

Champaign Unit 4 Schools

Department of Achievement and Pupil Services

Vision Statement

“The goal of the District is to provide an environment that allows effective instruction and learning to occur, which will increase the likelihood that student achievement will take place on a consistent basis. The District will implement a comprehensive disciplinary approach that supports educators in being proactive and constructive rather than responding with punitive or reactive approaches that focus on controlling or suppressing student behavior. Research and best practice validate that students are generally more responsive to positive approaches that promote self-responsibility and self-discipline.”

Champaign Unit #4 Key Milestones Discipline & C2: Culture and Climate

Mechanisms to review discipline and C2: Culture and Climate

1) Discipline Advisory Committee

- Purpose: Revises the upcoming year's Student Code of Conduct
- Frequency of meetings: Meets approximately every two weeks January through March/April.
- Membership: Administrators, CFT representatives, CESP representative(s), parents/community members, Board members
- Chair: Director of Achievement and Pupil Services

2) Discipline Equity Task Force

- Purpose: Acts in an advisory capacity to reduce unwarranted racial disparities in the area of school discipline
- Frequency of meetings: Will meet monthly for 2010-11.
- Membership: Administrators, CFT representatives, CESP representative(s), community representative
- Chair: Director of Achievement and Pupil Services

3) The Alternative Education Task Force

- Purpose: Began as the Academic Alternative Education Task Force in 2003 with the purpose of designing and developing a research-based alternative school that would provide an academic option for students whose needs could not be met in a traditional school setting. The task force continued its work and completed the task of designing and implementing what is the current Academic Academy. Since the Academy began (and Columbia closed), the task force has concentrated its efforts on monitoring the Academy's progress, discussion of students assigned to READY, and transition issues.
- Frequency of meetings: Will meet quarterly for 2010-11.
- Membership: Administrators, CFT representatives, READY representative, Board members, community member
- Chair: Asst. Supt. for Achievement and Pupil Services

4) The Alternative Placement Committee

- Purpose: Considers alternative placement of students to READY and/or Storefront.
- Frequency of meetings: Quarterly
- Membership: Each high school meets separately as a team. Each team is composed of: READY representative, Storefront director, school administrators, counselors, social workers, TISA (Central only). Planning to add a community service representative for 2010-11. Middle school

placements are considered infrequently on a case-by-case basis; no standing committee has been needed/identified at that level.

- Chair: Director of Achievement and Pupil Services

5) Safety Advisory Committee

- Purpose: Discusses safety issues within the schools; meets annually to review safety plans, protocols, procedures, and compliance with school safety drills
- Frequency: Typically meets twice per year, but only one annual meeting is required.
- Membership: Representatives from: Champaign Police, Champaign Fire, C-U Public Health, Fire and Emergency Management, CFT, administration, private school administration
- Chair: Director of Achievement and Pupil Services

6) Asst. Principal/Assoc. Principal (AP/AP) Meetings

- Purpose: Though not a district committee per se, this group of district-wide administrators reviews discipline data, discusses discipline-related programming (PBIS, PBF, Nurtured Heart, and other evidence-based/best practice interventions/strategies), and shares ideas and suggestions for improvement in these areas.
- Frequency: Meets monthly
- Membership: All district assistant and associate principals
- Chair: Director of Achievement and Pupil Services

Attendance

1) Attendance Improvement

- Purpose: Reviews attendance data and discusses proactive ways, including community programming, that could lead to improved school attendance
- Frequency: Monthly
- Membership: TISAs, administration, community representatives, parent liaison, homeless liaison, vision/hearing screener, Board members
- Chair: Attendance Improvement/Dropout Prevention Coordinator

Overall

1) EEE Committee

- Purpose: Reviews and discusses the following equity areas, including data disaggregated by race/ethnicity and SES: academic progress of regular education, special education, gifted, AP/honors, Academic Academy and alternative students, attendance rates, discipline rates, and graduation rates.

- Frequency of meetings: Two times per semester.
- Membership: District representatives, union representatives, and a diverse cross-section of the community that reflects the District's student enrollment. Membership includes:
 - One member of the Board of Education and an alternate
 - The Superintendent and two other central office administrators
 - One principal and an alternate
 - A CFT representative with an alternate named by CFT
 - At least 5 (no more than 10) members of the community
 - Chair: For at least the 2009-2010 school year, the meetings shall be facilitated by a third party who is familiar with the District and community.

Interventions

District Level: Director of Achievement & Pupil Services

- **Community Matters**
 - **Operation Hope**
 - A collaborative project with United Way, Champaign Park District, Boys & Girls Club, and City of Champaign to support students from the Garden Hills and Douglass Center neighborhoods
 - The design of the program follows the 4E Model (Exposure, Education, Experience and Engagement).
 - After two years of existence, the program maintains a 100% graduation rate.
 - **Lighted School House**
 - The program utilizes Garden Hills Elementary School as a community resource for parents and students.
 - Activities include financial planning workshops, fitness classes, family nutrition and family bowling night.
- **Community Coalition**
 - Active member of the Community Coalition, which derived from the community forum hosted by the City of Champaign last spring
 - Major goals are to develop youth and improve police-community relations
- **Crimestoppers "Call It Safe" Program**
 - Crimestoppers is a not-for-profit, anti-crime program designed to provide citizens a means to anonymously report criminal activity to the police.
 - The program involves the School Resource Officers and was designed specifically for middle and high school students.

- Students have the option to either call, text, or visit a website to report information.
- **Summer Youth Development Program**
 - Following a summer of success, the team agreed it would be imperative to monitor the 31 students that completed the program throughout the school year.
 - Staff members and community volunteers meet with students on quarterly basis for an afternoon lunch and to review grades, attendance, discipline, and create goals to ensure success.
 - Writing a grant for additional funding to expand program to serve one-hundred students during summer of 2011.
- **Developed a PLP (Professional Learning Plan) for support staff**
 - The District has adopted three approaches to support culture and climate.
 - The three approaches are:
 - PBIS: Positive Behavior Intervention Support
 - Nurtured Heart
 - PBF: Positive Behavior Facilitation
 - The PLP provided staff members such as bus drivers, cafeteria workers, hall monitors, and teacher aides who are often not connected with District or school initiatives with an overview of each approach and strategies to be used to effectively intervene with students exhibiting challenging behaviors.
- **Assistant/Associate Principals' Meeting**
 - At the conclusion of the 2009-2010 I met each associate and assistant principal individually to discuss the challenges on their campuses, share celebrations, define their approach to discipline, identify the approach their campus would like to implement, and set individual goals.
 - During the meeting, I also asked what topics they would like to have covered during our monthly AP/AP meetings and used those comments to plan meaningful meetings.
- **Proactive Summer Planning Session**
 - In July, a planning session was scheduled to review suspension data by campus.
 - Each campus was provided a spreadsheet listing students that were suspended more than twice during the 2009-2010 school year.
 - We discussed ways to welcome these students back to school and concluded it would be beneficial to meet with the students/parents prior to the start of the 2010-2011 to set goals and create systems of support based on feedback from the student and parents.
 - The group also brainstormed and shared interventions that have been effective to address challenging behaviors.

- **Campus Plans**
 - Prior to the start of the school year, each campus was required to share what approach, Nurtured Heart, PBIS or PBF, would be implemented on their campus.
 - Each campus was also required to identify a climate team to review and respond to data on a monthly basis.
 - Each campus was required to submit their opening presentation and plans to discuss C2: Culture and Climate with staff.

- **Community Liaison**
 - Each high school identified seniors that were in danger or not on pace to graduate.
 - The liaison will identify ten students from each campus to discuss community supports, interventions, and possible alternative options.

- **Bullying Curriculum: 2nd Step (K-8), School Connect (9-12):**
 - The curriculum was purchased last summer, and a team comprised of social workers, psychologist, administrators, and the Science and Health Coordinator developed a framework for implementation.
 - Conducted a meeting with each campus to discuss their plans for implementation.

- **Community Connections: United Way, Girls Scouts, Community Elements and Rape Advocacy and Counseling Education Services**
 - Coordinated a meeting with representatives in November to discuss specific programs each organization offers and brainstormed creative ways to infuse those programs into the District curriculum.

- **4E Leadership Symposium**
 - The symposium is a collaborative project with the City of Champaign, Project Access, Parkland, and community members to plan a quarterly workshop for students that have been suspended more than twice during the current school year.
 - The symposium will follow the extremely successful 4E framework used to design Operation Hope.
 - The goal of the symposium is to gather community members to share experiences, success stories, and help students develop individual academic and behavior goals. Every adult has agreed to serve as a mentor for a group of students involved in the symposium.

- **READY**

- Weekly meetings have been scheduled every Friday with the READY transition coordinator to discuss student progress.
- The weekly meetings will be instrumental as students prepare to transition back to their home campuses.
- Reports containing academic progress, attendance, and behavior are forwarded to each campus with a student attending READY.
- Each campus has designated an administrator in charge of overseeing students assigned to READY and these administrators are encouraged to meet with students every two weeks.

▪ **Campus Initiatives**

- Barkstall (Boost Program)
- Bottenfield (Check-In-Check-Out)
- Carrie Busey (Lysol-Mission for Health)
- Champaign Early Childhood Center (The Infant and Early Childhood Mental Health Consultation Project
- Dr. Howard (Personal Best Reading Goal)
- Garden Hills (Primary Years Student Profiles)
- Kenwood (3 to 1 Positive Connection Program)
- Robeson (PBIS-Full Implementation)
- South Side (PBIS-Full Implementation)
- Stratton (PBIS-Full Implementation)
- Washington (Teaching as Leadership Initiative)
- Westview (P.A.W.S.-Promoting Achievement of Westview Student)
- Edison (College Bound)
- Franklin (Breakthrough School)
- Jefferson (H.U.G.S. Mentoring Program)
- Centennial High School (IMPACT 2010)
- Central (Peer Jury)

**Champaign Unit #4
Comparative Analysis
2009-2010 vs. 2010-2011**

District Data (Through December)

	2009-2010	2010-2011	Decrease or Increase
Discipline Referrals	4,954	3,480	1,474 less or 29.7%
Suspensions	577	422	155 less or 26.8%

Number of Students Never Suspended

Total Enrollment	# of students suspended	# of students without a suspension
9,427	304	9,123 or 97%

Discipline Referrals

District Data by Level (Through December)

	2009-2010	2010-2011	Decrease or Increase
Elementary	323	590	+267 more or 83 %
Middle	1,579	946	-647 less or 41%
High	3,016	1,908	-1,108 less or 37%

Suspensions

District Data by Level (Through December)

	2009-2010	2010-2011	Decrease or Increase
Elementary	113	158	+45 more or 39%
Middle	158	91	-67 less or 42%
High	252	141	-111 less or 44%

2010-2011 Top Seven Incidents (Suspensions)

Incident	Number of Suspensions
Physical Confrontation w/student	191
Disruptive Behavior	42
Verbal Abuse Staff	35
Physical Confrontation w/staff	26
Drug Related	15
Disobedience	12
Threats to Students	10