

**BLUE RIBBON COMMISSION ON SCHOOL DISCIPLINE:
A WRITTEN REPORT PRESENTED
TO THE SUPERINTENDENT AND BOARD OF EDUCATION**

Executive Report

Clayton County Public Schools

January 2007

PREFACE COVER SHEET

Acknowledgments

The members of the Blue Ribbon Commission on School Discipline would like to thank and acknowledge the Superintendent, Barbara M. Pulliam, Ed.D., and the Clayton County Board of Education for their support throughout the duration of this process:

Barbara M. Pulliam, Ed.D.
Superintendent of Schools

Current Board Members

Ericka Davis, Chairwoman of the Board
District Four

Rev. W. Rod Johnson, Vice-Chairman of the Board
District Five

David Ashe
District Seven

Lois Baines-Hunter
District Two

Yolanda Everett
District Three

Norreese Haynes
District Eight

Sandra Scott
District Nine

A. Michelle Strong
District One

Eddie White
District Six

Past Board Members

Allen Johnson
District Eight

Connie Kitchens
District Nine

Latoya Walker
District One

Committee Members

Luvenia Jackson – Assistant Superintendent of Pupil Personnel and Ancillary Services

John Walker – Director, Student Engagement (Chair)

Richard Marable – Former Georgia State Senator (Lead-Facilitator)

Chairman Eldrin Bell – Clayton County Board of Commissioners

James Conard – Director, Maintenance and Facilities

Dr. Mandy G. Condit – Coordinator, Psychological Services

Cyd Cox – President, Clayton County Council of PTAs

Luz Diaz – Community Liaison, Department of Second Language Learning

Jeff Dickerson -- Communications

Darienne Driver – Special Assistant to the Superintendent

Faith Duncan – Principal, Arnold Elementary School

Harold Eddy – Attorney to Clayton County Public Schools

Cheryl Evans – Community Advocate

Tamera Foley – Director, Secondary Special Education

Beverly Garner – Principal, Kendrick Middle School

Linda Granger – Community Advocate; *Resigned*

Gail Hambrick – Clayton County Quality Education

Dr. Sandra Harrison – Clayton State University

Steven Holmes – Chief Information Officer

Brenda Kelley – Teacher, Mundy's Mill Middle School

Committee Members, Continued

Dr. Rick Maddox – Retired Educator

Dexter Matthews – President, NAACP, Clayton Branch

Captain Greg Porter – School Resource Officers

Cathy Ratti – Director, Clayton County Department of Family and Children’s Services

Charles Reddick – 100 Black Men of South Metro

Dr. Kenneth Sanders – Coordinator, Guidance and Counseling

Senator Valencia Seay – Georgia State Senate

Shane Short – Clayton County Chamber of Commerce

Tina Smith – Community Advocate

Judge Steven Teske – Clayton County Juvenile Court

Gary Townsend – Principal, Mt. Zion High School

Auraneittia White – Literacy Coach, B.C. Haynie Elementary School

Rev. Otis White – Shiloh Baptist Church

Dr. Andrea M. Wilson – School Improvement Specialist, Special Education

Executive Summary

Maintaining a safe, disciplined, and orderly school environment has always presented a significant challenge to educational leaders. In particular, issues of school safety, student discipline, and disruptive student behavior persistently rank as the top problems facing educators, administrators, and schools throughout the nation. In an effort to respond to this challenge, the Clayton County Public Schools Blue Ribbon Commission on School Discipline was charged with conducting a comprehensive review of student discipline within the Clayton County Public Schools from infraction, to response, to prevention.

The Commission investigated issues of school discipline at the global level through a review of the county wide school discipline data accumulated over the last four school years. In addition, the Commission was divided into seven sub-committees each charged with investigating specific areas of concern. These sub-committees were: Elementary Schools, Middle Schools, High Schools, Special Education, Alternative Education, School Safety, and Juvenile Justice. Each sub-committee conducted an independent investigation of the topic and reported a series of recommendations to the Commission. Ultimately, the comprehensive investigation presented in this report recommends additional measures in the areas of school safety and security, expanding the continuum of services offered to students with discipline problems, enhancing professional development activities for administrators, faculty, and staff, and increasing parent accountability and awareness.

Recommendations from the Commission

I. Safety and Security Measures

1. Revise the Student Code of Conduct and Student Handbook, including operational definitions of offense codes and updating the code to reflect offenses based on modern technology (ex., cyber bullying, camera phones, etc.).
2. Hire additional safety personnel at all middle and high schools, which include School Resource Officers (SROs) and Security Guards.
3. Enhance all surveillance and communication equipment in all schools.
4. Increase the number of support staff assigned to improving and evaluating student behavior across the district. Staff needs include Behavior Intervention Specialists, School Psychologists, paraprofessionals, and Assistant Principals.

II. Continuum of Services

1. Identify a service or provider that the Superintendent or her designee, with the advice of counsel, can authorize for the provision of alternative education services for enrolled students (grades 6 through 12) for a referral period of 180 days of attendance or until the student gains the basic skills necessary to be successful in a traditional classroom.
2. Continue the “Cooperative agreement on the handling of school-related offenses” that prohibits the filing of juvenile complaints involving certain misdemeanor non-violent offenses.
3. Provide consistent implementation of those programs, services, and systems that already exist within the district and community to target improving school discipline. These programs include but are not limited to: Strategic methods Against Street Harm (S.M.A.S.H.), Gang Resistance Education and Training (G.R.E.A.T.), In-School Suspension Curriculum, Georgia Student Achievement Pyramid of Interventions.
4. Implement the Effective Behavioral and Instructional Supports (EBIS) program currently in use at Kendrick and Adamson Middle Schools, district-wide in grades K-12.

5. Continue support of existing CCPS alternative education programs that include the Alternative School and In-School Suspension programs (i.e. hiring additional staff and proper program implementation).

III. Professional Development

1. Offer extensive and ongoing professional development specific to disciplinary issues and classroom management strategies for administrators, faculty, and staff in all schools.
2. Increase staff awareness and support for students with disabilities.
3. Provide law related education for student at the beginning of each school year using juvenile justice professionals in partnership with school administrators.
4. Institute a county-wide leadership team that will implement, execute, and monitor the recommendations posed by the Blue Ribbon Commission on School Discipline.

IV. Parental Accountability and Awareness

1. Create a public service announcement with the Superintendent and others addressing parents and students to inform them of the seriousness of the Code of Conduct and the importance of high expectations and high accountability.
2. The school system should hold parents of disruptive students accountable for their failure to participate and assist school personnel in modifying behavior of their children in the school setting by developing a protocol in accordance with the chronic disciplinary problem student statute (O.C.G.A. § 20-2-764 et seq.).

Recommendation to the Board

The Blue Ribbon Commission on School Discipline recommends that the Board of Education receive the report and direct the Superintendent to perform further action.

Fiscal Impact

N/A

Blue Ribbon Commission on School Discipline

Figure V.1 Tentative Timeline for Implementation

Recommendation	Performance Measure	Unit of Measure	Actual	Targets ()		
			2006-2007 Baseline	2007- 2008	2008- 2009	2009- 2010
Revise the Student Code of Conduct	A team of educators will review and revise Student Code of Conduct	New document	New activity	July 2007		
Increase # of School Resources Officers	# School Resource Officers	# of personnel	12	(15)	(20)	(25)
Enhance safety equipment	Add more surveillance equipment to schools	# cameras # wands	Add more safety equipment to high schools, then middle schools, then elementary schools as staffing allows.			
Increase # of Paraprofessionals to handle behavior concerns	# Paraprofessionals	# of personnel	Over the next three years, continue to Increase the number of paraprofessionals who have expertise in dealing with behavior concerns.			
Increase # of Behavior Interventionists	# Behavior Interventionists	# of personnel	3	(6)	(9)	(12)
Increase # of School Psychologists	# School Psychologists	# of personnel	18	(27)	(30)	(35)
Explore partnerships with agencies that provide alternative education services	Research impact to CCPS and community support for such a program	Use impact data and studies	Exploration activity			
Continue Cooperative Agreement	Reduce # of juvenile misdemeanor non-violent offenses	# of juvenile non-violent offenses	Continued activity			
Consistent implementation of current programs	Reduced # of referrals and suspensions	# of referrals and suspensions	Over the next three years, continue to Monitor programs and examine data of current programs.			
Implement EBIS in grades K-12	The number of school using EBIS will increase	# schools using EBIS	3	(10)	(20)	(30)
Support of existing alternative programs - hiring	Increase the number of staff in alternative programs	# staff	Over the next three years, continue to Increase the number of staff that has expertise in alternative programs.			
Training for teachers in behavior modification strategies	Increase the number of teachers trained in behavior modification strategies	# staff	New activity	All 9-12 staff	All 6-8 staff	All K-5 staff
Training staff in working with SWD	Increase the number of staff trained in working with SWD	# staff	Ongoing activity	All 9-12 staff	All 6-8 staff	All K-5 staff
Implement law-related education course	Increase the number of students trained	# students	Ongoing activity	All 9-12 stdnts	All 6-8 stdnts	All K-5 stdnts
Institute county-wide leadership team	Develop team and establish goals	# Goals accomplished	New activity	July 2007		
Superintendent Commercial about discipline	Increase awareness of discipline procedures and Student Code of Conduct	New commercial for Channel 24	New activity	July 2007		
Develop a protocol in accordance with the statute (O.C.G.A. § 20-2-764 et seq.).	Increase parent accountability and awareness	Development of protocol	New activity	Jan. 2008		

TABLE OF CONTENTS

PREFACE..... ii

A. Acknowledgements iii

B. Blue Ribbon Committee Members..... iv

C. Executive Summary..... vi

SECTION I: INTRODUCTION..... 1

A. The Problem..... 2

B. Purpose and Rationale..... 3

D. Nature of the Investigation..... 4

SECTION II: THE COMMISSION’S APPROACH..... 5

A. Design and Procedures..... 6

B. Elementary, Middle, and High Schools..... 6

C. Special Education..... 7

D. Alternative Education..... 8

E. School Safety 8

F. Juvenile Justice System..... 8

TABLE OF CONTENTS, CONTINUED

SECTION III: THE COMMISSION'S FINDINGS.....	10
1. District-wide Discipline Procedures.....	11
2. District wide Data Analysis.....	13
3. Findings of the Subcommittees.....	17
1. Elementary, Middle and High Schools.....	17
2. Special Education.....	18
3. Alternative Education.....	19
4. School Safety.....	21
5. Juvenile Justice.....	21
SECTION IV: SUBCOMMITTEE REPORTS.....	25
A. Modifications to "Student Code of Conduct".....	26
B. Elementary Schools.....	27
C. Middle Schools.....	27
D. High Schools.....	29
E. Special Education.....	29
F. Alternative Education.....	30
G. School Safety.....	31
H. Juvenile Justice.....	31

TABLE OF CONTENTS, CONTINUED

SECTION V: CONCLUSIONS..... 35

A. List of Recommendations..... 36

B. Timeline for Implementation..... 39

SECTION VI: REFERENCES..... 40

SECTION VI: APPENDICES..... 44

A. Student Achievement Pyramid of Interventions..... 45

B. 2006 CCPS Parent Survey Data..... 46

SECTION I COVER SHEET

INTRODUCTION

SECTION I. INTRODUCTION

A. The Problem

Maintaining a safe, disciplined, and orderly school environment has always presented a significant challenge to educational leaders. In particular, issues of school safety, student discipline, and disruptive student behavior persistently rank as the top problems facing educators, administrators, and schools throughout the nation.¹ Time and again, research shows that education professionals and private citizens alike complain that many of the nation's schools are disorderly and undisciplined places.² In fact, the seriousness of the discipline problem is rarely disputed. Cited discipline problems range from a lack of respect toward administrators, teachers, and peers to crime in schools.³ Furthermore, the belief that schools must be safe and secure places with a focus on learning is an essential first priority for all educational leaders.⁴ After all, successful schools that lack firm discipline do not exist.⁵

It is likely that many school improvement efforts focused on academic achievement have failed to produce the intended results due to ever-present interference of school discipline problems. The simple fact is that student behavior problems impede classroom learning and negatively impact the social and intellectual

¹ American Association of School Administrators, 2002; Christle, 2003; Cotton, 1990; Elam, Rose, & Gallup, 1993; Nichols, Ludwin, & Iadicola, 1999; Smith, 2001.

² American Association of School Administrators, 2002; Bennett, Finn, & Cribbs, 1999; Royal, 2003

³ Federal Bureau of Investigation, 2002.

⁴ Benshoff, Poidevant, & Cashwell, 1994; Green, 2001.

⁵ Bennett et. al. (1999).

development of all students.⁶ For example, 44% of a national sample of elementary and secondary public school teachers reported that inappropriate student behavior hampered delivery of instruction on a daily basis.⁷ Similarly, another study showed 45% of elementary school teachers believed that student misbehavior was a significant factor that interfered with teaching and learning.⁸ Additionally, over 80% of discipline problems originate in the classroom.⁹ Thus, it can be inferred that without systemic and effective school and classroom-level discipline systems, effective instruction cannot occur. Ultimately, true progress in discipline practices requires continuous and methodical planning marked by frequent progress evaluation. Such planning and evaluation requires accurate and timely data collection, frequent benchmarking to determine the current state of performance, and regular data analyses to measure progress toward identified goals.¹⁰

B. Purpose and Rationale

Consistent with research findings during the past 25 years, the Clayton County Public Schools (the School District) has found that student discipline is one of the most significant concerns among administrators, faculty, staff, community members, and students. Specifically, student discipline has been identified as an area needing improvement by surveys of teachers transferring out of the district, as well as student leadership team members and others. Therefore, the primary objective of this

⁶ Cousins, 2004; Gaustad, 1992; Mayer, Mullens, & Moore, 2001; Paige, 2001.

⁷ Mansfield, Alexander, and Farris (1991).

⁸ The Center for Education Statistics (1987).

⁹ Allen, 1981; Baker, 1996; Cotton, 1990; Paige, 2001.

¹⁰ Cronin, 2001; Iwanicki, 1996; Leithwood, 1994; Tacheny, 1999.

investigation was to conduct a comprehensive review of student discipline within the School District from infraction, to response, to prevention.

C. Nature of the Investigation

The Blue Ribbon Commission's investigation involved a multi-faceted, multi-faceted approach to conducting a comprehensive review of student discipline from infraction, to response, to prevention. Specifically, the Commission conducted an investigation of current school discipline practices, including examination of policies and procedures governing those practices, incidents of student disciplinary offenses, corrective measures taken following an offense, and techniques currently utilized to prevent discipline incidents. The Commission also assessed student discipline data utilizing the School District's reporting mechanisms. The Commission was divided into seven subcommittees, each assigned to target a specific area of need within the School District.

SECTION II COVER SHEET
THE COMMISSION'S APPROACH

SECTION II: THE COMMISSION'S APPROACH

A. Design and Procedures

The Commission conducted a comprehensive review of student discipline data, policies, and procedures in an effort to understand the current state of school discipline within the School District. The Commission had available to it the district-wide discipline referral data for the past five school years (2002-03, 2003-04, 2004-05, 2005-06, and fall semester of 2006-07). In addition to a global assessment of school discipline data within the district, seven subcommittees investigated the nature of specific problems within the district. Each subcommittee was chaired by a member of the Commission and, as part of their investigation, the subcommittees incorporated feedback from other Commission members, experts from the School District, and the community at large.

B. Elementary, Middle, and High Schools

The members of the elementary, middle and high school subcommittees reviewed data from the Clayton County AS400 system, surveyed principals, and gave personal experiences that would allow them to identify major disciplinary problems within the School District and offer several recommendations to the Blue Ribbon Commission.

On October 30, 2006, the Commission hosted a roundtable discussion with principals from around the district, representing schools with varying numbers of discipline referrals on record since 2005. Principals from all three levels of instruction

were asked questions by the Commission about current procedures within their schools and the most challenging issues they face.

In addition, the subcommittees also interviewed more than 70 teachers¹¹ to learn more about how discipline directly impacts classroom instruction. These teachers were asked three questions:

- a) What do you define as discipline?
- b) Do discipline policies in today's public schools foster the common good?
- c) What changes would you make to school-wide discipline practices?

The first group of teachers presented their answers individually to the Commission, while the second group (which had approximately 60 teachers) presented group answers and offered several formal recommendations to the Commission.

C. Special Education

The special education subcommittee carefully analyzed the disciplinary data of the School District from 2003 to 2006, by comparing the trends found within the population of regular education students and special education students. In addition, subcommittee members discussed the role of behavior intervention specialists, analyzed the Individuals with Disabilities Education Act (IDEA), researched the necessity of manifestation determinations in regards to IEPs (Individual Education Plans) and identified effective behavior interventions and supports for schools. The findings from the subcommittee led to the identification of several trends which are discussed in Section IV.

¹¹ The first interviews occurred on November 28, 2006 at a regularly scheduled Blue Ribbon meeting, and the second on November 30, 2006, at the Superintendent's Teacher Advisory Council (STAC) meeting. STAC is comprised primarily of the 2007 Teachers of the Year and represents one teacher from every school.

D. Alternative Education

The alternative education subcommittee reviewed several aspects of the School District's alternative services and disciplinary measures. Because of time constraints, the subcommittee primarily focused on the Alternative School, but it also examined the use of in-school suspension (ISS) and out-of-school suspension (OSS), the Ash Street Center, Flint River Academy, and the North Clayton Interim Unit.

E. School Safety

The subcommittee on school safety chose to primarily focus on the presence of gang activity in the School District and the county at large. A gang is defined as a group of three or more persons who are identified by hand signs, tattoos, colors, clothing, and graffiti. At least three of these signs or symbols must be present for a group to be identified as a gang. Gangs have a structure, which includes leaders, hardcore members and fringe members (new recruits). When the subcommittee presented to the Commission, Sgt. Clendenon stated that, "Most of the gangs encountered in Clayton County are 'hybrid' gangs. We see a lot of 'wannabes' here in Clayton County." After collecting data from school discipline referrals, police records and personal accounts, the members of the subcommittee presented their findings to the Commission and identified several strategies to help schools eliminate gang activity.

F. Juvenile Justice System

The juvenile justice system committee reviewed several aspects of the School District's practices from a legal standpoint. Clayton County Public Schools has had a long-running partnership with the County Court System, which provided a strong base

of knowledge for the subcommittee. Members focused on ways to educate students about the legal system, research current policies and practices, and finally develop strategies within the parameters of the law to keep students in school and out of the justice system.

SECTION III COVER SHEET
THE COMMISSION'S FINDINGS

SECTION III. THE COMMISSION'S FINDINGS

A. District-wide Discipline Procedures

Currently, the School District utilizes the Georgia Department of Education conceptual framework to enable students to continue to make progress in school, especially if academic and/or behavior concerns are issues. The *Student Achievement Pyramid of Interventions* illustrates layers of instructional efforts that are provided to students according to their individual academic or behavioral needs. (See Appendix A).

At each tier, progress monitoring allows educators to determine if students are increasing their skills as expected, or if additional instructional interventions targeted at specific academic or behavioral concerns are needed to enable students to maximize academic achievement. The pyramid also provides layers of more intensive interventions for students with academic and behavioral problems so that students will progress in their learning. This proactive approach allows students to access services and supports available at their schools, such as tutoring and mentoring at Tier 2 and the Student Support Team (SST) process at Tier 3, with the goal being to provide appropriate intervention before students experience large gaps in their learning that may be too great to overcome.

The focus of tiered learning is to determine when students are struggling academically or behaviorally and to provide students with strategic interventions to help overcome weaknesses or barriers to learning. The Commission's recommendations for improved discipline were developed to fit within the following tiered learning framework.

Tier 1: Standards-Based Classroom Learning. All students who participate in general education fall under this tier. Tier 1 Programming includes implementation of the Georgia Performance Standards through research-based practices, uses flexible groups for differentiation of instruction, and requires frequent progress monitoring. Teachers use classroom behavioral management techniques to deal with discipline concerns.

Tier 2: Needs-Based Learning. This tier focuses on targeted students who receive Tier 1 learning, as well as formalized, systemic processes of intervention, such as Early Intervention Program (EIP) services, English to Speakers of Other Languages (ESOL) services, before/after school tutoring, school counselor interventions, and mentoring. This tier also requires greater frequency of progress monitoring. In regard to behavior concerns, teachers and administrators focus on behavior techniques for these targeted students which may include school counselor interventions, behavior monitoring by administrators, use of behavior contracts, mentoring programs, and/or extracurricular/club activities.

Tier 3: SST-Driven Instruction/Learning This tier provides an additional layer of support to students in addition to the Tier 1 and Tier 2 interventions. These students receive interventions tailored to their specific individualized needs. Both grade/team-level and school-level SST interventions are included at Tier 3. Functional behavioral assessments and behavior intervention plans are implemented through SST and counseling is provided by the school counselor, school social worker, or school

psychologist. Individualized assessments and referrals for specially designed instruction, if needed, are made at Tier 3.

Tier 4: Specially Designed Instruction/Learning. This tier is developed specifically for students who meet eligibility criteria for special program placement. Targeted students participate in learning that includes Georgia Performance Standards access/extension and adapted content, methodology, or instructional delivery. Students also receive Tier 1 and Tier 2 services, if needed, and the individualized interventions are monitored by the students' Individual Education Plan (IEP) or Individual Accommodations Plan (IAP).

B. District-wide Data Analysis

In order to address the nature of school discipline from a global perspective, the Commission analyzed data of a targeted sample of elementary, middle, and high schools. The targeted sample consisted of the highest-incident reporting and lowest-incident reporting schools at the elementary, middle, and high school levels during the four school years (2002-03, 2003-04, 2004-05, and 2005-06) school year. These numbers do not reflect the severity of the infractions or the size of the schools; only the number of incidents reported. (See *Tables III.1-III.3*)

Table III.1. Highest/Lowest Rate of Reported Incidents in High Schools Listed Alphabetically

Highest Ranking High Schools			
2002-2003	2003-2004	2004-2005	2005-2006
Forest Park	Forest Park	Forest Park	Jonesboro
Morrow	Jonesboro	Jonesboro	Lovejoy
Mt. Zion	Morrow	Lovejoy	Morrow
North Clayton	North Clayton	Morrow	Mundy's Mill
Riverdale	Riverdale	North Clayton	North Clayton
Lowest Ranking High Schools			
2002-2003	2003-2004	2004-2005	2005-2006
Jonesboro	Lovejoy	Mt. Zion	Forest Park
Lovejoy	Mt. Zion	Mundy's Mill	Mt. Zion
Mundy's Mill	Mundy's Mill	Riverdale	Riverdale

Table III.2. Highest/Lowest Rate of Reported Incidents in Middle Schools Listed Alphabetically

Highest Ranking Middle Schools			
2002-2003	2003-2004	2004-2005	2005-2006
Adamson	Adamson	Adamson	Babb
Babb	Lovejoy	Forest Park	Forest Park
Lovejoy	North Clayton	Lovejoy	Lovejoy
North Clayton	Pointe South	North Clayton	North Clayton
Riverdale	Riverdale	Riverdale	Sequoyah
Lowest Ranking Middle Schools			
2002-2003	2003-2004	2004-2005	2005-2006
Forest Park	Babb	Jonesboro	Jonesboro
Jonesboro	Jonesboro	Kendrick	Kendrick
Kendrick	Kendrick	Morrow	Morrow
Lovejoy	Morrow	Mundy's Mill	Pointe South
Morrow	Roberts	Roberts	Roberts

Table III.3. Highest/Lowest Rate of Reported Incidents in Elementary Schools Listed Alphabetically

Highest Ranking Elementary Schools			
2002-2003	2003-2004	2004-2005	2005-2006
Brown	Brown	Brown	Callaway
East Clayton	Morrow	King	Harper
Mt. Zion	Mt. Zion	Mt. Zion	King
Suder	Suder	Riverdale	Mt. Zion
Swint	Swint	Suder	Suder
Lowest Ranking Elementary Schools			
2002-2003	2003-2004	2004-2005	2005-2006
Anderson	Church Street	Church Street	Anderson
Arnold	Hawthorne	Hawthorne	Hawthorne
Church Street	Hendrix Drive	Hendrix Drive	Hendrix Drive
Lake City	Lake City	Lake City	Lake City
Oliver	Oliver	Lake Ridge	McGarrah

The Commission analyzed discipline referral data collected from the targeted schools listed in *Tables III.1-III.3* during the past four school years (2002-03, 2003-04, 2004-05, and 2005-06) in order to answer the following questions:

- (a) What are the top ten reasons students receive office referrals?
- (b) When do discipline offenses occur?
- (c) Which of the targeted schools rank the highest and lowest in discipline referrals?
- (d) Who is committing discipline offenses in the School District?
- (e) Where do discipline offenses occur within the School District?

Unfortunately, Questions (d) and (e) could not be answered at this time. The current data management system utilized for recording and reporting discipline referrals does not consistently extract this information. Improvements would need to be made to the reporting system in order to investigate these areas of interest.

With respect to the top ten reasons for discipline referrals, remarkable consistencies were found at the secondary level (high school and middle school -- grades 6-12). Specifically, during the four-year period assessed, high school and middle school students were most likely to be referred for discipline due to failure to follow directions and disrespectful behavior. (*See Figures III.1-III.2.*) In contrast, discipline referrals for elementary-level students (grades K-5) were most likely made for displaying disruptive behavior and disrespectful behavior. (*See Figure III.3*) These are the top ten offenses *by school year*. The data reflect only the number of reported offenses as coded by individual administrators at each site.

Figure III.1: Top Ten Offenses for High Schools 2002-2006

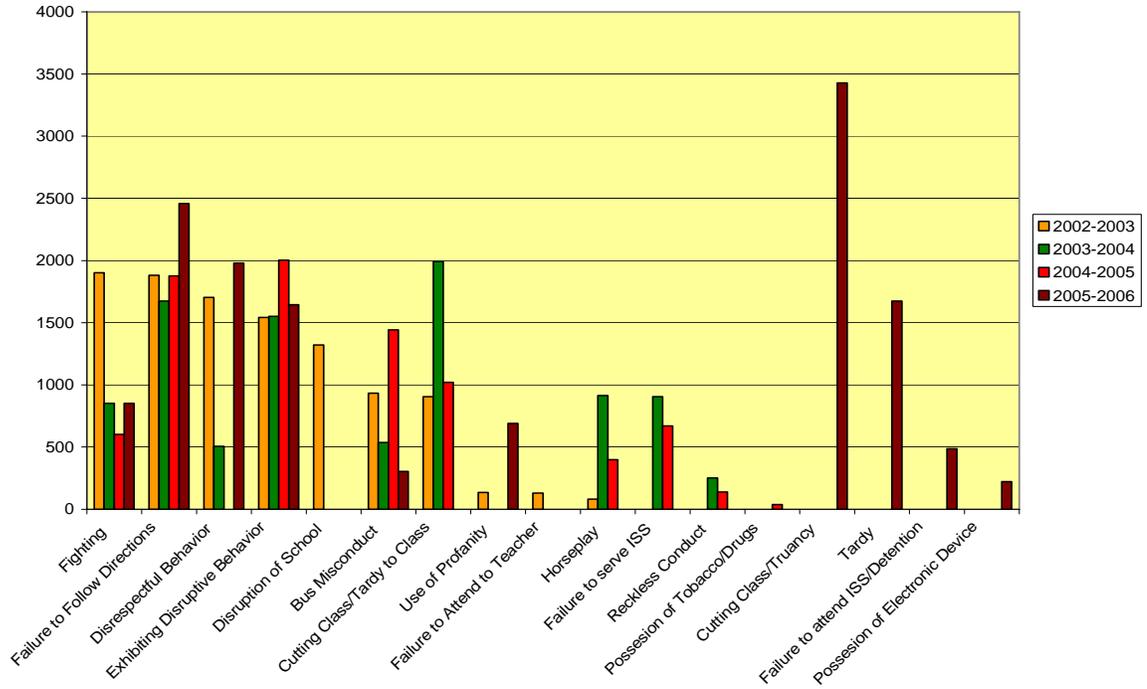


Figure III.2. Top Ten Offenses for Middle Schools 2002-2006

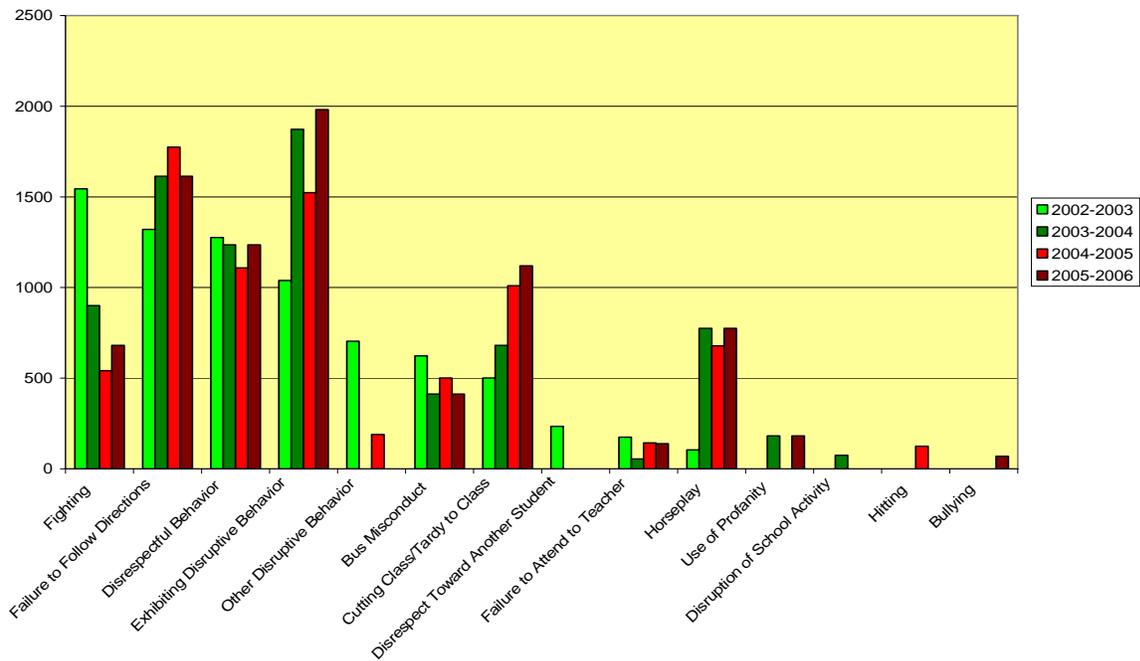
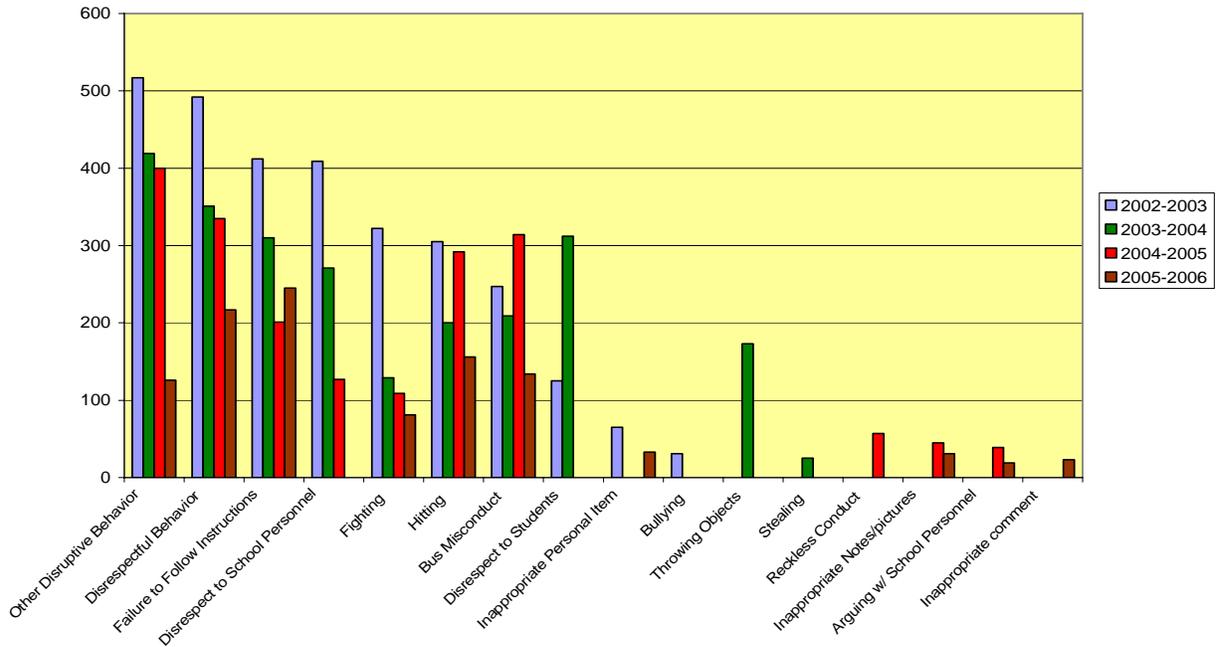


Figure III.3. Top Ten Offenses for Elementary Schools 2002-2006



These data are remarkably consistent with the top reasons for discipline referrals identified in prior research (Rosen, 1997; Wilson, 2006). Specifically, in a study on one Georgia Middle School conducted following the 2005-06 school year, the top five most frequent discipline offenses were: (1) Disruption, (2) Defiance/Disrespect, (3) Fighting/Physical Aggression, (4) Harassment/Bullying, and (5) Abusive/Inappropriate Language. Moreover, these results are in line with national data citing the top five behaviors leading to discipline referrals and suspensions as: (1) Defiance/Disrespect, (2) Classroom Disruption, (3) Truancy, (4) Fighting, and (5) Profanity (Rosen, 1997). Clearly, the Clayton County Public School System is facing discipline issues that are of a similar nature to many other school districts.

B. Findings of the Subcommittees

Each subcommittee was given the autonomy of conducting the analysis using the procedure best suited to the nature of each specific problem. To the extent possible, conclusions were based on quantitative data. In addition, commission members brought a wide variety of experiences and expertise that augmented the collective data.

1. *Elementary, Middle and High Schools*

The committee members of these three subcommittees used similar approaches by analyzing CCPS student discipline data from the years 2002-2003. The elementary and middle school subcommittees each analyzed the trends that were referenced in *Tables III.1-III.3* and *Figures III.1-III.3*. They also used current data from the 06-07 school year to identify the most cited disciplinary infractions.

After a thorough review of the CCPS high school discipline data, the high school subcommittee collected the following information from the first semester of the 2006-07 school year. More than 100 disciplinary infractions were cited. However, the top four most frequently cited infractions were chosen as the focus for improvement. (See *Table III.4*).

Table III.4: Frequency of Disciplinary Infractions for High Schools, First Semester 2006-2007

Disciplinary Infraction	Total Number of Referrals
Class Tardies	1,586
Cutting Class	1,551
Failure to Follow Instruction	683
Other Disruptive Behavior	625

Many different factors contributed to the large number of referrals generated. For example, the structure of the building or the number of modular units on school property contributes to a school's vulnerability to disciplinary problems because of a lack of supervision. Another factor that limits a school's ability to control discipline is the total enrollment of the school, which for most of the School District's high schools, results in overcrowding. Thus, increasing and improving security, increasing manpower, and improving surveillance systems and communication would make a dramatic impact immediately.

The ultimate goal is to improve instruction in the classroom: to create and maintain a safe and healthy environment that is conducive to learning. If schools improve instruction, discipline in turn improves. The amount of time taken by administrators to patrol the high school campus, or handling disciplinary issues consumes a large portion of the school day, and detracts from their ability to focus on instruction by supporting teachers through observation in the classroom.

Although a subcommittee was not formed to analyze specifically data from In-School and Out-of-School Suspension, anecdotal reports from teachers suggest that there are delays from the times that students are assigned In-School Suspension and actual placement. Careful consideration must also be given to the amount of time assigned to In-School and Out-of-School Suspension as these methods of disciplinary intervention can have negative consequences for classroom instruction. For example, in a study of one Georgia Middle School, exclusionary consequences resulted in a loss of 893 school days which translates into a total loss of 6,251 core instructional hours

during the 2005-06 school-year (Wilson, 2006). In another study of six middle schools located in Charleston, SC indicated that disruptive students lost 7,932 instructional days – amounting to 44 years of lost academic time due to in-school and out-of-school suspensions within one academic year (Gottfredson, Gottfredson, & Hybl, 1993).

2. *Special Education*

After analyzing three years of disciplinary data (2003-2006) for the School District's students who receive special education services,¹² and after discussing the data at length in a series of meetings, the special education subcommittee identified the following patterns:

- (a) No significant differences were found between regular education students and special education students overall in the frequency or type of problem behaviors.
- (b) Problem behaviors requiring disciplinary action appear to spike at fourth grade then gradually decline across the higher grades.
- (c) The most frequent high school offenses are passive—tardies and cutting class. The most frequently reported offenses in the elementary and middle schools are disrespect to school personnel, failure to follow instruction, hitting/fighting, and misconduct on buses. The most frequent offense category in middle school, “other disruptive behavior”, is too vague to be analyzed.
- (d) No disproportionality in disciplinary referrals across ethnic groups was identified.
- (e) No disproportionality in disciplinary referrals for any specific category of special education eligibility was identified.
- (f) The frequency of most problem behaviors in the special education population has been declining over the past three years.

¹² It must be noted that a disciplinary determination for a child with a special education eligibility that would result in a change of the child's IDEA placement cannot occur until there has been a determination of whether the conduct is a manifestation of the child's disability.

It is important to call attention to the following findings of the Special Education Subcommittee: (d) No disproportionality in disciplinary referrals across ethnic groups was identified, and (e) No disproportionality in disciplinary referrals for any specific category of special education eligibility was identified. Specifically, at the Elementary, Middle, and High School levels, special education students were referred for discipline at a rate consistent with regular education students. This consistency was maintained across all ethnic groups as well as across all special education disability categories. Clearly, these findings suggest that criticisms pointing to more chronic and more extreme behaviors on the part of special education students are not borne out in these data.

3. *Alternative Education*

The alternative education subcommittee gathered and examined data from school personnel, from parents and community leaders and providers of alternative services, including contract providers. In addition, members of the subcommittee attended several meetings with panels of principals, teachers, school resource officers, juvenile court officials and others to reflect on the status of discipline and approaches to correction and redirection. A number of findings emerged:

- (a) The School District offers a progression of interventions and strategies for dealing with disruptive students.
- (b) The existing Alternative School meets some, but not all, of the School District's needs.

- (c) One high school principal stated, "We need another solution." A parent said, "We need more than one alternative school." Another high school principal said, "Credit recovery in an alternative placement is important."
- (d) Principals agreed that a relatively small number (15-20) of students cause a disproportionate amount of disruption. Those students' removal to a year-long recovery program in an alternative setting would have a positive impact on the home school.

The subcommittee also examined information from providers of alternative programs including Alternatives Unlimited, Camelot Schools, Excel Schools, Richard Milburn, Ombudsman, Life Skills Centers, KIPP, Community Education Partners, Inc. (CEP), and others. Out of all the providers, only CEP appeared to offer services to as many as 540 students in a 180-day, full-time program with a staffing of about 1:12 and with space dedicated to on-site social and family services.

On November 8, 2006, Superintendent Dr. Barbara Pulliam, School District administrators, parents and other members of the community visited the Richmond City Public School District in Virginia to observe a program operated by CEP. Richmond's superintendent, Dr. Deborah Jewell-Sherman, gave strong praise to the CEP program and the impact it has had on district discipline and student achievement.

The local community members and school leaders visiting the program were extremely impressed by the results of the CEP program.

"Community Education Partners seems to have the right formula to give students a second chance... I highly recommend that Clayton County Public Schools implement the CEP program as part of its academic structure."

*Wendy Labat, President of Lovejoy
Middle School PTSA*

“Programs like this give children that are in positions of despair hope.”

*Anthony Williams, Parent and
President of D.A.D.S.*

“This is a program that I believe Clayton County Schools would gain great benefits and success from with the right personnel running the program.”

*Janet McGuire of Riverdale Middle
School*

4. School Safety

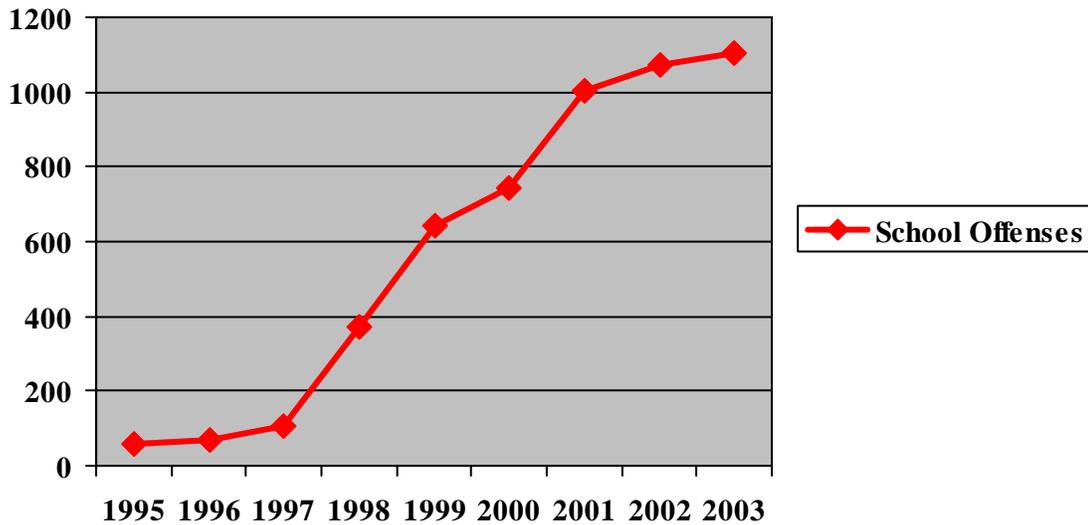
In addition to the empirical knowledge and expertise used to assess the issues of school safety and discipline, data was also utilized from the 2004 and 2006 Clayton County Public Schools Parent Survey (See Appendix B). Overall, the parents from the survey stated that CCPS was improving, but they would still like to see greater measures taken to ensure school safety. The School Safety subcommittee used this information, along with data from the Clayton County Police Department and School Resource Officers, to construct recommendations for the Blue Ribbon Commission.

5. Juvenile Justice

The members of this subcommittee analyzed data in three areas from the years 1995-2003: the impact of campus police (School Resource Officers on School Grounds), the impact of the school conflict workshop, and the referral rates before and after the “cooperative agreement in the handling of school offenses.”

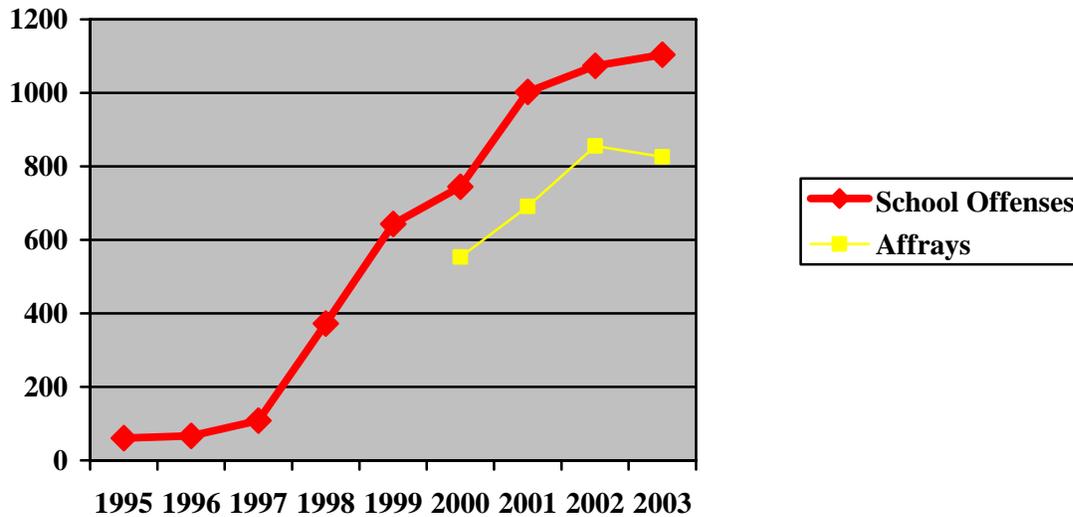
It first appeared that crime in the schools skyrocketed between the years of 1995-2003, but after further study it became evident that the major cause of the increase was a result of law enforcement (SROs) within the schools (*Figure III.4*).

Figure III.4. Impact of Campus Police 1995-2003



However, the data also showed that most of the school offenses were minor matters involving school fights, disorderly conduct (e.g., yelling in the hallway or cursing); obstruction of an officer (e.g., running away from a police officer when told to stop); and, disrupting a public school (similar to disorderly conduct). These offenses have traditionally been handled by the school and are not deemed the type of matters appropriate for juvenile court¹³ as shown in *Figure III.5*.

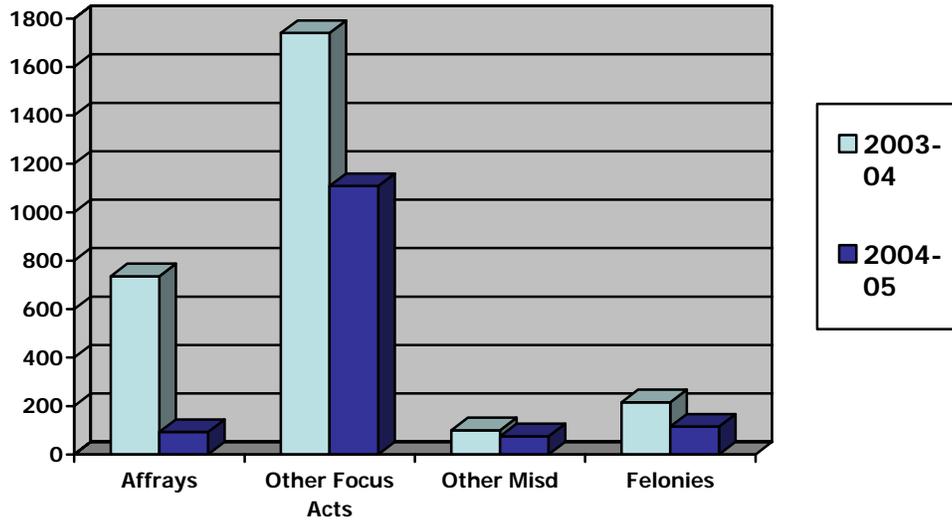
¹³ The Georgia Court of Appeals has ruled that delinquent acts of the type that are usually the subject of disciplinary action by school officials should be handled by measures other than the juvenile court (i.e., parents and school officials). *See Young v. State*, 120 Ga. App. 605 (1969).

Figure III.5: Impact of Conflict Workshop 1995-2003

Results from the “School Conflict Workshop” (also in Figure III.5), show that recidivism (i.e., incidents of repeat offense) has decreased. The school conflict program began six years ago to educate students on common school-related offenses and the punishment associated with each. This program represents one form of law-related education, in which parents and youth learn in tandem conflict resolution skills through role-playing and other developed strategies.

The subcommittee also focused on the number of school referrals before and after a cooperative agreement in the handling of school-related offenses” that prohibits the filing of juvenile complaints involving certain misdemeanor non-violent offenses. (See Figure III.6)

Figure III.6: Comparative School Referral Rates: Pre & Post Cooperative Agreement



The agreement has produced an 87% decrease among affrays (offenses involving fighting), a 36% decrease among other Focus Acts, and an overall decrease of 52% among all Focus Acts.

SECTION IV COVER SHEET

SUBCOMMITTEE REPORTS

SECTION IV. SUBCOMMITTEE REPORTS¹⁴

A. Modifications to “Student Code of Conduct”

The middle school subcommittee recommends the following modifications to the School District's leaflet entitled, *Student Code of Conduct Student Rule and Responsibilities* for grades K-12 and to the *Student Handbook*:

1. Organize so that offenses are listed in alphabetical order.
2. Add offense codes as a reference to administrators when assigning codes to the offense.
3. Identify student offenses which are criminal offenses under Georgia law by including the applicable Georgia Code section (e.g., O.C.G.A. § 16-5-20) next to the listed offense.
4. State that there is a mandatory notification to law enforcement authority for incidents that fall under the Georgia Gang Act. It is extremely important that parents are put on notice of the consequences of gang-related incidents. O.C.G.A. § 16-15-3 requires that each educational facility which employs campus police report to the Georgia Bureau of Investigation and to the local law enforcement agency all incidents of criminal gang activity which occur on or adjacent to the campus of such educational facility. The Website where this information can be obtained is <http://www.iir.com/nygc/gang-legis/georgia.htm>.
5. Provide more specific examples of prohibited gang-related attire.
6. Include a provision on “cyber bullying”.¹⁵ Even though cyber bullying occurs off campus, many times the situation continues at school and disrupts the learning environment. Cyber bullying could very easily be added to the section generally dealing with bullying.

¹⁴ Individual subcommittees reported to the Commission. Their reports were for informational purposes and were considered by the Commission in developing the recommendations set forth on pages 36-38. Except where formally adopted in the Commission's recommendations, the information contained in these subcommittee does not constitute recommendations and does not necessarily reflect the opinions of the Commission nor were these reports reviewed for compliance with applicable law or CCPS Policy.

¹⁵ Cyberbullying is commonly referred to as sending or posting harmful or cruel text or images using the internet or other digital communication devices

7. Include a provision that camera phones are prohibited and that unauthorized use of these phones may constitute an invasion of the privacy of others.

B. Elementary Schools

- 1) Continue to use the Code of Conduct that is already established in the School District. The Code is sufficient and should be enforced consistently throughout the School District.
- 2) Continue giving elementary administrators the flexibility to apply disciplinary actions as they see fit to the extent that it is consistent with relevant law.
- 3) Consider placing surveillance cameras throughout elementary school hallways and on the exterior of the elementary school buildings.
- 4) Create a video clip with the superintendent informing parents and students of the Code of Conduct and highlighting the most important provisions within it. This would serve to reinforce the School District's policy on holding students accountable for their actions, as well as the district's overall expectation of high academic performance. This video should be shown on Channel 24 throughout the month of August and/or at individual school locations during PTA meetings, parent orientations, etc.
- 5) Continue to budget for an ISS paraprofessional at each elementary school to support and help administrators when dealing with student discipline.
- 6) Explore an alternative placement program for students who are chronic discipline problems. The program should be an intensive placement for those students who continually disrupt instruction with the goal to be that the students return to their prior school better prepared to properly conduct themselves.
- 7) Budget for at least one Assistant Principal for each elementary school.

C. Middle Schools

- 1) Provide active engaging instruction.
- 2) Develop school-wide policies on student discipline and school procedures for transitions, class periods, lunch period, arrival, dismissal, etc., using data specific to the school, including input from faculty and staff. Once the policies and procedures are established, faculty and staff should be

trained accordingly, and schools should conduct practice drills and exercises to educate students on the policies and procedures.

- 3) Establish a discipline committee to review data/practices and make recommendations for improvements in the schools' discipline plans.
- 4) Conduct parent seminars on student conduct and discipline.
- 5) Schedule conferences with parents of students returning from ISS/OSS.
- 6) Encourage parents of students who have chronic behavior problems to attend classes with their child as part of a discipline consequence.
- 7) Train teachers on behavior modification strategies and sensitivity.
- 8) Educate and train teachers and parents on the signs, symptoms of and coping strategies for Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder.
- 9) Require coursework/training in classroom management for teachers.
- 10) Implement positive incentives and rewards for appropriate student behavior.
- 11) Explore implementing a program for students with chronic behavioral problems to assist them in redirecting those behaviors. (A committee of middle school principals is currently studying and pursuing the development of such a program within the schools.)
- 12) Incorporate a program in an alternative setting for students with chronic behaviors. This program should provide guidance on redirecting and changing students' behaviors.
- 13) Utilize school psychologists early in the Student Support Team process.
- 14) Develop communication avenues and discussion groups for parents of students with chronic behavioral problems.
- 15) Refrain from moving disruptive students from school to school. Doing so only moves the problem, it does not correct it.
- 16) Reduce the amount of time it takes to remove disruptive students from a

school. Under the progressive discipline model currently in use, it often takes four to six months to remove a student who is a chronic disciplinary problem.

- 17) Hire sufficient Behavior Interventionists so that they are not serving more than two or three schools within the same proximity.
- 18) Provide more bus driver training on student management and conflict resolution.
- 19) Hire qualified and experienced school resource officers (SROs) and security officers and train them to deal with students.
- 20) Provide security on campus until all students have vacated.
- 21) Install cameras that monitor every hallway in the middle school.
- 22) Establish clear guidelines for dealing with special education students. Offer guidance so that faculty and staff can properly assess whether a students' behavioral problems are part of their disability.
- 23) Require uniforms.
- 24) Decrease class sizes.

D. High Schools

- 1) Increase manpower (SRO, security personnel, auxiliary staff, etc.).
- 2) Improve all surveillance and communication equipment in all schools.
- 3) Provide professional development for teachers on classroom management strategies.
- 4) Increase parental accountability.
- 5) Increase staff awareness and support for students with disabilities.

E. Special Education

- 1) The School District should establish a program addressing emotional intelligence, as well as academic intelligence, in both regular and special education populations.
 - a. Conflict resolution should be a particular focus of the curriculum.

- b. A program addressing emotional intelligence should encompass all grade levels.
- 2) The School District should hire additional behavior intervention specialists to increase intervention capacity across the district. These individuals could assist in the development and implementation of CARE teams at each school to facilitate behavioral interventions in a timely fashion.
- 3) The School District should provide ongoing professional development for all teachers and administrators in classroom management, crisis de-escalation, and avoidance of power struggles.
 - a. The School District should create a district-wide leadership team to provide professional development activities related to disciplinary issues. The leadership team would:
 - create or select a research-based plan for professional development;
 - facilitate the implementation of the plan; and,
 - monitor the effectiveness of the plan as it is implemented (formative evaluation) and after a five-year period (summative evaluation).
 - b. Effective Behavioral and Instructional Supports (EBIS), currently used at Kendrick and Adamson Middle Schools and known to be effective, should be expanded district-wide;
 - c. Because disciplinary issues are as variable as the people involved, a variety of strategies should be included in the professional development process.
 - A disciplinary alternative to ISS/OSS needs to be established, perhaps involving the use of a virtual classroom (e.g., Blackboard). In addition to regular subject matter, content should address the behavioral issues which provoked the suspension; and,
 - Behavior intervention strategies should be taught in an active-learning setting, rather than in a lecture format.

F. Alternative Education

After analyzing data from the current alternative program, visiting Community Education Partners, Inc. (CEP), and gathering input from community members, the subcommittee proposed a resolution to the entire Blue Ribbon Commission. The Commission, by unanimous vote, proposes that the Clayton County Board of Education authorize the Superintendent or her designee to negotiate and execute an agreement with CEP for the provision of alternative education services for no less than 540 enrolled students for a referral period of 180 days of attendance or until the student gains the basic skills necessary to be successful in a traditional classroom. The students targeted will be low-performing and/or disruptive students in grades 6 through 12.

The subcommittee also recommends the continuation of its examination of the other programs and interventions.

G. School Safety

- 1) Install digital security cameras to all schools to enhance overall security.
- 2) Develop educational literature for parent/custodian awareness for parents of truant students.
- 3) Maintain a proactive approach for Strategic Methods Against Street Harm (S.M.A.S.H.) operations and for controlling truancy, loitering and other mischievous acts.
- 4) Increase gang awareness by offering more educational programs for faculty members and the community at large (e.g., the Gang Resistance Education and Training or G.R.E.A.T. program.)
- 5) Maintain a constant line of communication among parents, the School District and law enforcement.

H. Juvenile Justice

- 1) To the extent allowed by law, the School District should hold the parents of disruptive students accountable for their failure to assist school personnel in modifying their child's behavior by developing a protocol in accordance with the Georgia Code provisions on Chronic Disciplinary Problem Students. (O.C.G.A. § 20-2-764 et. seq.)

The Chronic Disciplinary Problem Students statute provides for a process by which the School District may systematically require parents to participate in developing a plan to reduce the disruptive behavior of their children. This statute has been in effect for several years but apparently has been used inconsistently in Clayton County.

The statute defines a "Chronic Disciplinary Problem Student" as a student "who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to occur." See O.C.G.A. § 20-2-764 (1). The School District needs a system to identify chronic disciplinary problem students to ensure that all such students are treated equally. Once a student has been identified, the principal is mandated by Georgia law to "notify by phone and by either certified mail or statutory overnight delivery with return receipt requested or first class mail the student's parent or guardian of the disciplinary problem". See O.C.G.A. § 20-2-765. The principal further is required to "invite the parent or guardian to observe the student in a classroom situation, and request at least one parent or guardian to attend a conference with the principal or the teacher or both to devise a disciplinary and behavioral correction plan." See O.C.G.A. § 20-2-765.

If the parent or guardian has willfully and unreasonably failed to attend a conference as requested by a principal, the School District may file a petition with the

juvenile court. The court may order the parent or guardian “to participate in the conference and may further order the parent or guardian to participate in any programs or such treatment as the court deems appropriate to improve the student’s behavior, or both.” See O.C.G.A. 20-2-766.1. If the parent or guardian willfully disobeys the order of the court, the court may use its contempt and other powers to enforce the order.

- 2) Provide law-related education for students at the beginning of each school year in partnership with professionals from the juvenile justice system.

Too often students are unaware that certain activities are designated as felonies punishable by one to five years in a Youth Development Campus (YDC). Students do not read the laws involving juvenile matters, and oftentimes make decisions without fully understanding the legal consequences of their actions. Further, at least partially, as a result of the “School Conflict Workshop”, a program that was conducted during the past six years to educate students on common school-related offenses and the punishment associated with each, recidivism (i.e., incidents of repeat offense) within the School District is low. The subcommittee recommends that the School District partner with the Clayton County Juvenile Court, Clayton County Police Department and Clayton State University to design a law-related education program for students at the beginning of each school year. With the significant increase in gang activities, such a program should encompass a segment on discussing what the law considers gang-related activities and the implications of such offenses.

- 3) Continue recognizing and enforcing the “cooperative agreement on the handling of school-related offenses” that prohibits the filing of juvenile complaints involving certain misdemeanor non-violent offenses.

The number of school-related charges filed in the juvenile court increased from 90 in 1996 to 1,200 in 2004. At first glance, it appeared that crime in the schools skyrocketed, but after further study it became evident that the major cause of the increase in reporting was a result of law enforcement (SROs) within the schools. The data showed that most of the school offenses were minor matters involving school fights, disorderly conduct (e.g., yelling in the hallway or cursing); obstruction of an officer (e.g., running away from a police officer when told to stop); and, disrupting a public school (similar to disorderly conduct). These offenses have traditionally been handled by the school and are not deemed the type of matters appropriate for juvenile court.¹⁶

The subcommittee recommends that administrators continue their innovative and creative practices to discipline students who commit low-level offenses, while referring students who are chronic offenders to the juvenile court for non-complaint intervention.

¹⁶ The Georgia Court of Appeals has ruled that delinquent acts of the type that are usually the subject of disciplinary action by school officials should be handled by measures other than the juvenile court (i.e., parents and school officials). See Young v. State, 120 Ga. App. 605 (1969).

SECTION V COVER SHEET

CONCLUSION

SECTION V: CONCLUSION

In summary, the Blue Ribbon Commission, after months of careful research, analysis and deliberation, is prepared to present to the Superintendent and the Board of Education a list of recommendations to improve the state of student discipline in the Clayton County Public Schools. The recommendations cover four categories of improvement: Safety and Security Measures, Continuum of Services, Professional Development, and Parental Accountability and Awareness.

A. List of Recommendations

I. Safety and Security Measures

1. Revise the Student Code of Conduct and Student Handbook including operational definitions of offense codes and updating the code to reflect offenses based on modern technology (ex., cyber bullying, camera phones, etc.).
2. Hire additional safety personnel at all middle and high schools, which include School Resource Officers (SROs) and Security Guards.
3. Enhance all surveillance and communication equipment in all schools.
4. Increase the number of support staff assigned to improving and evaluating student behavior across the district. Staff needs include Behavior Intervention Specialists, School Psychologists, paraprofessionals, and Assistant Principals.

II. Continuum of Services

5. Identify a service or provider that the Superintendent or her designee, with the advice of counsel, can authorize for the provision of alternative education services for enrolled students (grades 6 through 12) for a

referral period of 180 days of attendance or until the student gains the basic skills necessary to be successful in a traditional classroom.

6. Continue the “Cooperative agreement on the handling of school-related offenses” that prohibits the filing of juvenile complaints involving certain misdemeanor non-violent offenses.
7. Provide consistent implementation of those programs, services, and systems that already exist within the district and community to target improving school discipline. These programs include but are not limited to: Strategic methods Against Street Harm (S.M.A.S.H.), Gang Resistance Education and Training (G.R.E.A.T.), In-School Suspension Curriculum, Georgia Student Achievement Pyramid of Interventions.
8. Implement the Effective Behavioral and Instructional Supports (EBIS) program currently in use at Kendrick and Adamson Middle Schools, district-wide in grades K-12.
9. Continue support of existing CCPS alternative education programs that include the Alternative School and In-School Suspension programs (i.e. hiring additional staff and proper program implementation).

III. Professional Development

10. Offer extensive and ongoing professional development specific to disciplinary issues and classroom management strategies for administrators, faculty, and staff in all schools.
11. Increase staff awareness and support for students with disabilities.
12. Provide law related education for student at the beginning of each school year using juvenile justice professionals in partnership with school administrators.
13. Institute a county-wide leadership team that will implement, execute, and monitor the recommendations posed by the Blue Ribbon Commission on School Discipline.

IV. Parental Accountability and Awareness

14. Create a public service announcement with the Superintendent and others addressing parents and students to inform them of the seriousness of the Code of Conduct and the importance of high expectations and high accountability.
15. The school system should hold parents of disruptive students accountable for their failure to participate and assist school personnel in modifying behavior of their children in the school setting by developing a protocol in accordance with the chronic disciplinary problem student statute (O.C.G.A. § 20-2-764 et seq.).

B. Timeline of Implementation

The members of the Blue Ribbon Commission on School Discipline have prepared a proposed timeline for implementing the recommendations outlined in this executive report. All recommendations and projected timeframes for implementation are subject to change upon the approval of the Superintendent of Schools. (*See Figure V.1* on the following page.)

Figure V.1. Tentative Timeline for Implementation

Recommendation	Performance Measure	Unit of Measure	Actual	Targets ()		
			2006-2007 Baseline	2007- 2008	2008- 2009	2009- 2010
Revise the Student Code of Conduct	A team of educators will review and revise Student Code of Conduct	New document	New activity	July 2007		
Increase # of School Resources Officers	# School Resource Officers	# of personnel	12	(15)	(20)	(25)
Enhance safety equipment	Add more surveillance equipment to schools	# cameras # wands	Add more safety equipment to high schools, then middle schools, then elementary schools as staffing allows.			
Increase # of Paraprofessionals to handle behavior concerns	# Paraprofessionals	# of personnel	Over the next three years, continue to Increase the number of paraprofessionals who have expertise in dealing with behavior concerns.			
Increase # of Behavior Interventionists	# Behavior Interventionists	# of personnel	3	(6)	(9)	(12)
Increase # of School Psychologists	# School Psychologists	# of personnel	18	(27)	(30)	(35)
Explore partnerships with agencies that provide alternative education services	Research impact to CCPS and community support for such a program	Use impact data and studies	Exploration activity			
Continue Cooperative Agreement	Reduce # of juvenile misdemeanor non-violent offenses	# of juvenile non-violent offenses	Continued activity			
Consistent implementation of current programs	Reduced # of referrals and suspensions	# of referrals and suspensions	Over the next three years, continue to Monitor programs and examine data of current programs.			
Implement EBIS in grades K-12	The number of school using EBIS will increase	# schools using EBIS	3	(10)	(20)	(30)
Support of existing alternative programs - hiring	Increase the number of staff in alternative programs	# staff	Over the next three years, continue to Increase the number of staff that has expertise in alternative programs.			
Training for teachers in behavior modification strategies	Increase the number of teachers trained in behavior modification strategies	# staff	New activity	All 9-12 staff	All 6-8 staff	All K-5 staff
Training staff in working with SWD	Increase the number of staff trained in working with SWD	# staff	Ongoing activity	All 9-12 staff	All 6-8 staff	All K-5 staff
Implement law-related education course	Increase the number of students trained	# students	Ongoing activity	All 9-12 stdnts	All 6-8 stdnts	All K-5 stdnts
Institute county-wide leadership team	Develop team and establish goals	# Goals accomplished	New activity	July 2007		
Superintendent Commercial about discipline	Increase awareness of discipline procedures and Student Code of Conduct	New commercial for Channel 24	New activity	July 2007		
Develop a protocol in accordance with the statute (O.C.G.A. § 20-2-764 et seq.).	Increase parent accountability and awareness	Development of protocol	New activity	Jan. 2008		

SECTION VI COVER SHEET

REFERENCES

REFERENCES

- Allen, S. A. (1981). *A study to determine the effectiveness of a positive approach to discipline system for classroom management*. Dallas, TX: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 203-490).
- American Association of School Administrators. (2002). *Using Data to Improve Schools: What's Working*. Arlington, VA: Author. Document retrieved on April 11, 2006 from: <http://aasa.files.cms-plus.com/PDFs/Publications/UsingDataToImproveSchools.pdf>
- Baker, A. (1996). Major disciplinary violations in a junior high school: An exploratory study. *Research in Middle Level Education Quarterly*, 19, 1-20.
- Bennett, W. J., Finn, Jr., C. E., & Cribbs, Jr., J. T. (1999). *The educated child: A parents' guide for preschool through eighth grade*. New York: Free Press.
- Benshoff, J. M., Poidevant, J. M., & Cashwell, C. S. (1994). School discipline programs: Issues and implications for school counselors. *Elementary School Guidance and Counseling*, 28, 163-169.
- Center for Education Statistics. (1987). Public school teacher perspectives on school discipline. *OERI Bulletin*. Washington, DC: Center for Education Statistics. (ERIC Document Reproduction Service No. 289 259).
- Christle, C. A. (2003). The relationship between school characteristics and suspension rates in Kentucky middle schools. Dissertation Abstracts International. (UMI No. 3082691).
- Cotton, K. (1990). School-wide and classroom discipline. *School Improvement Research Series*, 9. Retrieved on January 30, 2006, from Northwest Regional Educational Laboratory Web site: <http://www.nwrel.org/scpd/sirs/5/cu9.html>
- Cousins, M. E. (2004). *The relationship between student participation rates in Texas Pubic School extracurricular activity programs and related factors of academic achievement, attendance, drop outs and discipline*. Dissertation Abstracts International. (UMI No. 3150566). DC.
- Elam, S. M., Rose, L. C., & Gallup, A. M. (1993). The 25th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward Public Schools. *Phi Delta Kappan* 75, 137-154.

- Federal Bureau of Investigation. (2002, March). Bulletin reports: School crime and safety. *FBI Law Enforcement Bulletin*, 71, 13.
- Gaustad, J. (1992). *School discipline*. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED 350 727).
- Gottfredson, D. C., Gottfredson, G. D., & Hybl, L. G. (1993). Managing adolescent behavior: A multiyear, multischool study. *American Educational Research Journal*, 30, 179-215.
- Green, P.P. (2001). *Prevention, intervention, and remediation: A model for behavioral change*. Paper presented at the meeting of the National Conference of the American Association of Schools Administrators, San Diego, CA.
- Gushee, M. (1984). *Student discipline policies*. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED 259 455).
- Iwanicki, E.F. (1996). The role of evaluation in supervision as a process of inquiry, a manuscript prepared for The Handbook of research on School Supervision.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498-518.
- Mansfield, W., Alexander, D., & Farris, E. (1991). *Teacher survey on safe, disciplined, and drug-free schools*. Washington, DC: U.S. Department of Education, National Center for Educational Statistics.
- Mayer, D.P., Mullens, J.E., & Moore, M.T. (2001). Monitoring school quality: An indicators report. *Education Statistics Quarterly*, 3(1). Retrieved on April 11, 2006 from the National Center for Education Statistics Web site: http://nces.ed.gov/programs/quarterly/vol 3/3_1/q4_4.asp
- Nichols, J. D., Ludwin, W. G., & Iadicola, P. (1999). A darker shade of gray: A year-end analysis of discipline and suspension data. *Equity & Excellence in Education*, 32(1), 43-45.
- Paige, M. A. (2001). *The effects of a behavioral intervention on discipline referrals and school suspension*. Dissertation Abstracts International. UMI No. 3016104.
- Rosen, L. (1997). *School discipline: Best practices for administrators*. Thousand Oaks, CA: Corwin Press.

Royal, J. K. (2003). *The identification of student discipline problems resulting in in-school and out-of-school suspension by comparing gender and grade level of high school students*. Dissertation Abstracts International. UMI No. 3102926.

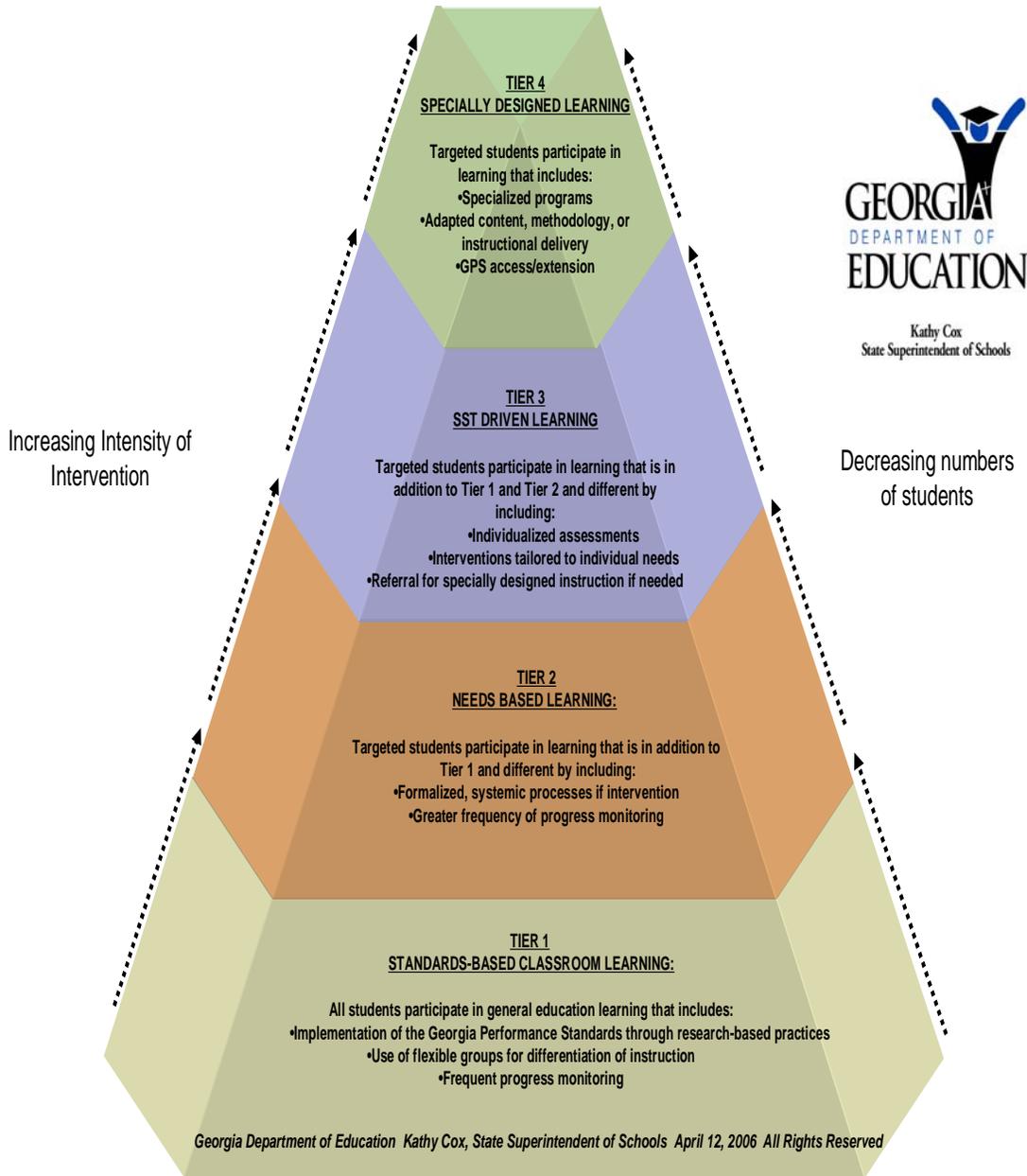
Smith, C. J. (2001). *School Discipline and Classroom Management*. Retrieved on January 31, 2006, from http://waldenpdk.org/newsletters/Smith_SchoolDiscipline.html

Tacheny, S. (1999). If we build it, will they come? *Educational Leadership*, 56(6), 62-65.

**SECTION VII COVER SHEET
APPENDICES**

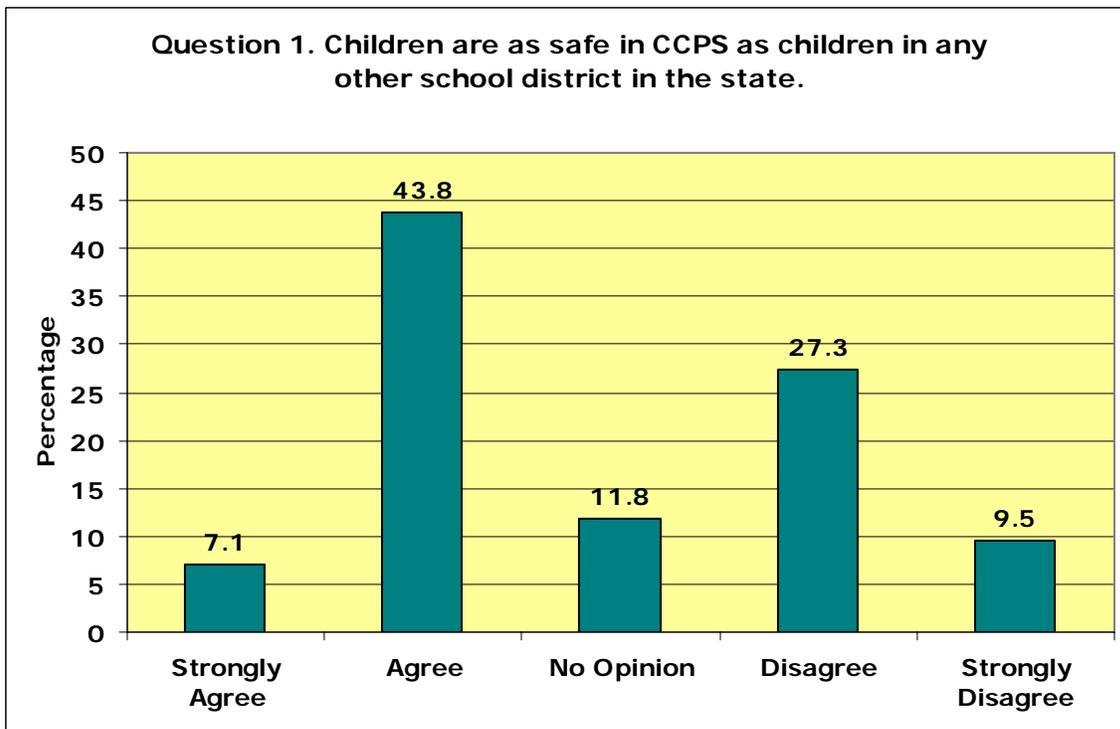
Appendix A. Georgia Student Achievement Pyramid of Interventions

GEORGIA STUDENT ACHIEVEMENT PYRAMID OF INTERVENTIONS

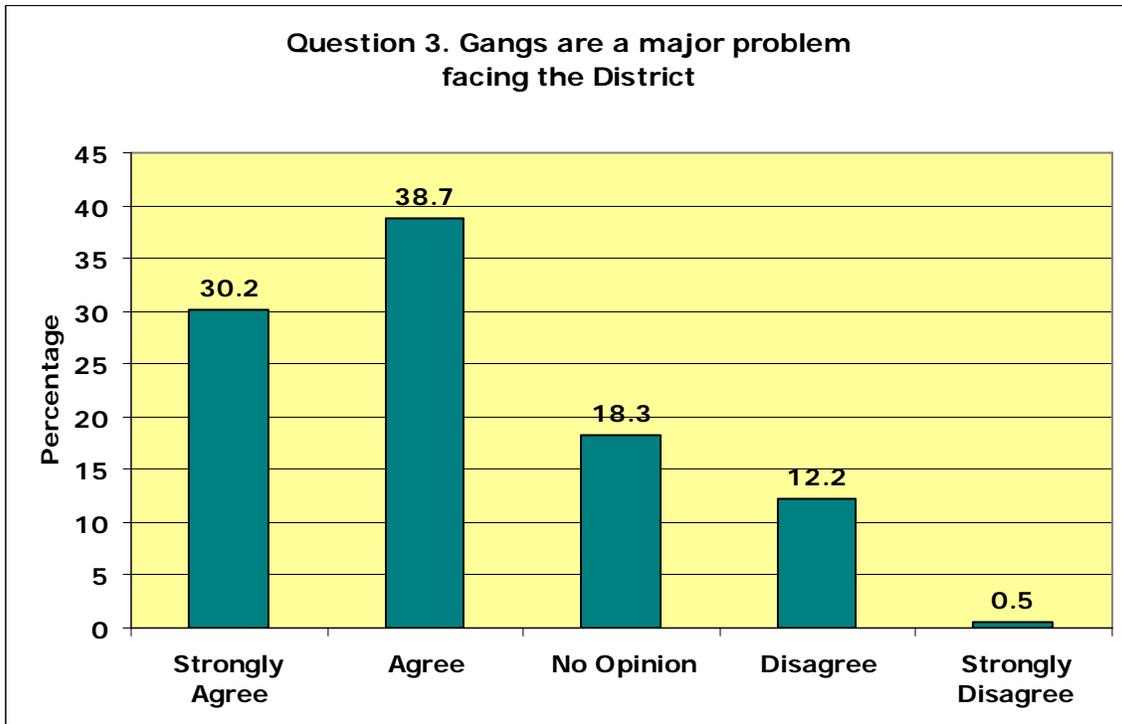
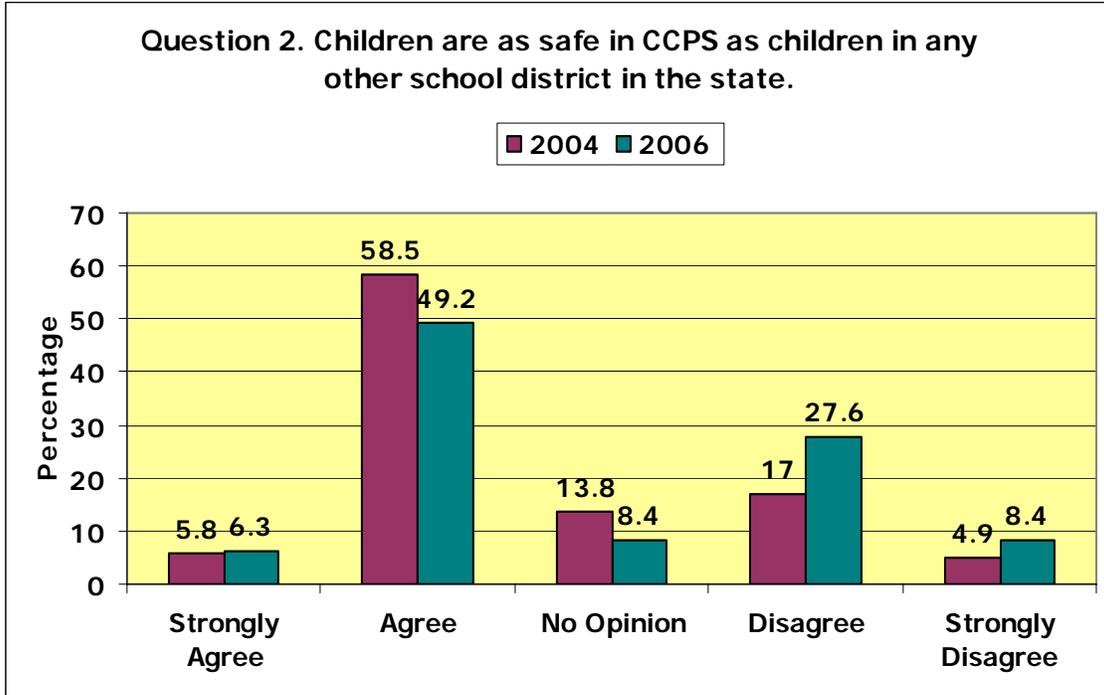


Appendix B. 2004 & 2006 Parent Survey Data on Safety and Discipline

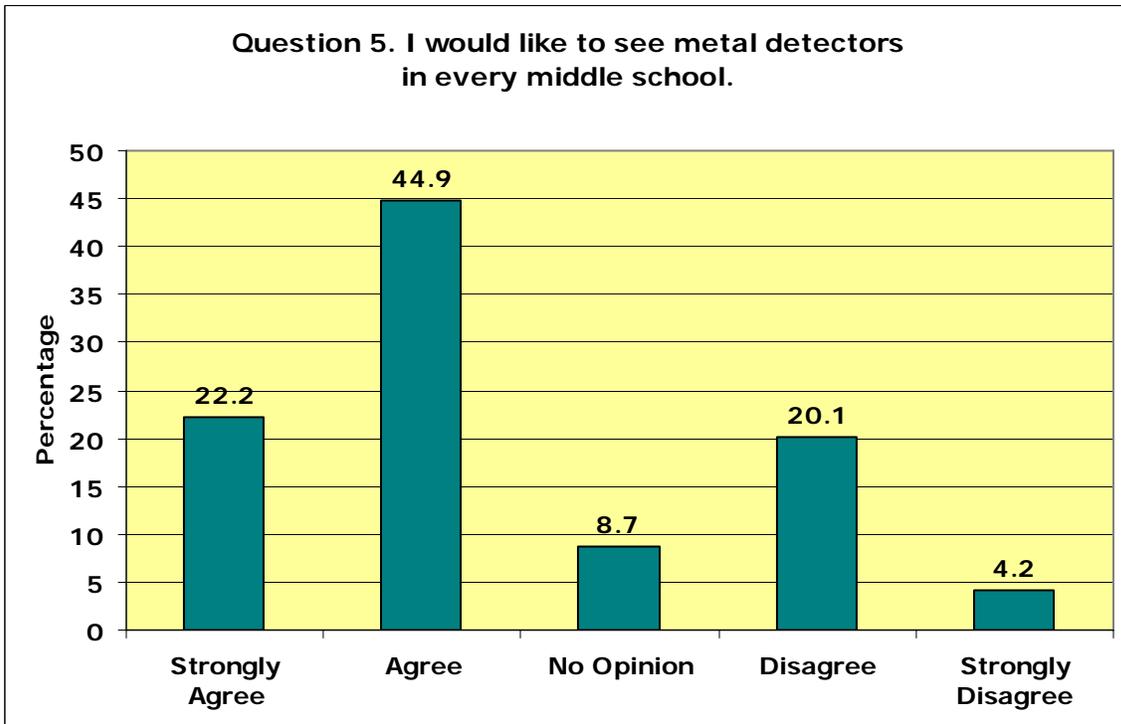
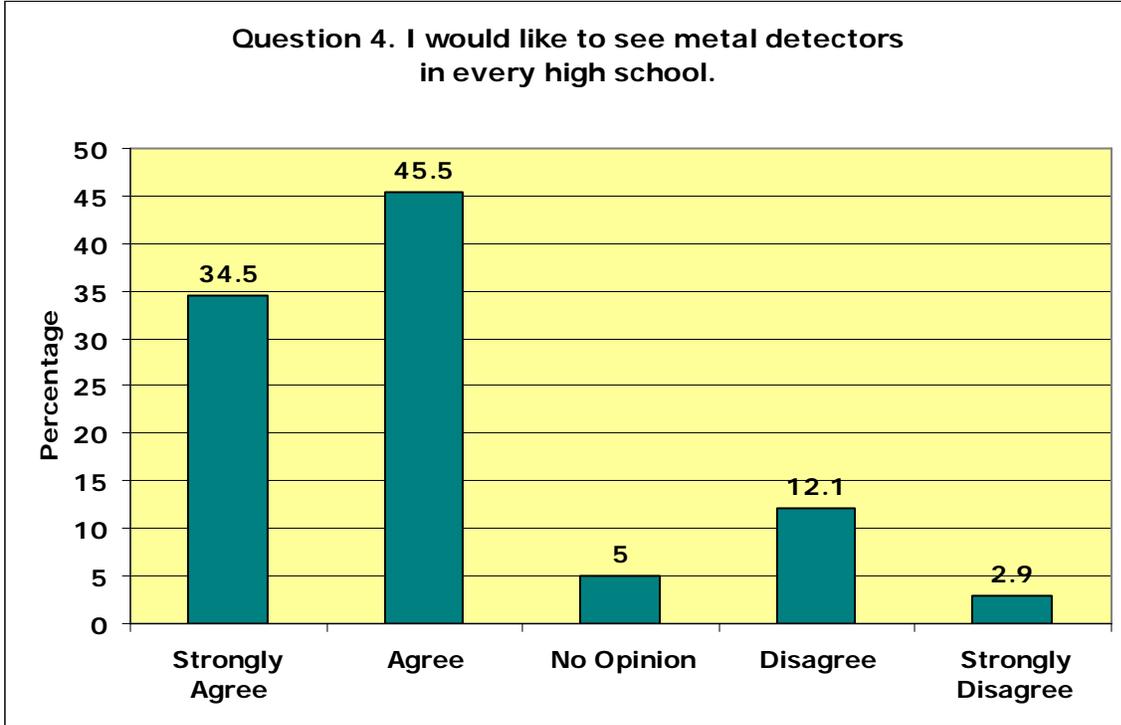
The following data on school safety and discipline was taken from the 2004 and 2006 Clayton County Public Schools Parent Survey. CCPS administrators and staff worked in conjunction with Opinion Research Solutions, LLC (ORS) to conduct the interviews. ORS Researchers included: Dr. Ruth Ann Lariscy, Professor and Dr. Jeffrey K. Springston, Professor and Associate Dean, from the College of Journalism and Mass Communication at the University of Georgia. Telephone interviews were conducted in 374 total households surveyed. Of that population, 349 surveyed were surveyed by Opinion Research Solutions, LLC (ORS) and 25 non-English speaking households surveyed by CCPS translators under the direction of Dr. Joe Nail, Interim Executive Director of Research and Evaluation. ORS developed and executed a systematic randomized sampling technique with a margin of error less than +/- 5 %. The results from the 15 questions covering both surveys are listed below.



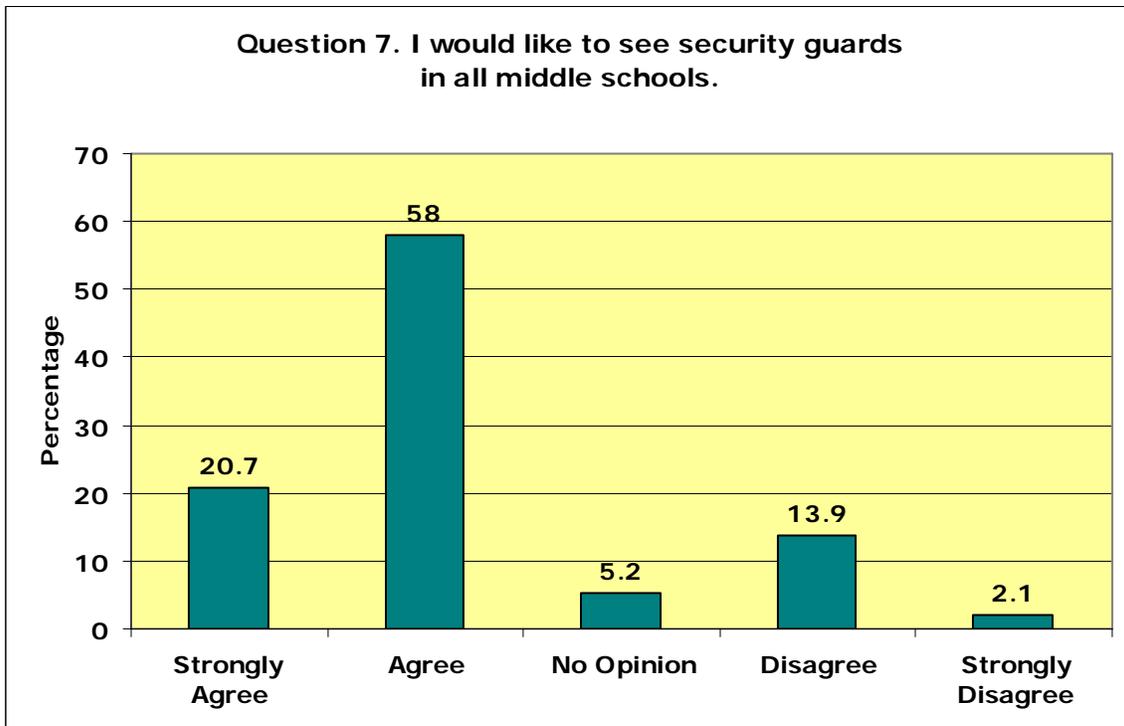
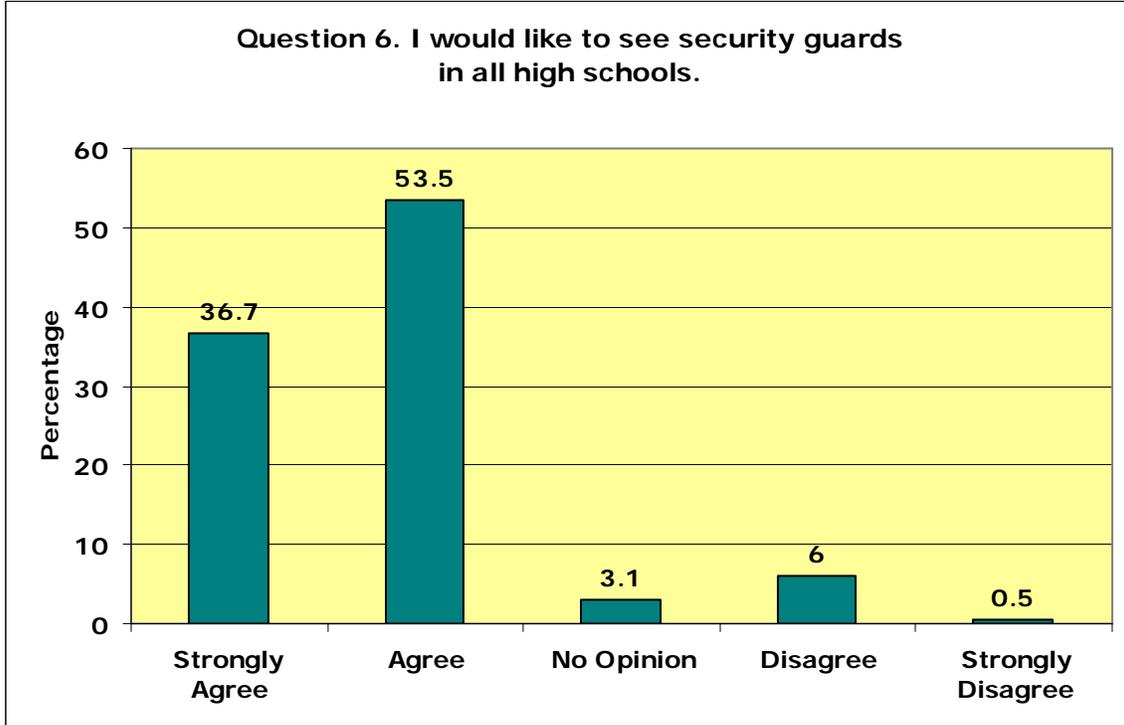
Appendix B, Continued



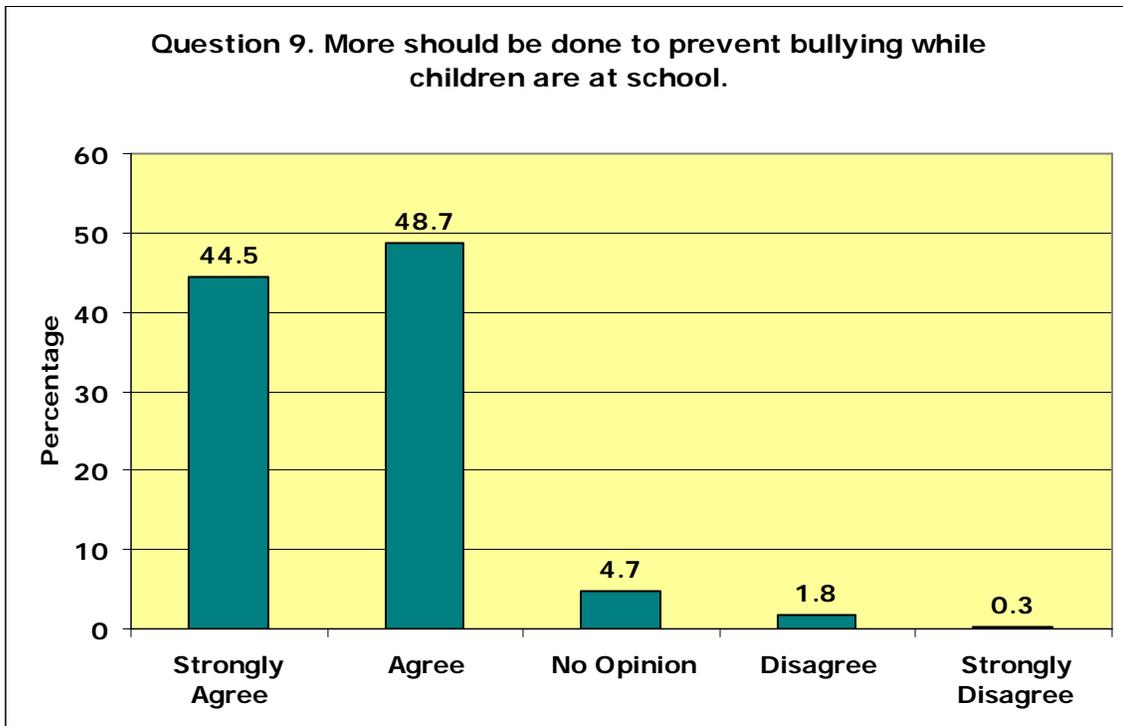
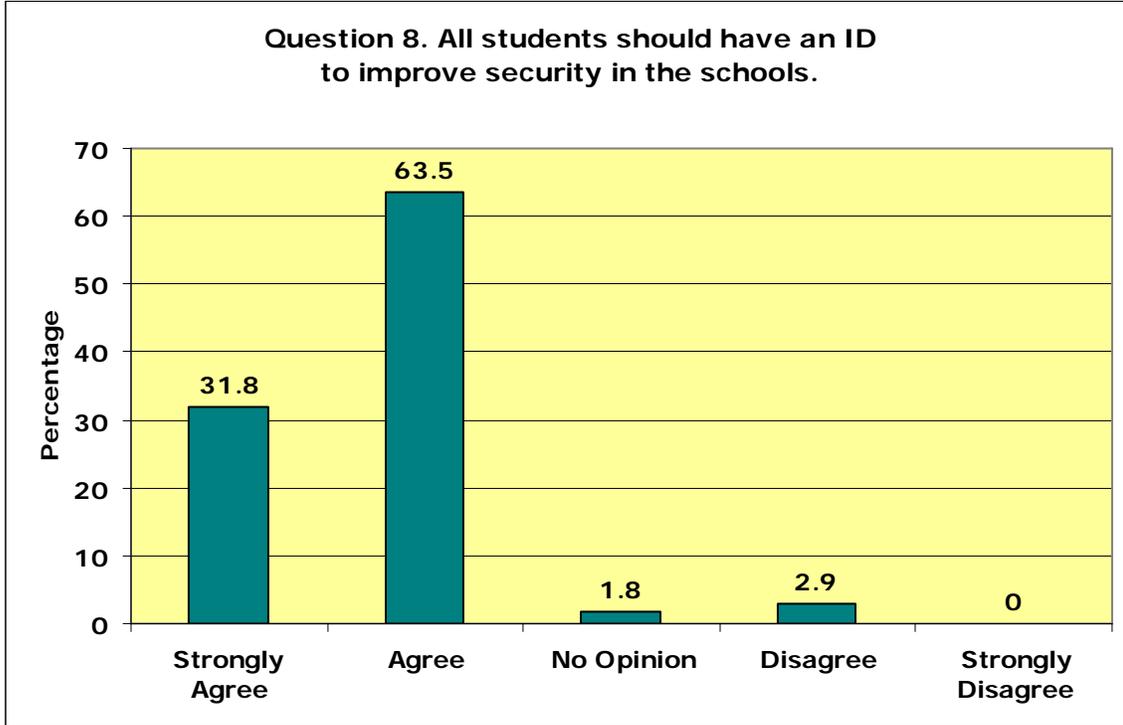
Appendix B, Continued



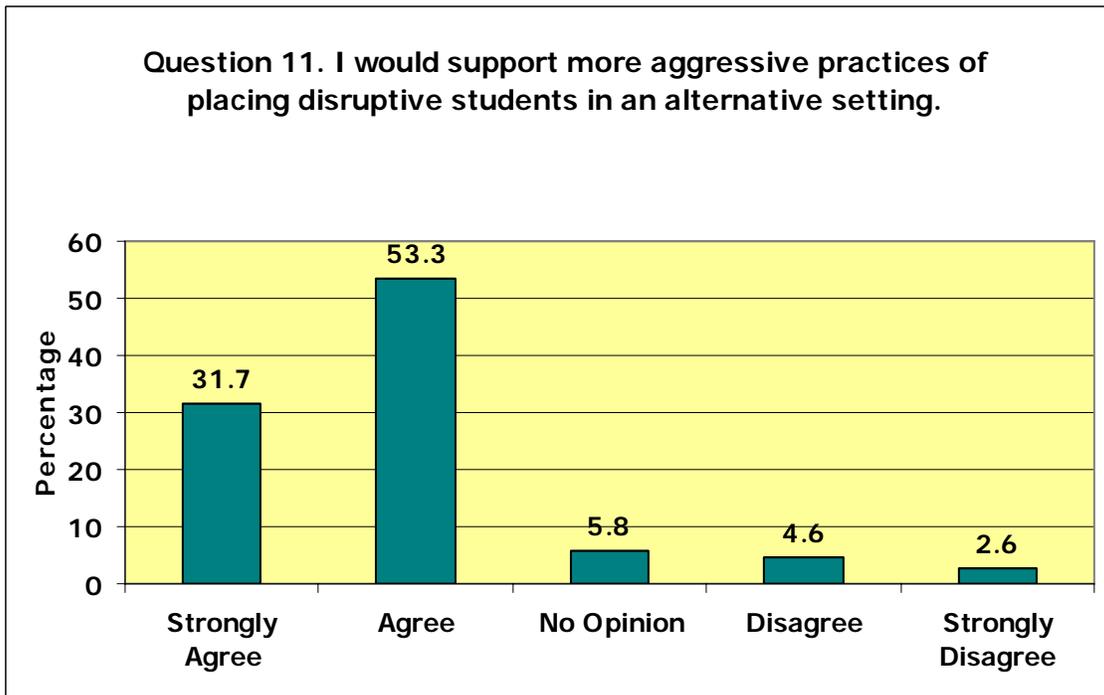
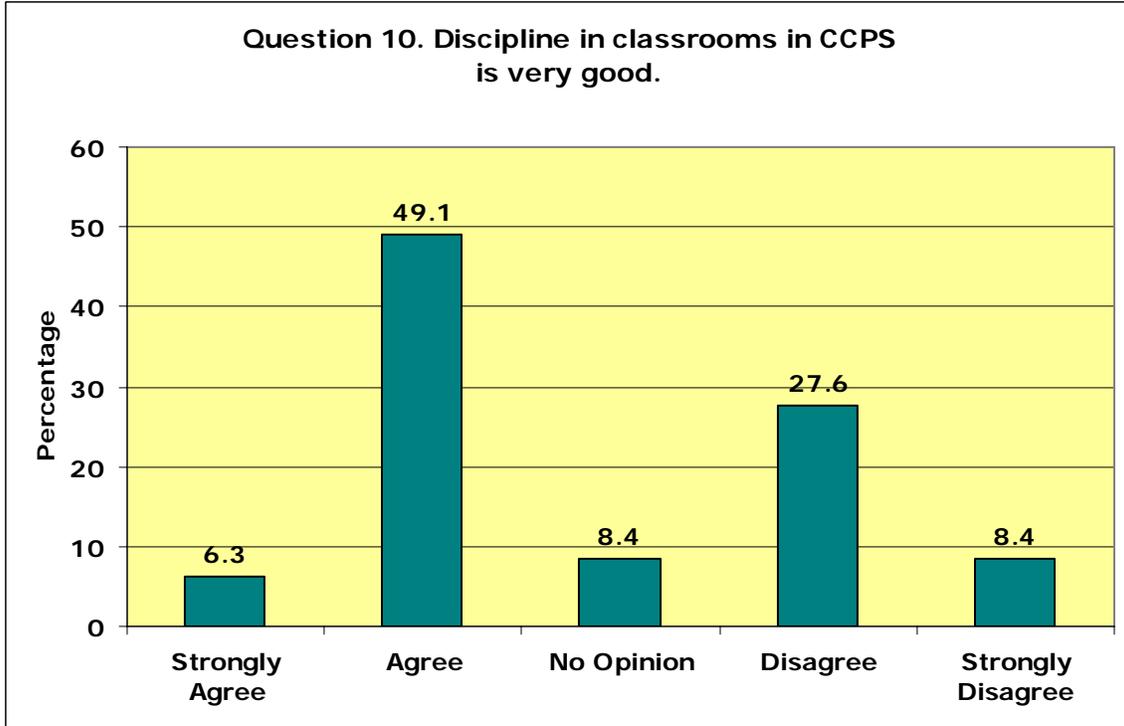
Appendix B, Continued



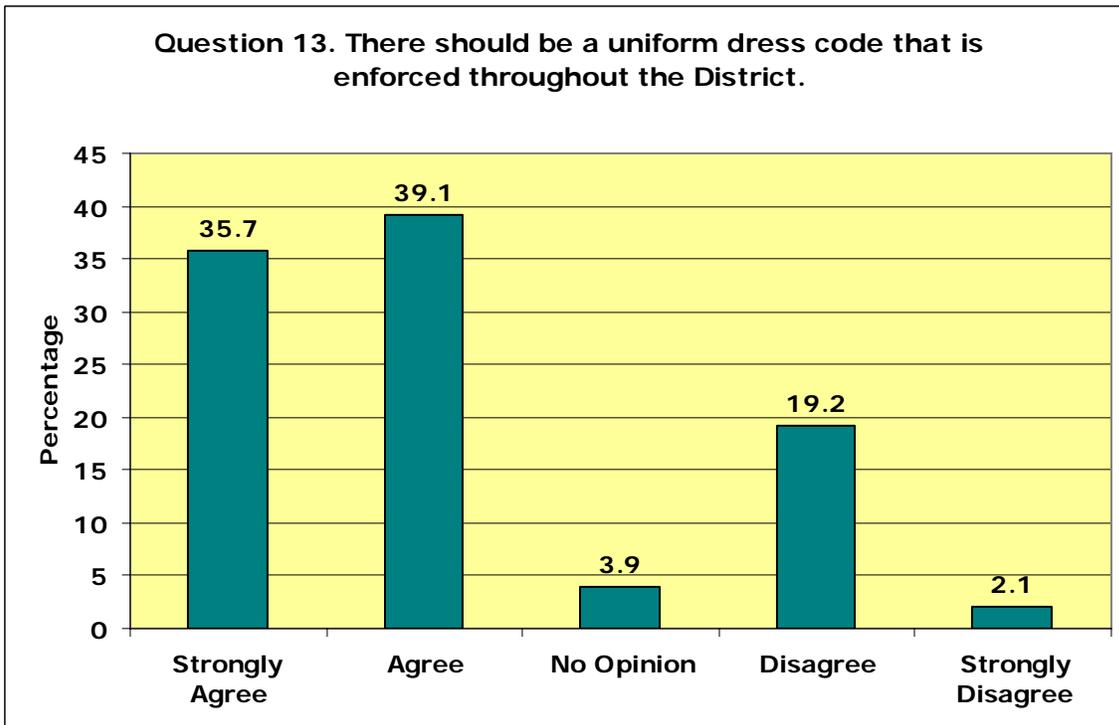
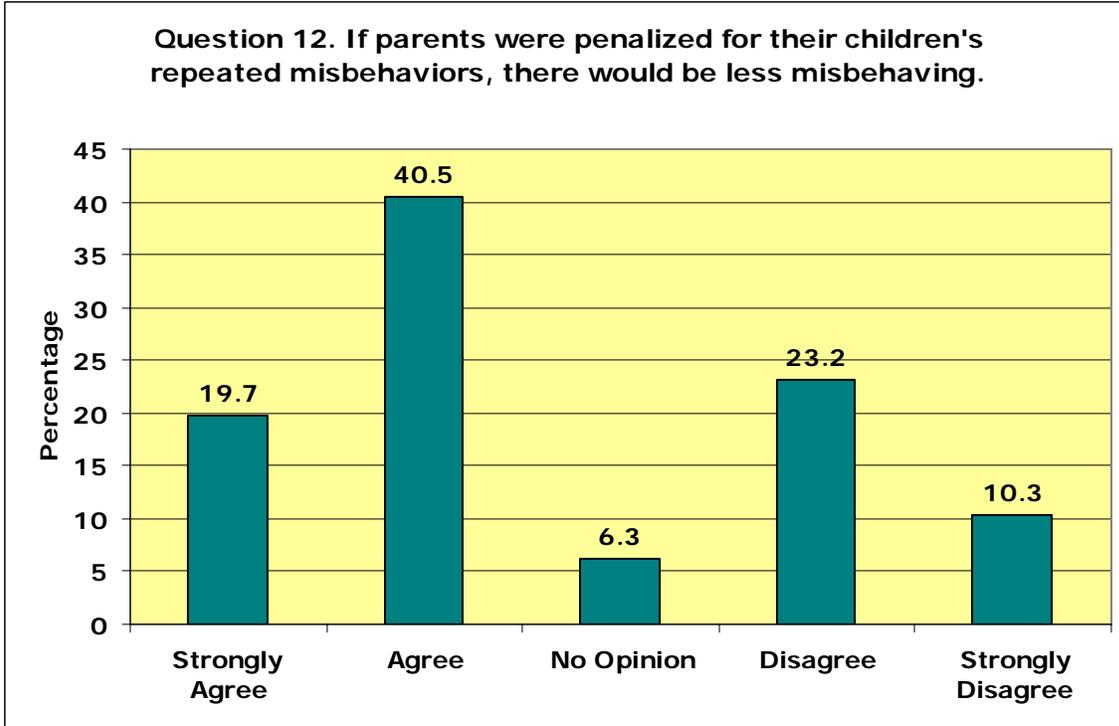
Appendix B, Continued



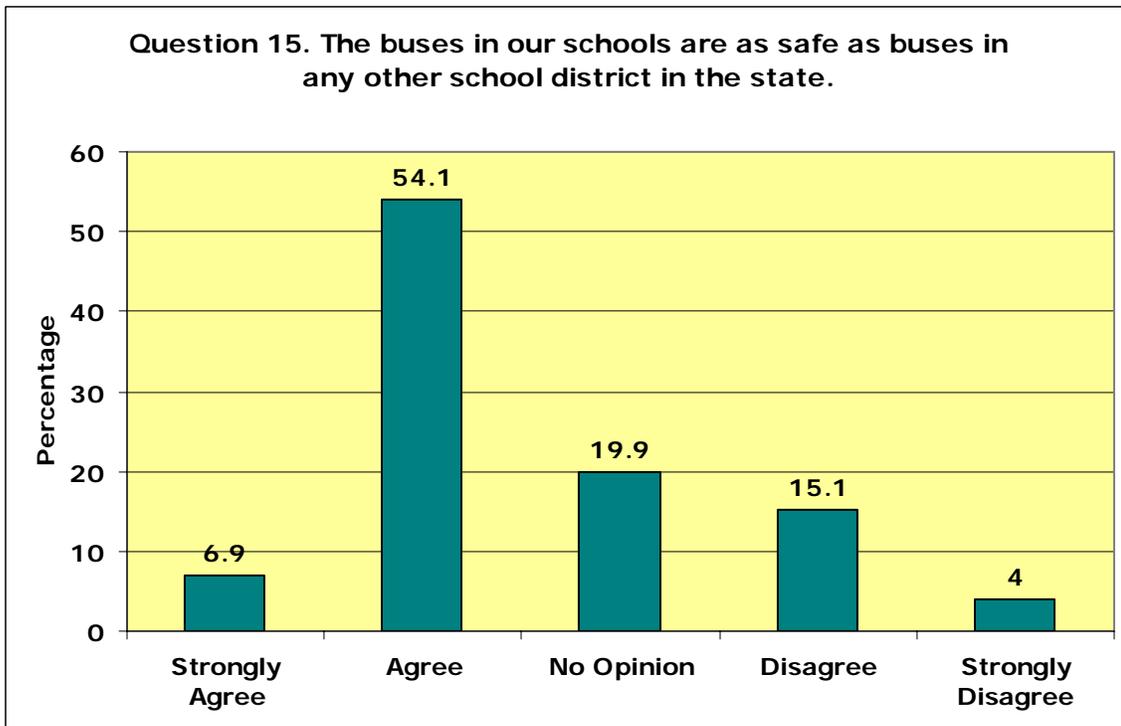
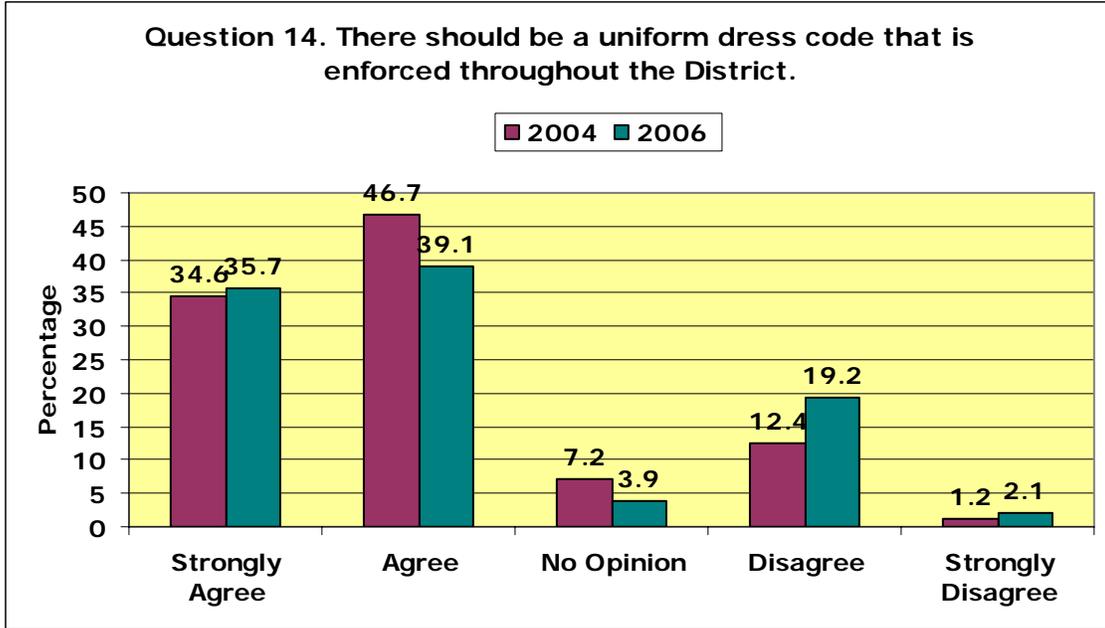
Appendix B, Continued



Appendix B, Continued



Appendix B, Continued



Blue Ribbon Commission on School Discipline Signatures

_____		_____
Luvenia Jackson		Senator Richard Marable
_____		_____
John Walker		Harold Eddy
_____		_____
Chairman Eldrin Bell		James Conard
_____		_____
Dr. Mandy G. Condit		Cyd Cox
_____		_____
Luz Diaz		Jeff Dickerson
_____		_____
Darienne Driver		Faith Duncan
_____		_____
Cheryl Evans		Tamera Foley
_____		_____
Beverly Garner		Rev. Otis White
_____		_____
Gail Hambrick		Dr. Sandra Harrison
_____		_____
Steven Holmes		Brenda Kelley
_____		_____
Dr. Rick Maddox		Dexter Matthews
_____		_____
Captain Greg Porter		Cathy Ratti
_____		_____
Charles Reddick		Dr. Kenneth Sanders
_____		_____
Senator Valencia Seay		Dr. Andrea M. Wilson
_____		_____
Tina Smith		Judge Steven Teske
_____		_____
Gary Townsend		Auraneittia White

