



AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of the Superintendent

Memorandum

To: Members, Board of Trustees

From: Pascal D. Forgione, Jr., Ph.D., Superintendent

Subject: EL-15 Learning Environment/Discipline Monitoring Report

Date: May 28, 2004

I certify this information to be accurate as of the close of business on May 28, 2004.

The Superintendent shall not fail to establish and maintain a learning environment that is safe, conducive to effective learning and free from unnecessary disruption.

Accordingly, the Superintendent may not:

1. Fail to adopt an administrative policy on conduct and discipline which conforms to the state requirements and that:
 - a. prohibits the use of drugs, alcohol or tobacco products by students or adults on school property and at school-sponsored events;
 - b. prohibits the presence of firearms or other dangerous weapons on school property and at school-sponsored events;
 - c. prohibits any form of violence on school property and at school-sponsored events;
 - d. provides for the discipline of special education students consistent with their IEP;
 - e. establishes procedures for student interrogations, searches and arrests;
 - f. establishes procedures to afford students, parents and school personnel due process with regard to student conduct and discipline issues;
 - g. establishes procedures for written appeal to the Board from a decision to expel or deny admission to a student;
 - h. provides for the expulsion or administration of other appropriate discipline of students deemed to be habitually disruptive;
 - i. establishes the district's student attendance policy.
2. Fail to appropriately involve teachers, administrators, students and the community in developing the policy.

3. Fail to arrange to have the conduct and discipline policy distributed once to each enrolled student and once to each new student in the district.
4. Fail to distribute to each student or parent copies of any significant changes in the policy.
5. Fail to ensure that a copy of the policy, and any significant changes to the policy, are posted or available for inspection in each school building.
6. Fail to ensure that the policy and discipline referral procedures are fairly and equitably applied in all schools and across all student subgroups.
7. Fail to identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.
8. Fail to report to the Board, on an annual basis, aggregate discipline data including disciplinary actions and offenses.
9. Fail to ensure that appropriate disciplinary information is communicated to teachers and counselors who have direct contact with the disciplined students.

Monitoring Report

EL-15 states, “*The Superintendent shall not fail to establish and maintain a learning environment that is safe, conducive to effective learning and free from unnecessary disruption.*”

Accordingly, the Superintendent may not:

1. *Fail to adopt an administrative policy on conduct and discipline which conforms to the state requirements and that:*

a. *prohibits the use of drugs, alcohol or tobacco products by students or adults on school property and at school-sponsored events;*

In Compliance. There are ten documents that address this requirement. Please see Attachment A.

b. *prohibits the presence of firearms or other dangerous weapons on school property and at school-sponsored events;*

In Compliance. There are five documents that address this requirement. Please see Attachment B.

c. *prohibits any form of violence on school property and at school-sponsored events;*

In Compliance. There are twelve documents that address this requirement. Please see Attachment C.

d. *provides for the discipline of special education students consistent with their IEP;*

In Compliance. There are four documents that address this requirement. Please see Attachment D.

e. *establishes procedures for student interrogations, searches and arrests;*

In Compliance. There are five documents that address this requirement. Please see Attachment E.

f. *establishes procedures to afford students, parents and school personnel due process with regard to student conduct and discipline issues;*

In Compliance. There are fourteen documents that address this requirement. Please see Attachment F.

g. *establishes procedures for written appeal to the Board from a decision to expel or deny admission to a student;*

In Compliance. There are eleven documents that address this requirement. Please see Attachment G.

- h. provides for the expulsion or administration of other appropriate discipline of students deemed to be habitually disruptive;*

In Compliance. There are eleven documents that address this requirement. Please see Attachment H.

- i. establishes the district's student attendance policy.*

In Compliance. There are thirteen documents that address this requirement. Please see Attachment I.

- 2. Fail to appropriately involve teachers, administrators, students and the community in developing the policy.*

In Compliance.

- The AISD Community Safety Task Force continued to meet during the 2003-04 school year. The goal of the Community Safety Task Force was to identify the problems related to safety in AISD schools and how to address those problems, and to present comprehensive recommendations to the Board for an integrated plan to address school safety across the district. In an effort to determine the necessary components for school safety, the Task Force reviewed targeted research and literature relevant to school safety to gain insight into national best practices standards. The Task Force worked to examine the current situation in Austin schools as evidenced by district data and the district's policies, procedures and practices. Finally, and perhaps most importantly, the Task Force sought the voices of those intimately connected with school safety issues – district staff and administration, school principals and faculty, community members and parents, and of course, the children themselves. The Safety Task Force Report and Recommendations were presented to the Board on May 4, 2004.
- During the 2003-04 school year, the AISD Campus Environment/Discipline Review Committee was created to assist the District in its review of policies and procedures concerning student behavior, interventions, and consequences to establish and maintain a learning environment that is safe, conducive to effective learning, and free from unnecessary disruption. The committee included members of the District Advisory Council, the Community Safety Task Force, parents, campus administrators, and central office administrators. Much of this committee's work focused on addressing behaviors before a student is removed, the removal period itself, and transition back to the home campus after a removal. Please see EL 15.7 for further discussion.
- Feedback received throughout the year from stakeholders, including administrators and parents, is utilized in the review and revisions.
- The District Advisory Council (comprised of parents, community members, business representatives, teachers, a Board of Trustees representative, principals, and central office representatives) was instrumental in the development of the Board-approved Student Code of Conduct on August 5, 1996 and provides advice to the Board concerning the annual approval of revisions. Positive Behavior Support systems were discussed with the DAC on January 20, 2004, and suggested revisions for the 2004-05 school year were reviewed by the DAC on May 18, 2004. The Board of Trustees will receive the Student Code of Conduct for approval on June 14, 2004.

3. *Fail to arrange to have the conduct and discipline policy distributed once to each enrolled student and once to each new student in the district.*

In Compliance.

- In response to an exception to the EL-15 report in June 2003, beginning this year, principals were asked to sign a verification form indicating that the Student Code of Conduct was given to all students (see Attachment J). Verification forms were submitted by 100% of campuses. A copy of the Board-approved Student Code of Conduct is provided to all students and staff at each campus in English or Spanish. Each campus orders these through the warehouse as needed. This form also instructed administrators to make a good faith effort to obtain signed receipts from parents.
- Campus administrators are reminded in the mandatory discipline training to distribute the Student Code of Conduct and are also sent a reminder via e-mail through a Lotus Discipline Group.
- The Student Code of Conduct is also available in English and Spanish on the AISD web site.

4. *Fail to distribute to each student or parent copies of any significant changes in the policy.*

In Compliance.

- Students/parents are notified of significant changes in discipline policy in English and Spanish. Principals are notified via memo and/or e-mail and disseminate information in campus newsletters, parent meetings, and/or verbally as appropriate. There were no such changes during the 2003-2004 school year.

5. *Fail to ensure that a copy of the policy, and any significant changes to the policy, are posted or available for inspection in each school building.*

In Compliance.

- Requirements for posting were revised during the 78th Legislative Session by House Bill No. 1314 (Section 4, 37.001(a)) which states the following: The student code of conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal. Therefore, during the 2003-04 school year, campus administrators were advised to have copies of the Student Code of Conduct available in the front office. Campuses are still free to post the Code, but posters were not purchased.
- The Student Code of Conduct is also available in English and Spanish on the AISD web site.

6. *Fail to ensure that the policy and discipline referral procedures are fairly and equitably applied in all schools and across all student subgroups.*

In Compliance with Exception.

- Discipline data are submitted each year to the state through the Public Education Information Management System (PEIMS). These data are entered into the SASI system at the campus level. During the 2002-03 school year, AISD submitted approximately 30,000 discipline records to the state.

During the 2003-04 school year, the following reports were developed in collaboration with the Associate Superintendents and the Superintendent. (These reports also address an exception concerning additional PEIMS analyses from the June 2003 EL-15 report). These are disseminated to campuses, Associate Superintendents, and the Superintendent each 12-weeks:

- In-School Suspensions (HS and MS): Rates for each campus compared to all HS or MS for 2002-03 and 2003-04, and a pie chart illustrating what incidents resulted in ISS
- Suspensions (HS and MS): Rates for each campus compared to all HS or MS for 2002-03 and 2003-04, and a pie chart illustrating what incidents resulted in suspension
- Mandatory Removals (HS and MS): Rates for each campus compared to all HS or MS for 2002-03 and 2003-04, and a pie chart illustrating what incidents resulted in mandatory removal
- Discretionary Removals (HS and MS): Rates for each campus compared to all HS or MS for 2002-03 and 2003-04, a pie chart illustrating what incidents resulted in discretionary removal, and a bar graph of discretionary removals by ethnicity
- Suspensions (Home and ACES combined) (ES): Rates for each campus compared to all ES for 2002-03 and 2003-04, a pie chart illustrating what incidents resulted in suspension (Home and ACES combined), and a bar graph of suspensions (Home and ACES combined) by ethnicity
- Aggregate Report: Offenses for 12-week period of 2003-04 (all campuses)
- Aggregate Report: Dispositions for 12-week period of 2003-04 (all campuses)
- Aggregate Report: Mandatory vs. Discretionary Removals for 12-week period of 2003-04 (all campuses)

In addition, discipline PEIMS data are utilized for the Title IV Safe and Drug Free Schools and Communities evaluation, which is submitted to TEA, and then to the federal government; are utilized by the state to calculate persistently dangerous schools (*No AISD schools were rated as persistently dangerous by TEA during the 2003-04 school year*); and are submitted to the Office of Civil Rights every other year.

Presently, there is an Academic Excellence Indicator System (AEIS) indicator named *Students with Disciplinary Placements*, which provides a count and percent of students placed in alternative education programs (DAEP and JJAEP) under Chapter 37 of the *Texas Education Code*. These data are reported for the 2001-02 school year in the 2002-03 AEIS report. As illustrated in Attachment K, AISD removed/expelled 1.8% of its students during the 2001-02 school year. The attached comparison includes other school districts with at least 50,000 students. The average for these school districts was 2.25%, with the largest at 4.2% in Arlington ISD and the smallest at 0.9% in Plano ISD. The state average was 2.6%. During the 2000-01 school year, as reported in the 2001-02 AEIS Report, AISD removed/expelled 2.3% of its population, indicating a decrease of 0.5%. This AEIS data element is not disaggregated by ethnicity, gender, or grade.

2004-05: There is a relatively new web report available from TEA that can be used to examine AISD PEIMS-reported disciplinary actions and offenses in comparison to other districts. At this time, however, the most recent data available is from 2001-02.

2004-05: There will be analyses conducted on disciplinary data and low/non-low Socio-Economic Status (SES) students (based on free or reduced lunch).

2004-05: The disciplinary dispositions entered in SASI will be expanded beyond those required for PEIMS to include actions resulting from all office referrals, such as a conference with student or parent, home visit, behavior plan, and detention. This will allow for a more in-depth analysis of how campuses address problematic behaviors. We already collect offense data above and beyond the offenses required for PEIMS.

- ➡ Although the discretionary removals of African-American students in Middle School have decreased this year, our data demonstrate that disproportionality of discretionary removals across ethnic groups remains a significant challenge. Please see Attachment L:
 - Figure 1: Middle School discretionary removals (disaggregated by ethnicity) for 2002-03 and 2003-04:
 - ▷ The number of discretionary removals has decreased dramatically from 2002-03 (404) to 2003-04 (223).
 - ▷ Discretionary removal rate of Native American students remained 0%
 - ▷ Discretionary removal rate of Asian students remained less than 1%
 - ▷ Discretionary removal rate of African American students decreased 8.61% but remains disproportionate to population
 - ▷ Discretionary removal rate of Hispanic students increased 9.07% and has become disproportionate to population
 - ▷ Anglo/Other decreased 1.11% and remains disproportionate to population
 - Figure 2: High School discretionary removals (disaggregated by ethnicity) for 2002-03 and 2003-04:
 - ▷ The number of discretionary removals has increased from 2002-03 (324) to 2003-04 (449).
 - ▷ Discretionary removal rate of Native American students decreased to zero
 - ▷ Discretionary removal rate of Asian students remained less than 1%
 - ▷ Discretionary removal rate of African American students increased 2.61% and remains disproportionate to population
 - ▷ Discretionary removal rate of Hispanic students increased 3.32%
 - ▷ Anglo/Other decreased 5.76% and remains disproportionate to population

- ➡ Positive Behavior Support (PBS): The goal of PBS is to improve school climate through the development of systems and strategies on every campus that address universal, selected at-risk, and targeted individual student needs in the areas of mental health and safety. District discipline data shows that the most frequently occurring offenses for which students are disciplined suggest poor school climate, such as insubordination, disruption, and other disrespectful behaviors including physical aggression and fighting. According to a publication by the U.S. Department of Education (1998), “opportunities for inappropriate behaviors that precipitate violence are greater in a disorderly and undisciplined school climate. However, the most effective way to reduce suspensions, expulsions, office referrals, and other similar actions – strategies that do not result in making schools safer – is to emphasize a proactive approach to discipline.” Strategies necessary for a comprehensive system of PBS include the following:
 - Increase the ratio of positive adult interaction with students on all campuses. Station adults including teachers, administrators, and support staff throughout the campus (at entrances and exits, in the hallways, and outside of classrooms) before, during, and after school to interact positively and build relationships with students.
 - Train all campus staff on methods for active supervision and monitoring.
 - Actively teach all students to recognize and engage in appropriate interpersonal interactions. This teaching should occur school-wide in classrooms, hallways, cafeterias, playgrounds, and at any opportunity for adults to reinforce appropriate student behaviors.
 - Create campus teams to analyze and identify ways in which school policies and practices may be strengthened to improve school climate. Campus administration may choose to provide support team members an additional conference period during which to meet regularly for maximum results.
 - Train and encourage parents and other volunteers to greet students and monitor areas of need throughout the school day.
 - Provide opportunities for peer mediation and peer assistance.

Students must be supported through a foundation of school-wide policies and practices that are designed to encourage positive behaviors among all students, and strategies must be

implemented to address the needs of students who are at risk for developing problematic behavior patterns that negatively affect school safety. To adequately meet the needs of the students at highest risk, these strategies must include links to community mental health and social service resources that exist outside of the school.

The principles of PBS include the beliefs that:

- Solutions to problem behavior include the overall school climate and classroom setting;
- All campus staff should participate in the active teaching of positive behavior expectations;
- All campus staff should interact positively with students to build relationships and strengthen the school climate;
- Multiple levels of support that addresses universal, selected at-risk, and targeted individual student needs must be available to support all students including those students whose needs are not met by the general school-wide strategies; and
- Rather than merely reacting to the negative behaviors of students, campus staff should be proactive in creating an environment that supports the positive behaviors of all students. PBS systems provide clear, consistent consequences for misbehavior, but also actively strive to replace negative student behaviors with desirable positive alternatives.

This initiative is supported by the Community Safety Task Force, as demonstrated by the following recommendations presented to the Board of Trustees on May 4, 2004:

- While each campus may choose different strategies, all schools in AISD should implement Positive Behavior Support (PBS) systems.
- Provide schools with the funding, scheduling support, and training necessary to implement Positive Behavior Support systems.

Current Implementation: Fourteen schools in AISD have begun to implement the principles of PBS with training and coaching from Region XIII and Educational Support Services staff, including Pearce and Dobie Middle Schools which began implementation during the 2003-04 school year. It is a 3-5 year commitment for schools to completely implement PBS. During the 2004-05 school year, we will have an additional AISD cohort working with Region XIII and district staff, including Odom, Allison, Linder, and Becker. Training for these schools will begin this summer with Region XIII.

- ➡ Anti-Bullying/Harassment and Violence Prevention Participation (as reported for Results Policy 7): Adoption of the anti-bullying/harassment policy this year places AISD in the forefront in addressing this issue. All campuses will implement systems to teach and support positive student behaviors and provide appropriate consequences, including prevention of student to student aggression, bullying, harassment, and dating violence behaviors. Training has begun and will continue to ensure compliance with implementation of systems to teach expected student/staff behaviors, and consequences. This training will be provided to campuses, staff, and administrators. Evaluation of the policy, interventions, and outcomes will be reported for the 2004-2005 school year, as provided by the Results Policy 7 report.
- ➡ The AISD Student Dress Code has been revised for the 2004-05 school year. These changes are intended to maintain a safe and respectful learning environment and to model good citizenship, as well as allow for greater consistency across campuses.
- ➡ High school campuses will continue to be closed for lunch for students in grades 9-11 during the 2004-05 school year, but seniors and their parents will be required to sign a compact to assure they understand the expectations and consequences for abuse of the open campus privilege. Seniors will have the privilege of leaving campus during lunch; however this privilege can be revoked for misbehavior. Seniors' responsibilities will include the following: Actively discouraging underclassmen from leaving campus during lunch by refusing to provide them transportation; driving in a safe and responsible manner so as to not put themselves or others in

danger; returning to campus in a timely manner to ensure no loss of class time; refraining from the use of alcohol, drugs, or other illegal substances; conducting themselves in an appropriate manner at all times and in all situations in the community; and making responsible decisions and accepting the consequences of those decisions.

- ➡ Campus Improvement Plans: CIP Goal: “AISD campuses will provide learning environments that are safe, conducive to effective learning and free from violence and unnecessary disruption.” To address this goal, all campuses will complete an assessment of Positive Behavior Systems, facilities safety and security. Campuses, in collaboration with the Campus Advisory Councils, will include and implement safety goal(s) and action plans in Campus Improvement Plans (CIP). In addition, each campus must address the proportionality of disciplinary actions in its Campus Improvement Plan. If the rate of removals/suspensions disaggregated by ethnicity is not proportionate to the student population of that campus, a plan of action must be developed and implemented as part of the CIP.

Campus administrators have pursued various means to address the issue of disproportionality of disciplinary referrals, including, but not limited to the following:

- Development and implementation of a school-wide positive behavior supports/behavior management program.
 - Utilization of Impact Teams to proactively address behavior issues before a referral is made to a DAEP.
 - Counselor intervention for students with repeated referrals.
 - Appropriate behavior charts posted around campus and consistent reinforcement by all staff to communicate behavioral expectations.
 - Increased use of data to monitor progress.
 - Review of classroom referrals as part of teacher evaluation.
 - Focused staff development on behavior management.
 - Cultural Connections training.
- ➡ Training allows for a consistent dissemination of information to administrators and staff. Please see Attachment M for relevant training provided during the 2003-04 school year.
 - 2004-05: New teachers will be trained during the week of August 2-6, 2004. Training will include Positive Behavior Support and effective classroom procedures to teach, monitor, and reinforce positive behavioral expectations. New teachers will also continue to be trained on classroom management principals based on the CHAMPS curriculum.
 - ➡ Administrator Evaluation: The Campus Administrator Appraisal Form includes the following under Student Management:
 - Ensures strategies are implemented that help students develop a sense of self-responsibility and respect for others.
 - Ensures that guidelines for student conduct are developed and communicated to the school community.
 - Ensures that students are disciplined for misconduct in an effective and fair manner.
 - Responds to the student-management concerns of parents, students, and faculty.
 - ➡ Technical assistance is provided daily to campus administrators, central office administrators, and stakeholders on discipline law, policy, regulations, and data. The Student Discipline Coordinator and the Office of Legal Counsel work closely together in order to provide clear and consistent guidance.

7. *Fail to identify students at risk of suspension or expulsion and provide opportunities to help them avoid suspension or expulsion.*

In Compliance.

- *Identifying and providing appropriate interventions to students at risk of suspension removal, or expulsion in a consistent manner assists in the provision of fair and equitable application of policy and discipline referral procedures.*
- During the 2003-04 school year, the AISD Campus Environment/Discipline Policy Review Committee was created to assist the District in its review of policies and procedures concerning student behavior, interventions, and consequences to establish and maintain a learning environment that is safe, conducive to effective learning and free from unnecessary disruption. The committee included members of the District Advisory Council, the Community Safety Task Force, parents, campus administrators, and central office administrators. Much of this committee's work focused on addressing behaviors before a student is removed, the removal period itself, and transition back to the home campus after a removal and aligning our practices with the principles of Positive Behavior Support. The committee proposed a framework through which to develop behavior plans in collaboration with the Impact Team, changes in the length of removals in the removal regulations in order to provide for safe campuses but also to limit the time a student is removed from instruction on the home campus, and processes through which home campuses can work with students returning from a DAEP to ensure successful transition.
- Educational Support Services staff, in collaboration with the AISD Campus Environment/Discipline Policy Review Committee and the PBS Core Team, has worked to align our practices with the principles of PBS and to strengthen the assessments and interventions used to address at-risk behavior prior to the use of discretionary removals.
- In response to an exception to the EL-15 report in June 2003, the use and effectiveness of the Behavior Intervention Checklist (see Attachment N) was evaluated for the Fall 2003 semester and the Spring 2004 semester via the Associate Superintendents, as the Associate Superintendents receive copies of removal reports. This checklist should be completed for all removal conferences. These interventions are intended to ensure that the behavioral needs of students are addressed and to document the school's actions prior to a removal conference. The principal or administrator conducting the removal conference must certify what activities and/or interventions specified on the checklist have been completed. The intervention strategies used most often included: teacher/team conference, consultation/problem solving with teachers or assessment staff, special education interventions, and referrals to community agencies. The reported use and effectiveness of the Behavior Intervention Checklists varied across instructional levels and semesters.
 - Reported use of Behavior Intervention Checklists:
 - ▷ High Schools: Submitted with paperwork 80-90% of the time during the Fall 2003 semester and 60-70% of the time during the Spring 2004 semester
 - ▷ Middle Schools: Submitted with paperwork 90-100% of the time during the Fall 2003 and Spring 2004 semesters
 - ▷ Elementary Schools: Submitted with paperwork 0-10% of the time during the Fall 2003 semester and 90-100% of the time during the Spring 2004 semester
 - Reported effectiveness of Behavior Intervention Checklists in indicating that appropriate interventions have been utilized and in decreasing the number of discretionary removals for Fall 2003:
 - ▷ High Schools: Strongly Agreed interventions used were appropriate during Fall 2003 and Agreed during Spring 2004; Unsure of impact on discretionary removals during the Fall 2003 semester but Disagreed that there was a decrease during the Spring 2004 semester

- ▷ Middle Schools: Strongly Agreed interventions used were appropriate during the Fall 2003 and Spring 2004 semesters, Strongly Agreed the use of the checklist decreased discretionary removals during the Fall 2003 semester and Agreed during the Spring 2004 semester
- ▷ Elementary Schools: Disagreed that appropriate interventions were used during the Fall 2003 semester and Strongly Agreed during the Spring 2004 semester; Strongly Disagreed that the checklists have decreased discretionary removals during the Fall 2003 semester and Disagreed during the Spring 2004 semester.

2004-05: As discussed above, the AISD Campus Environment/Discipline Policy Review Committee reviewed policies and procedures concerning student behavior, interventions, and consequences to establish and maintain a learning environment that is safe, conducive to effective learning and free from unnecessary disruption. Working to align our practices with the principles of Positive Behavior Support has strengthened the intervention process for addressing problematic behaviors prior to a discretionary removal.

- ➡ Parental concerns about disciplinary removals or expulsions are addressed through a formal appeal process that takes into account consistency of disciplinary dispositions. In response to an exception to the EL-15 report in June 2003, information concerning appeals was collected during the 2003-04 school year:

Summary of Removal Appeals, 2003-04 (as of 5/27/04)

Level of Appeal	Appeals Heard*	Mandatory/ Discretionary	Reason for Appeal (may include more than one reason)	Result
I	27	16/11	Event did not occur: 1	Upheld: 25
			Student not involved: 2	Remainder voided: 0
			Inadequate due process: 12	Revised: 2
			Length too long: 17	
			Other: 7	
II	3	2/1	Event did not occur: 0	Upheld: 2
			Student not involved: 0	Remainder voided: 1
			Inadequate due process: 2	Revised: 0
			Length too long: 2	
III	0	N/A	Event did not occur:	Upheld:
			Student not involved:	Remainder voided:
			Inadequate due process:	Revised:
			Length too long:	
IV	0	N/A	Event did not occur:	Upheld:
			Student not involved:	Remainder voided:
			Inadequate due process:	Revised:
			Length too long:	
			Other:	

**Eleven appeals were filed but not heard because the concerns were adequately addressed by the campus to the satisfaction of the parent/guardian, the hearing was cancelled, or the appeal was not filed in a timely manner.*

Of the appeals filed and heard, 21 were for High School students and nine were for Middle School students. Mandatory offenses included misdemeanor drug or alcohol offenses, terroristic threat, and assault against an adult. Discretionary offenses included possession of a legal

weapon, physical aggression, harassment, criminal mischief, and inappropriate use of over the counter medication.

There were less than five expulsion appeals; therefore, these data are too few to aggregate.

- ➡ IMPACT Teams: Students experiencing behavior difficulties not resolved by a classroom teacher are referred to the campus Impact Team for early intervention assistance. Impact Teams are charged not only with prevention and intervention support for students experiencing difficulties, but also serve as a source of support for teachers. Intervention strategies used by Impact Teams to address behavior challenges include but are not limited to the following: home visit/parent contact (school staff, Visiting Teacher, and/or Parent Involvement Specialist); referral to community-based partners such as Communities In Schools, SafePlace, etc.; mediation; mentoring; campus-based group counseling; development and implementation of graduated disciplinary systems (e.g., Pearce developed a responsibility chart which identifies specific responses that escalate as appropriate based on a particular behavior; Reilly Elementary developed a similar chart with applicable levels describing specific behavior that should be addressed first by the classroom teacher prior to further administrative action; Dobie developed and implemented transition procedures to be used for students returning from the Alternative Learning Center). In addition, *Teacher's Guide to Behavioral Interventions and Classroom Discipline Problem Solver* resource books were purchased by the Office of Dropout Prevention and provided to elementary schools.
- ➡ The Guidance and Counseling Department provides campus counselors with materials such as: 1) Peer Mediation, Conflict Resolution in Schools by Fred Schrupf, Donna K. Crawford and Richard J. Bodine; and 2) Live This! The Guidance Curriculum. Live This! Focuses on the following topics: self-knowledge and acceptance, interpersonal and communication skills, responsible behavior, decision making/problem solving, and goal setting. Counselors may also work with students utilizing a variety of techniques, such as working with a student in a small group setting for modeling and instruction, arranging a student and parent meeting with Core team (if secondary), providing class presentations, consultation with behavior specialists, provision of information about resources, collaboration on behavior contracts, and working with the IMPACT teams.

8. *Fail to report to the Board, on an annual basis, aggregate discipline data including disciplinary actions and offenses.*

In Compliance.

- ➡ Aggregate discipline data, including disciplinary actions and offenses, will be provided to the Board annually, disaggregated by gender and ethnicity. Data from the 2002-03 school year were provided in August 2003. Data from the 2003-04 school year will be provided in August 2004. These data will include the following reports for the District, Total High Schools, Total Middle Schools, Total Elementary Schools, and each individual campus:
 - Aggregate Report: Offenses for 2003-04
 - Aggregate Report: Dispositions for 2003-04
 - Aggregate Report: Mandatory vs. Discretionary Removals for 2003-04

Three modifications have been made to these reports since they were disseminated for the 2002-03 school year: the offense report was reorganized by larger categories, rates were added to all reports, and population data were added to the discretionary vs. mandatory removal reports. These modifications also address an exception concerning additional PEIMS analyses from the June 2003 EL-15 report.

- ➡ *Texas Education Code* §39.053 requires each district's Board of Trustees to publish an annual report that includes the Academic Excellence Indicator System (AEIS) report; campus performance objectives; a report of violent or criminal incidents; and information received from the Texas Higher Education Coordinating Board. The AEIS report comprises the main part of the district's annual report. The Board of Trustees is required to hold a hearing for public discussion of the report and is required to widely disseminate the report within the district.

Report on Violent or Criminal Incidents. Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This report is meant to be available for use and review by the public in the district; a copy does not need to be sent to TEA. It is a local responsibility to determine the format of this report and publish it. The contents of the report should reflect the requirements in statute. *Texas Education Code* 39.053. Performance Report reads, in part:

- a) The annual report must ... include:
 - (4) a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.S. Section 1232g);
 - (5) information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students;
 - (6) the findings that result from evaluations conducted under the Safe and Drug-Free Schools and communities Act of 1994 (20 U.S.C.S. Section 710 et seq.) and its subsequent amendments

A hearing for public discussion of the annual report must be held within 90 days of receipt of the AEIS materials. Parents and property owners must be notified of the hearing. State law stipulates that notification MUST include "notice to a newspaper of general circulation in the district and notice to electronic media serving the district." This notice can be in the form of a press release or other announcement, but it must be made available to local print and electronic media (*i.e.*, radio and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing. The hearing may be combined with a regularly scheduled meeting of the local board of trustees, but must be held at a reasonable time, when parents and taxpayers can attend. Within two weeks after the hearing, the report must be widely disseminated within the district.

The hearing for the AISD report was conducted at a joint meeting of the District Advisory Council (DAC) and Board of Trustees on the evening of January 5, 2004, within the 90-day window from date of receipt of the AEIS reports in our district. Minutes from the meeting are posted to AISD's web site and corroborate discussion of required items, including disciplinary actions. Additional debriefing was conducted on January 20, 2004, again corroborated in the minutes posted to AISD's web site.

Once the annual report is published, it must be disseminated to the public. This can be accomplished by directing readers to the AEIS website, or for members of the public without internet access, through mailouts or by having copies posted in public places such as each school office, local businesses, and public libraries. The district is responsible for finding the most efficient and cost-effective method of making the annual report available to the public.

Each campus was furnished with these materials. In addition, a copy was filed with the public library. The reason why we file with the public library is because not all families in our district have access to the Internet.

The special edition of Austin InSiDer was intended to serve as an additional means of informing the public of district performance relative to district results policies, and this was done in

addition to the distribution of *School Report Cards* to parents. The Austin InSiDer report is available online.

9. *Fail to ensure that appropriate disciplinary information is communicated to teachers and counselors who have direct contact with the disciplined students.*

In Compliance.

- In response to an exception to the EL-15 report in June 2003, a standard Teacher Feedback Form was created to gather information about student behavior and academics prior to a removal conference or expulsion hearing including a field for offense (see Attachment O). Using this form not only allows the teacher to share pertinent information, but also provides a mechanism through which administrators notify teachers about serious offenses. Campuses may use this form or create their own, but were instructed to include the alleged offense. The form includes a notice about confidentiality: *Please note that this information is confidential and the State Board for Educator Certification may revoke or suspend the certification of a teacher who intentionally violates this requirement.*
- Local law enforcement agencies notify the AISD Police Department when AISD students are arrested in the community or adjudicated. The AISD PD notifies each campus about felony arrests in the community. These notifications state that “the information herein is confidential and can only be discussed for educational purposes or for the protection of persons who work directly with the student” and includes an attached description of what our responsibilities are under the Texas Education Code in response to these offenses – we are required to have a removal conference for students who have allegedly committed Title V felony offenses (crimes against persons) in the community and may have a removal conference for those with non-Title V felony offenses.