling and necessary changes in instructional practices.</p> <ul style="list-style-type: none"> • <u>K-12</u>: All assistant principals trained to use “Motivational Interviewing”, and continued to participate in modeling sessions. 	
<p>Indicator 4: The affirmative responses to questions on the Youth Risk Behavior Survey indicating that students feel supported by their teachers will increase each year, with a goal of 90%.</p>	<p>Not in Compliance</p>
<p>Evidence 1: According to the Middle School YRBS, 57.2% of students in 2015 reported that they “agree or strongly agree that teachers really care about them and give them encouragement.” In 2016, the percentage grew to 61.2%, an increase of 3%.</p>	
<p>Evidence 2: According to the 2015 High School YRBS Survey, 64.1% of high school students responded “Yes”, that they have “at least one teacher or other adult in their school that they are able to talk to if they have a problem.” In 2015, Middle school students responded at 76.6% affirmatively. In 2016, the percentage decreased to 62.1% and 66.8% respectively, a decline of 2% at High School and 9.8% at Middle School.</p>	

<p>11.2 The superintendent will: Protect confidential information.</p>	<p>In Compliance</p>
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Interpretation: The Board of Education expects the superintendent to protect confidential student records and maintain the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.

- Protect: To restrict access to or release of student information
- Confidential: Student information that is legally prohibited from being shared without authorization.

<p>Indicator: Through the student Emergency Cards, all schools provide all parents public notice of the types of information designated as directory information. Parents are informed of their right to remove all or part of directory information that they do not wish to be available to the public without their consent by a time designated by the District.</p>	<p>In Compliance</p>
<p>Evidence: Student directory information, as outlined by state statutes, was defined on the Emergency Cards. All parents had access to the information and were able to opt out of sharing information by marking the cards as such.</p>	

11.3 Assure that all confidential student information is properly used and protected.	In Compliance
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Interpretation: The Board of Education expects the superintendent to assure that all student educational records are maintained with safeguards to insure security of information. Only parents and/or guardians have access to this information because Family Educational Rights and Privacy Act (FERPA) requirements are enforced with fidelity.

- Confidential: Restricted information that is to be kept private.
- Protected: Confidential information will only be shared with legal guardians or others who have legitimate access under FERPA.
- Properly used: Professional staff are limited in access to student information based on specific purposes and use this information discretely while maintaining confidentiality.

Indicator 1: Student information and data, as described in Croft Administrative Regulations 4116.23, are protected, and any violations of those protections are handled by the Employee Relations Department.	In Compliance
Evidence: Three documented infractions of Croft Administrative Regulations 4116.23 occurred during the 2015-2016 school year. All three were substantiated and handled by the Employee Relations Department.	
Indicator 2: The District assures that 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to District technology use.	In Compliance
Evidence: 100% of requests were honored by the Office of School Data.	

11.4 Appropriately involve teachers, administrators, students and the community in developing student discipline policy.	In Compliance
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Interpretation: The Board of Education expects the superintendent to promote active participation from all District stakeholders to ensure access to information and voice in the discussion, development and publishing of any policy that focuses on student discipline.

- Appropriately: Communicating openly and widely across the organization about opportunities to gain information about or participate in any student discipline policy development.
- Student discipline policy: The Code Book of Rights and Responsibilities adopted by the Board August 2014.

Indicator 1: The annual committee for review and revision of the Code Book of Rights and Responsibilities consists of all stakeholders: administrators, teachers, educational assistants, and students.	In Compliance
Evidence: Eighteen individuals from the mentioned stakeholder groups were invited to participate in the Code Book of Rights and Responsibilities Review Committee. Of those 18 people in the different stakeholder groups, the invitees who participated consisted of 3 teachers, 5 principals, and 4 Administrative service Center staff members. There was representation from each grade band.	
Indicator 2: The committee was given multiple opportunities to provide feedback on the revision of the Code Book of Rights and Responsibilities.	In Compliance
Evidence: Eleven meetings were held between February and July 2016. Google invitations were sent to all invitees for each meeting.	

11.5 Assure that teachers, students and parents are informed of the disciplinary expectations of students	In Compliance
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Interpretation: The Board of Education expects the superintendent to assure that staff, students and families are provided information on at least an annual basis about the behavior expectations outlined in the Code Book of Rights and Responsibilities.

Indicator: The Code Book of Rights and Responsibilities is provided annually to all teachers, parents, and students.	In Compliance
Evidence 1: All schools were provided an electronic copy and hard copies of the Code Book of Rights and Responsibilities by the end of September.	
Evidence 2: All secondary students were provided with Code Book of Rights and Responsibilities information and copies were provided.	
Evidence 3: All parents had the opportunity to receive a copy of the Code Book of Rights and Responsibilities in September; disseminated through backpack mail, grades K-12.	
Evidence 4: The Code Book of Rights and Responsibilities is always available on the District webpage for all stakeholders.	

11.6 Ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.	In Compliance
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Interpretation: The Board of Education expects the superintendent to assure that the practices and strategies outlined in the Code Book of Rights and Responsibilities are followed with the same principles and with appropriate judgment for each student discipline case by all staff.

- Discipline: Behavior infractions that occur within the School District’s purview and responsibility for supervision.
- Enforced: Monitored and acted upon based on the guidelines of the Code Book of Rights and Responsibilities.
- Consistently: All staff follow the guidelines of the Code Book of Rights and Responsibilities as intended for all students.
- Reasonable judgment: All staff who address behavior infractions use the Code Book of Rights and Responsibilities for guidance.

Indicator: 100% of student infraction incidents follow due process while investigating and determining discipline action, especially suspensions and expulsions.	In Compliance
Evidence 1: 100% of the recommendations for expulsion followed due process procedures. Of the expulsion recommendations that were denied, none were denied due to failure to provide the student and/or family with due process.	
Evidence 2: All building administrators engaged in Students’ Right to Due Process training in September 2015 and a follow up in October 2016.	

<p>The Superintendent may not: 11.7 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.</p>	<p>In Compliance</p>
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Interpretation: The Board of Education expects the superintendent to assure that any adult interaction with students responds with the best interest of the student in order to support and promote the academic performance. Any response, perception or viewpoint of the adult that prevents this performance will not be allowed.

- Tolerate: Negative adult behaviors, especially toward students, will not be allowed or go unaddressed.
- Behaviors, action or attitudes: Verbal comments/statements or physical actions toward students.
- Contact: Acting in the role of teacher, supervisor or support to students.

<p>Indicator: Every case of reported misconduct of an employee is addressed through the Employee Relations Department.</p>	<p>In Compliance</p>
<p>Evidence: 27 concerns regarding adult misconduct toward a student were reported to the Employee Relations Department. 100% were addressed with due process. 9 were substantiated and 2 are pending.</p>	

11.8 Permit the administration of corporal punishment.	In Compliance
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Interpretation: The Board of Education expects the superintendent to assure that no instance or act of physical discipline by any District employee is tolerated.

- Corporal punishment: Physically inflicting harm to the body for the purpose of correcting misbehavior, resulting in pain and/or embarrassment to a child.

Indicator: Every case of corporal punishment is investigated and addressed by the Employee Relations Department.	In Compliance
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Evidence: Two concerns of corporal punishment were reported to the Employee Relations Department. 100% were addressed with due process. One of the two was substantiated.
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11.9 Permit unnecessary or irrelevant collection of student information.	In Compliance
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Interpretation: The Board of Education expects the superintendent to assure that requests to collect student information are reviewed for relevancy and purpose.

- Unnecessary and irrelevant: Information that is not relevant to the vision and mission of the District or in the best interest of students.

Indicator: All requests for collection of student information are reviewed by the Executive Director of Accountability as outlined in Board Policy 6141.6a.	In Compliance
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Evidence: Nineteen formal requests for student information were received and reviewed by the Office of Assessment and Accountability. Eleven were approved.
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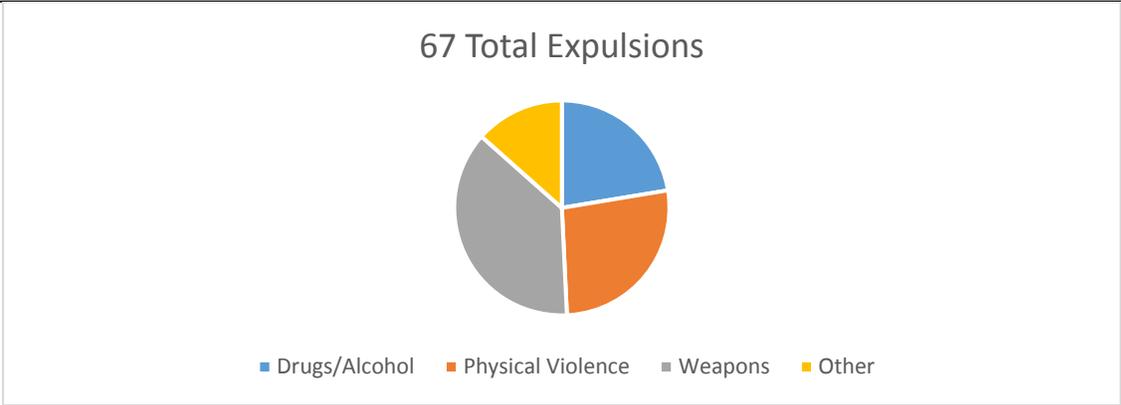
<p>11.10 Permit unruly student behaviors that disrupt learning. Prohibited behaviors include:</p> <ul style="list-style-type: none"> a. the use of drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events; b. the presence of firearms and other dangerous weapons on school property and at school-sponsored events; c. any form of bullying, disrespect or violence on school property and at school-sponsored events. 	<p>In Compliance</p>
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Interpretation: The Board of Education expects the superintendent to reasonably prevent, discourage or ban any incident that negatively impacts student learning. As defined in a-c, the Board explicitly expects any illegal activity to be banned.

- Unruly: Behavior that disrupts or has a negative or unsafe impact on the learning environment or any school activity.
- Prohibited: Forbidden on school grounds and during any school-sponsored activity.

<p>Indicator 1: All prohibited behaviors are disciplined according to the Code Book of Rights and Responsibilities.</p>	<p>In Compliance</p>
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Evidence: 58 students were expelled for engaging in prohibited behaviors; i.e. drugs, alcohol, weapons or violent behavior.



<p>Indicator 2: All chronic and/or extreme unruly student behavior is referred to the Office of Student Services for disposition.</p>	<p>In Compliance</p>
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Evidence: All 26 general education students referred to the Administrative Review Team received a disposition. Of these students, 17 were placed in an Alternative Educational program. Manifestation Determination Review meetings were held for all Special Education students referred for behavioral reassignment to Alternative Education placements due to significant violations of the Code Book.

Action Plan to Improve/Enhance OE-11:

Through the offices of the Chief of Schools and Student Services, the superintendent will continue to address areas of non-compliance in OE-11. The 2015-16 action plan includes:

11.1.1: Continued training and support of Positive Behavior and Intervention Support (PBIS) in every school by using an external coaching structure for tiered implementation of PBIS. The goal is to increase the number of Tier 2 and Tier 3 PBIS schools in the District.

11.1.1: Continue work toward fidelity of implementation of research-based successful models for establishing positive school climate as follows:

- a. Responsive Classroom Model: continue training and implementing in elementary schools, with an end goal of 100% of our schools engaging in the model. Provide on-going coaching at the schools.
- b. Developmental Design Model training for middle schools, increasing implementation to include all schools. On-going coaching at all schools.
- c. *Violence Free Zones* Model in four middle schools as a bridge from school to community. Restorative Justice Practices in the three comprehensive high schools and the alternative site for middle and high school.
- d. De-escalation training at middle and high Schools
- e. Circle of Courage philosophy to be implemented at all High Schools and the Alternative Education sites.

11.1.1: Begin use of District's Bully/Harassment Form to document and continue collecting data about incidents and investigations for use in program adjustments and developments.

11.1.4: Implement a new school climate student survey that will include all high school students, middle school students, and elementary school students.

11.2: Develop guidelines for outlining the protection of student information.

11.2: Every September, guidelines for protecting student confidentiality and the use of student names and information will be sent to all staff.

11.4: The Code Book of Rights and Responsibilities will be reviewed for feedback and recommendations by the Superintendent's Student Advisory Council.

11.4: Add parents to stakeholder group of Code Book Review committee.

11.4: Send community-wide invitation for all stakeholders to provide feedback to the Code Book Review committee.

11.5: School administrators will receive student due process disciplinary training. Student discipline referrals for suspension and expulsion will be monitored to insure due process is followed in every case.

11.5: Continue collecting the following two pieces of data to insure student due process for disciplinary actions:

- a. Number of Level 4 suspensions and Level 5 expulsion referrals with documented evidence of following due process.
- b. Number of discipline cases overturned because due process was not followed.

11.6: Train and certify RUSD CPI trainers to insure all building administrators and appropriate educational assistants and teaching staff receive CPI (restraint) training and certification. This includes recertification and refresher sessions.

Recommendations to Governance Committee for Changes to OE-11:

NOTE: The Superintendent requests that the Governance Committee consider the following changes to OE-11:

11.3: Remove 11.3 from policy and adopt an Administrative Regulation for employees to indicate annually their understanding of how to handle confidential student information.

11.7: Remove 11.7 from policy and adopt an Administrative Regulation (or develop one in the Department of Human Capital) that addresses expectations for adult behavior, attitude, or actions toward students.