

**STUDENT TRAINING
IS BETTER THAN STUDENT
PUNISHMENT**

A PARADIGM SHIFT

- Until school year 2013-14, the number of out of school suspensions (OSS) in Okaloosa County were increasing.
- Students that had little concern for their grades had learned how to avoid school and school work by misbehaving.
- Newly elected superintendent Jackson made a bold decision changing disciplinary action for misbehavior.
- A Student Training Program (STP) was created. It's philosophy is simple, "Students need to be in school to learn."

(Academics and Behavior)



STUDENT TRAINING PROGRAM

WORKSHOP

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OKALOOSA STUDENT TRAINING PROGRAM GUIDELINES

2015-2016

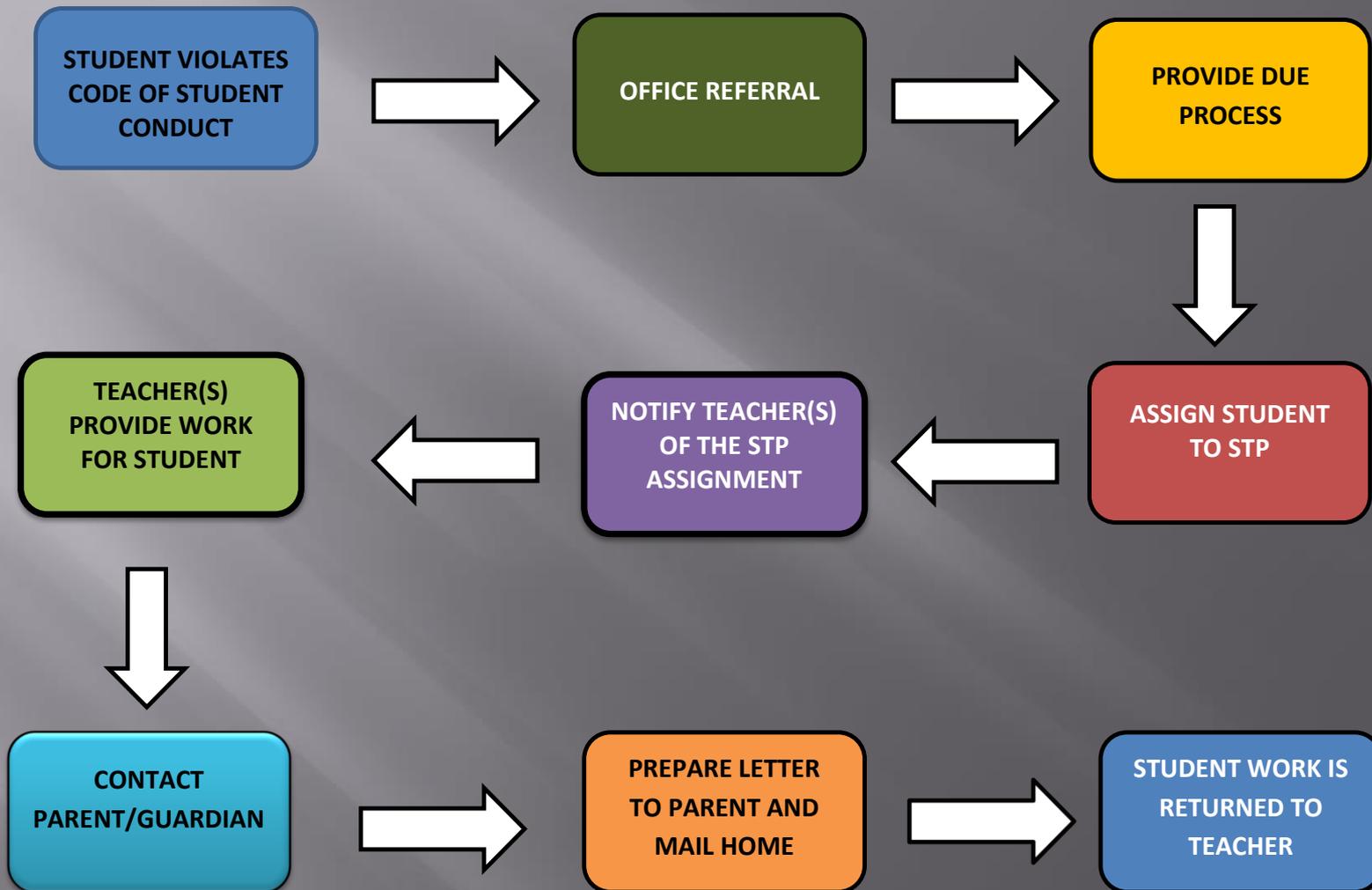
Purpose:

The purpose of creating the Okaloosa Student Training Program is to provide school level administrators with an alternative to out of school suspension. This student training program provides necessary disciplinary action for serious violations of the Code of Student Conduct, gives students instruction with regard to improving their misbehavior and allows for academic progress to be maintained because students will continue with their classwork and earn credit for the work they do while attending the student training program.

Goals:

1. To improve academic performance of students.
2. To decrease the number of office referrals for serious violations of the Code of Student Conduct.
3. To decrease the number of days out of school suspension.
4. To decrease the number of students suspended out of school.
5. To teach students to become better students in the classroom and better citizens in school.

STUDENT TRAINING PROGRAM PROCEDURES FLOWCHART



Time to Teach
Rick Dahlgren and Judy Hyatt

Beliefs: Modified

1. Times have changed.
2. Teachers are doing an incredible job.
3. Kids don't care how much you know, until they know how much you care.
4. Conflict is an essential part of growing up.
5. Parenting affects behavior.
6. We cannot use poor parenting as an excuse for not teaching.
7. Curriculum comes first, but discipline does too.
8. Self-esteem matters.
9. Students do not necessarily know how to behave.
10. Teaching succeeds where punishment fails.
11. An effective discipline program teaches responsible behavior
12. We can make a difference to every student!

THE DISCIPLINE ADVANTAGE

Suspension Learning Packet System for Junior High School/Middle School Table Of Contents Version 1

- **Suspension Learning Packet #1: FIGHTING**
 - Student Response Packet # 1.1
 - Student Response Packet # 1.2
- **Suspension Learning Packet #2: INSUBORDINATION**
 - Student Response Packet # 2.1
 - Student Response Packet # 2.2
- **Suspension Learning Packet #3: INAPPROPRIATE LANGUAGE**
 - Student Response Packet # 3.1
 - Student Response Packet # 3.2
- **Suspension Learning Packet #4: SMOKING**
 - Student Response Packet # 4.1
 - Student Response Packet # 4.2
- **Suspension Learning Packet #5: THEFT**
 - Student Response Packet # 5.1
 - Student Response Packet # 5.2
- **Suspension Learning Packet #6: CUTTING CLASS**
 - Student Response Packet # 6.1
 - Student Response Packet # 6.2
- **Suspension Learning Packet #7: CUTTING DETENTION**
 - Student Response Packet #7.1
 - Student Response Packet #7.2
- **Suspension Learning Packet #8: TRUANCY**
 - Student Response Packet # 8.1
 - Student Response Packet # 8.2
- **Suspension Learning Packet #9: DANGEROUS OR ILLEGAL ITEMS**
 - Student Response Packet # 9.1
 - Student Response Packet # 9.2

The Learning Environment



Amazing things begin to happen!



Students began making better choices. There were less incidences and less days of OSS and STP.

**OKALOOSA COUNTY SCHOOL DISTRICT
COMPARATIVE DISCIPLINE DATA**

| | SCHOOL YR. '13 | SCHOOL YR. '14 | SCHOOL YR. '15 |
|-------------------|----------------|--|--|
| Incidences of OSS | 3,015 | 751 (2,234 fewer incidences) | 649 (102 fewer incidences) |
| Days of OSS | 5,699 | 2,108 (3,591 fewer days) | 1,726 (382 fewer days) |
| Incidences of STP | | 5,286 | 5,179 (107 fewer incidences) |
| Days of STP | | 7,786 | 7,436 (350 fewer days) |

...And less and less individual students were receiving OSS.

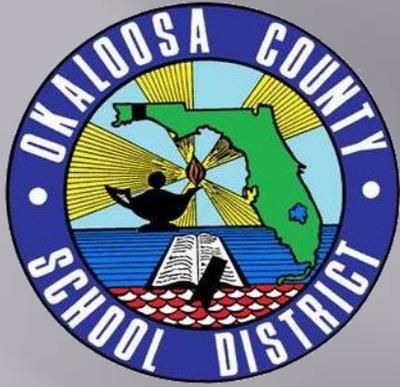
FOUR YEAR OSS STUDENT DATA

| DISTRICT | | | | | | | | | |
|----------------|------------------------------------|---|------------------------------|---|---------------------------------|---|---------------------------------|---|--|
| Race/Ethnicity | 2012-13 OSS Student count | 2012-13 Enrolled Student count | 2013-14 OSS Student count | 2013-14 Enrolled Student count | 2014-15 OSS Student count | 2014-15 Enrolled Student count | 2015-16 OSS Student count | 2015-16 Enrolled Student count | |
| Asian # | 24 | 799 | 5 | 803 | 6 | 781 | 1 | 756 | |
| A% | 3.0% | 2.6% | 0.6% | 2.6% | 0.8% | 2.5% | 0.1% | 2.4% | |
| Black # | 386 | 3751 | 121 | 3797 | 102 | 3868 | 66 | 3962 | |
| B% | 10.3% | 12.2% | 3.2% | 12.1% | 2.6% | 12.2% | 1.7% | 12.4% | |
| Hispanic # | 95 | 2007 | 14 | 2202 | 13 | 2394 | 13 | 2618 | |
| H% | 4.7% | 6.5% | 0.6% | 7.0% | 0.5% | 7.6% | 0.5% | 8.2% | |
| Indian # | 9 | 141 | 2 | 145 | 7 | 145 | 2 | 139 | |
| I% | 6.4% | 0.5% | 1.4% | 0.5% | 4.8% | 0.5% | 1.4% | 0.4% | |
| Multiracial # | 139 | 2648 | 39 | 2735 | 36 | 2830 | 27 | 2908 | |
| M% | 5.2% | 8.6% | 1.4% | 8.7% | 1.3% | 8.9% | 0.9% | 9.1% | |
| White # | 1117 | 21499 | 324 | 21654 | 244 | 21612 | 183 | 21581 | |
| W% | 5.2% | 69.7% | 1.5% | 69.1% | 1.1% | 68.3% | 0.8% | 67.5% | |
| | % equals | 30,845 | % equals | 31,336 | % equals | 31,630 | % equals | 31,964 | |
| | subg. STP/ subg. ENR | Total Enrolled | subg. STP/ subg. ENR | Total Enrolled | subg. STP/ subg. ENR | Total Enrolled | subg. STP/ subg. ENR | Total Enrolled | |

...And less and less individual students were receiving STP.

THREE YEAR STP STUDENT DATA

| DISTRICT | | | | | |
|-----------------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|
| | | 2013-14 Enrolled Student count | | 2014-15 Enrolled Student count | |
| Race/Ethnicity | 2013-14 STP Student count | | 2014-15 STP Student count | | 2015-16 STP Student count |
| Asian # | 34 | 803 | 31 | 781 | 20 |
| A% | 4.2% | 2.6% | 4.0% | 2.5% | 2.6% |
| Black # | 632 | 3797 | 568 | 3868 | 442 |
| B% | 16.6% | 12.1% | 14.7% | 12.2% | 11.2% |
| Hispanic # | 146 | 2202 | 176 | 2394 | 144 |
| H% | 6.6% | 7.0% | 7.4% | 7.6% | 5.5% |
| Indian # | 16 | 145 | 15 | 145 | 12 |
| I% | 11.0% | 0.5% | 10.3% | 0.5% | 8.6% |
| Multiracial # | 223 | 2735 | 230 | 2830 | 187 |
| M% | 8.2% | 8.7% | 8.1% | 8.9% | 6.4% |
| White # | 1636 | 21654 | 1539 | 21612 | 1332 |
| W% | 7.6% | 69.1% | 7.1% | 68.3% | 6.2% |
| | % equals | 31,336 | % equals | 31,630 | % equals |
| | subg. STP/ subg. ENR | Total Enrolled | subg. STP/ subg. ENR | Total Enrolled | subg. STP/ subg. ENR |



C.O.T.Y

Changing our Truant
Youth

What is C.O.T.Y?

C.O.D.Y is a collaborative partnership between the Okaloosa County School District, local law enforcement agencies, the Judicial System and family service organizations working systematically to reduce the truancy rate within the district.

Truancy

(Excessive absenteeism)

“Unexcused absences from school by a minor that exceed the number of such absences allowed under state law.”

Excessive absenteeism is the most powerful predictor of delinquent behavior...

And a precursor for dropping out

Factors

- School Factors
- Family and community Factors
- Student Factors

School Factors

- Inconsistent and ineffective school attendance policies
- Poor record keeping
- Not notifying the parent/guardian
- Poor relations with teachers
- Inadequate identification of special education needs

Family and Community Factors

- Negative peer influences
- Financial, social, medical or other programs that pressure students to stay home to help
- Child abuse and neglect
- Family disorganization
- Lack of family support for educational goals
- Violence

Student factors

- Lack of personal and educational ambition
- Poor academic performance
- Low school attachment
- Retention
- Drug abuse
- Lack of self-esteem

Where does it all start?

s.s. 1003.26 in part states, “poor academic performance is associated with nonattendance and **that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance.**”

s.s. 1003.26 in part states, “The Legislature finds that **early intervention** in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement.”

Early intervention

Student Training Program

- PAWS
- Phone calls
- Letters/correspondence

Multi-Tiered System of Support (MTSS)

- Teachers
- Guidance
- Administration
- Truancy

Judicial Support and Intervention

- Expedient process from filing to first hearing
- Knowledgeable of school programs
- Direct contact with state agencies for families needing services
- Always available for questions
- Genuine concern for families

Okaloosa County Sheriff's Office School Resource Division

- Diversion programs
- Proactive interaction with students
- Lowest school arrest rate in the state

Truancy

(21 day + absences)

Department of Education Data

2010-11 to 2014-14

- Crestview High School 14.30% to 8.51%
- Baker School 9.40% to 6.1%
- Niceville High School 6.90% to 5.95%
- Choctawhatchee High School 12.40% to 8.34%

| | |
|-------------------|------|
| Phone Calls | 1327 |
| Home Visits | 312 |
| Truancy Petitions | 136 |
| Repeat students | 4 |
| OTTIC | 1 |

Okaloosa Online and Home School

Okaloosa Online

- Parent letter from the school
- Email from the school to the online administrator, home school administrator and truancy
 - a. Tracking Process until enrollment. Student will not be withdrawn from school until notified by the administrator
 - b. Possible intervention from truancy if they do not enroll

Dear Parent,

You have elected to withdraw your child from regular attendance and enroll him/her in a home based education program. Therefore, we as a school district will assist you in making this transition as smooth as possible.

The Homeschool Liaison for Okaloosa County is Toni Kitchens (850-833-3111), and the District Administrator for Okaloosa Online is Christy Corbin (850-689-2043). Both Mrs. Kitchens and Mrs. Corbin are available to answer any questions concerning their programs or you can go to <http://www.okaloosaschools.com/schools?q=parents/home-schooling> for Mrs. Kitchens and <http://www.okaloosaschools.com/content/okaloosa-online> for Mrs. Corbin.

It is recommended that you *do not withdraw your child from school* until you have chosen which program to enroll in. Your child will not be officially withdrawn from their current school until we receive a copy of a "Letter of Intent" from Mrs. Kitchens or notification of enrollment from Mrs. Corbin. If you choose to remove your child from school during this transition period, those absences will be considered unexcused. Five unexcused absences within 30 calendar days will result in Student Services/Truancy being notified and a truancy petition may be filed with the court in accordance with s.s. 1003.26.

We hold all stakeholders (parents and educators) accountable for your child's education and strive to provide them with the best possible opportunities and tools for success. If you have any questions concerning attendance and how it applies to either program, please contact our Student Services Department at 850-689-7260 and speak with Mr. Paul Ciurleo or Mr. Lloyd Taylor.

Home School

- Parent letter from the school
- Email from the school to the online administrator, home school administrator and truancy
 - a. Tracking Process until enrollment. Student will not be withdrawn from school until notified by the administrator
 - b. Possible intervention from truancy if they do not enroll

Parent Letter from the home school liaison to the parents of children who exhibit a pattern of excessive absenteeism.

To The Parent of: _____

Date:

Your child, _____ has exhibited a pattern of nonattendance while attending _____. Pursuant to chapter 1002 Florida Statutes you have the right to enroll _____ in a home based education program, however because a pattern of nonattendance has been exhibited, section 1003.26 (1)(f)(1), Florida Statutes will be strictly enforced. This law provides that, ***“The home education review committee shall review the portfolio of the student, as defined by s. 1002.41, every 30 days during the district’s regular school terms until the committee is satisfied that the home education program is in compliance with s 1002.41(1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program.”***

“If the parent fails to provide a portfolio to the committee, the committee shall notify the district school superintendent. The district school superintendent shall then terminate the home education program and require the parent to enroll the child in an attendance option that meets the definition of “regular school attendance” under s. 1003.01(13)(a), (b), (c) or (e), within 3 days. Upon termination of a home education program pursuant to this subparagraph, the parent shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in an attendance option as required by this subparagraph after termination of the home education program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s. 1003.21 and may result in criminal prosecution under s. 1003.27(2),” or “the district school superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151.”

Addressing family and community factors and student factors

Early recognition

- Teachers
- Administrators
- School Resource Officers
- Truancy (consistent consequences)
- Communication

Programs that target specific needs...belonging

- Young gentleman's club
- Young ladies club
- Intermural type sport programs
- Anime clubs
- Art clubs
- Job fairs
- College student interaction
- Field trips

In Conclusion

Dedicated Superintendent

Support from the Judicial System

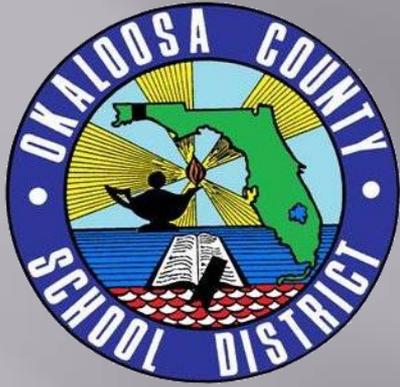
Proactive and highly effective School Resource Officer
Program

Early detection system in place (STP/MTS)

Quick, decisive interaction/intervention

Positive reinforcement

Programs targeting self-esteem



C.O.T.Y

“Progress not perfection”