



NEW HAVEN PUBLIC SCHOOLS



## Addressing Student Behavior

New Haven Board of Education

February 26, 2024

Dr. Madeline Negrón, Superintendent

Viviana Camacho, Asst. Superintendent, Kristina DeNegre, Asst. Superintendent

Dr. Paul Whyte, Asst. Superintendent, Typhanie Jackson, Executive Director of Student Services

*Together, Striving Towards the Next Chapter of Excellence*

## Core Values

We believe...

**1 Equitable opportunities** create the foundation necessary for every child to succeed

**3 High expectations** and standards are necessary to prepare students for college and career

**2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners

**4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



## Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

## Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

## Priority Areas for 2020-2024

- 1 Academic Learning**
- 3 Youth & Family Engagement**
- 5 Operational Efficiencies**

- 2 Culture & Climate**
- 4 Talented Educators**

# Discipline/Incidents Defined

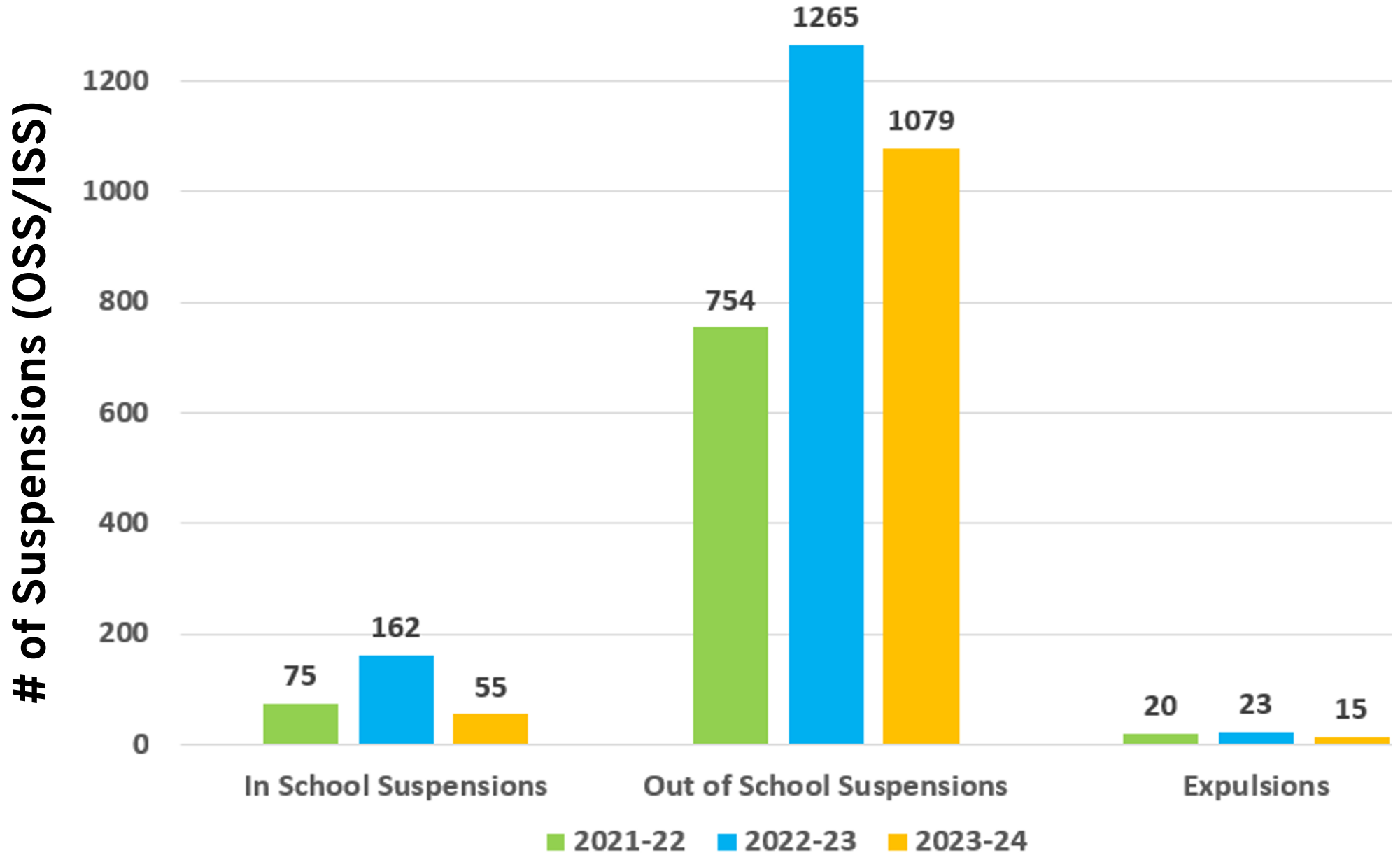


Discipline/Incidents can be defined in a variety of ways. NHPS Tiers their incidents; Level 1, Level 2, Level 3, and Level 4 incidents. As a result, depending on the incident, consequences or interventions are put into place.

Level	Definition	Response
<b>Level 1</b>	Behaviors include those recurrent or continued an interrupt the learning environment	Employs restorative practices and focus on prevention of future disruptive or harmful behaviors and/or repetition of the behavior.
<b>Level 2</b>	Intermediate behaviors include behavior that substantially disrupts the educational environment and has the potential to put at risk the safety and security of students, teachers, and staff. Intermediate behaviors also include chronic level 1 behaviors	Employ restorative practices and focus not only on prevention of future incidents, <u>but also on ways to repair any harms caused by or the disruptive or harmful behavior.</u> <u>Responses should be age appropriate.</u>
<b>Level 3</b>	Major Disruptive or Harmful Behaviors include behavior that severely disrupts the educational environment, endangers students or staff, and/or causes significant damage to school property.	Employ restorative practices and focus on ways to repair any harms caused by the harmful behavior as well as include prevention of future harmful behaviors. Responses also should be age appropriate. <u>To repair harm and prevent future behaviors that result in harm or disruption to the educational environment restorative processes should be utilized.</u>
<b>Level 4</b>	Major Disruptive or Harmful Behaviors II includes behavior that severely disrupts the educational environment, puts the safety and security of students and staff at risk, and/or leads to consequences defined by state law. Disruptive or harmful behaviors at this level include harm to self or others, and/or significant damage to school property.	Employ restorative practices approaches as much as possible and focus on ways to repair any harms caused by and/or contributing to the disruptive or harmful behavior as well as include prevention of future disruptive or harmful behavior. Responses also should be age appropriate.

## Incidents

- Fighting - Levels 3-4
- Physical Altercation- Levels 2-4
- Battery Assault - Level 4
- Serious Disorderly Conduct- Levels 3- 4
- Drugs/Alcohol/Tobacco -Levels 3-4
- Threat/Intimidation/ Verbal Harassment-Levels 3-4
- Disruptive Behavior - Levels 2-3
- Insubordination-Levels 1-2
- Skipping Class- Level 1
- Safety Code Violations- Level 2-3

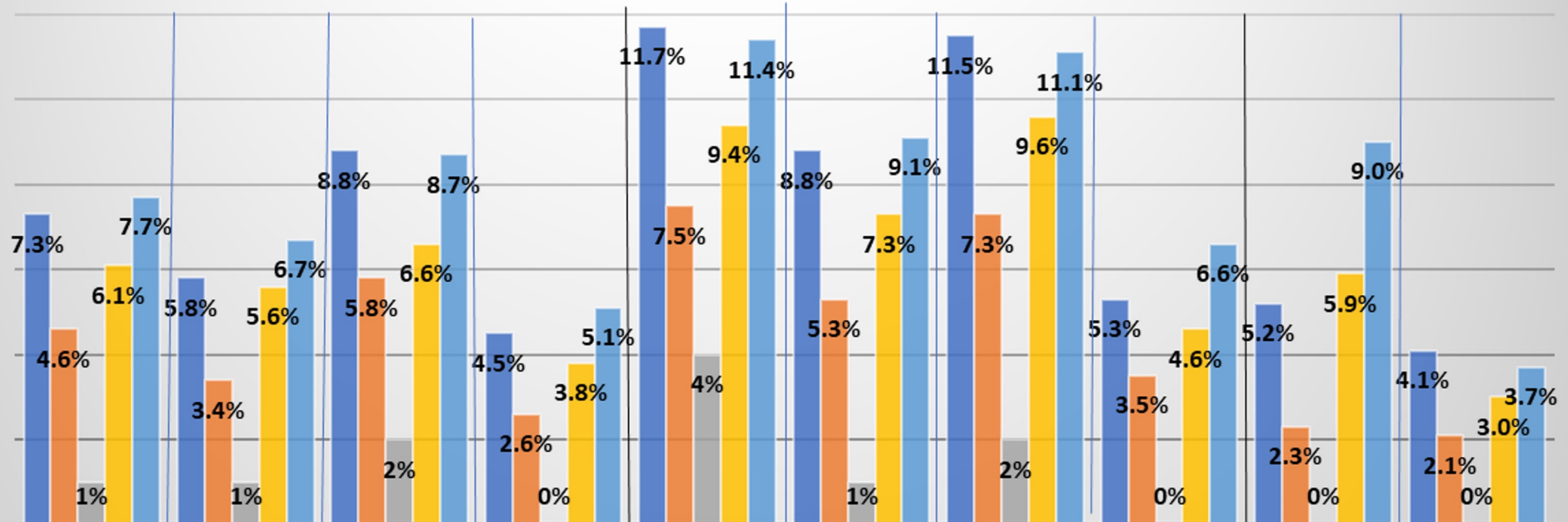


**Types of Suspensions, by Year**

# Discipline Report Broken down by Demographics



## Suspensions by Identified Categories

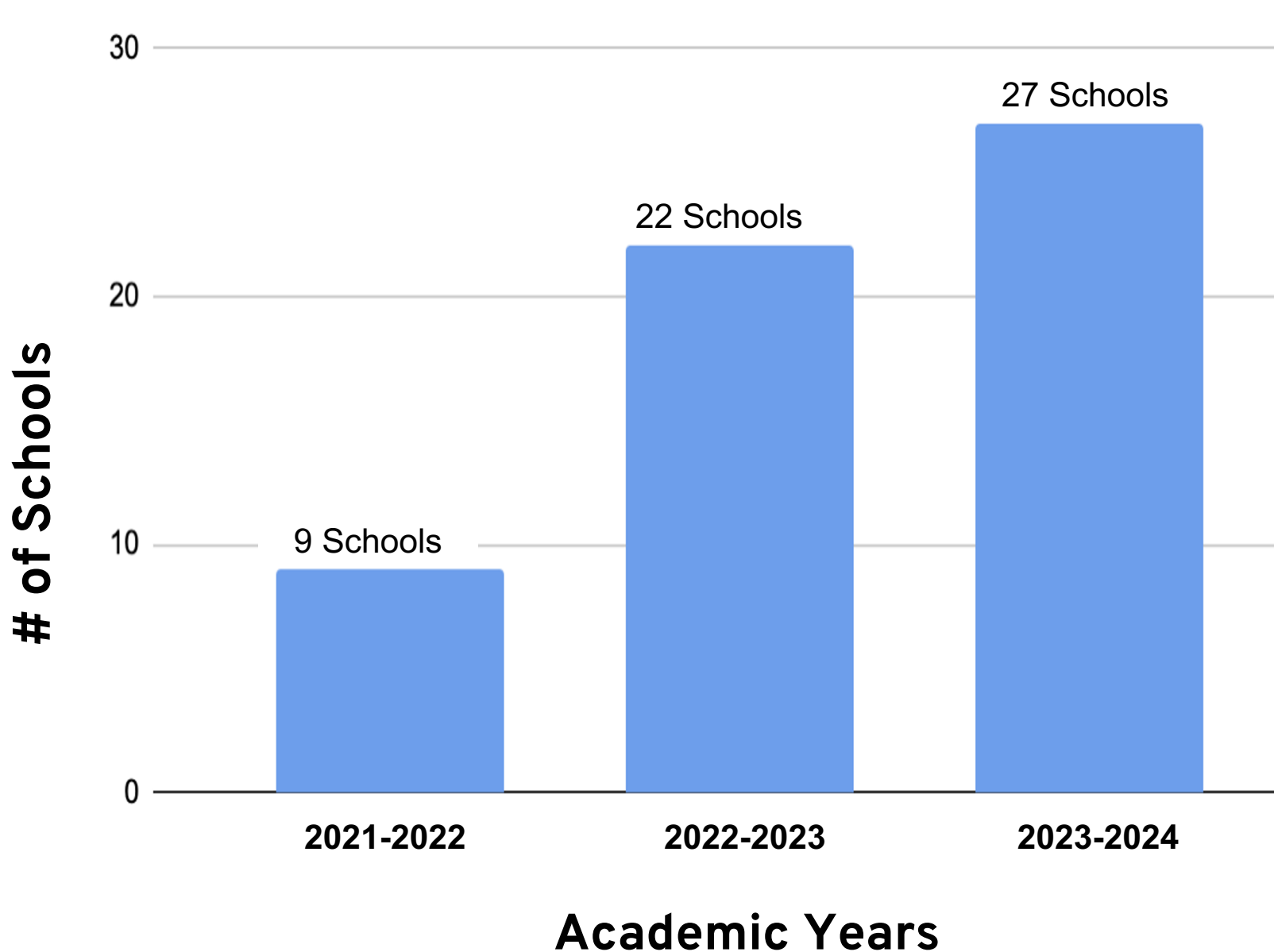


	All Students	Female	Male	English Learner Status	Students with Disabilities	Economically Disadvantage	Black or African American	Hispanic/Latino of any race	Two or More Races	White
■ 2018-19	7.3%	5.8%	8.8%	4.5%	11.7%	8.8%	11.5%	5.3%	5.2%	4.1%
■ 2019-20	4.6%	3.4%	5.8%	2.6%	7.5%	5.3%	7.3%	3.5%	2.3%	2.1%
■ 2020-21	1%	1%	2%	0%	4%	1%	2%	0%	0%	0%
■ 2021-22	6.1%	5.6%	6.6%	3.8%	9.4%	7.3%	9.6%	4.6%	5.9%	3.0%
■ 2022-23	7.7%	6.7%	8.7%	5.1%	11.4%	9.1%	11.1%	6.6%	9.0%	3.7%

■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23



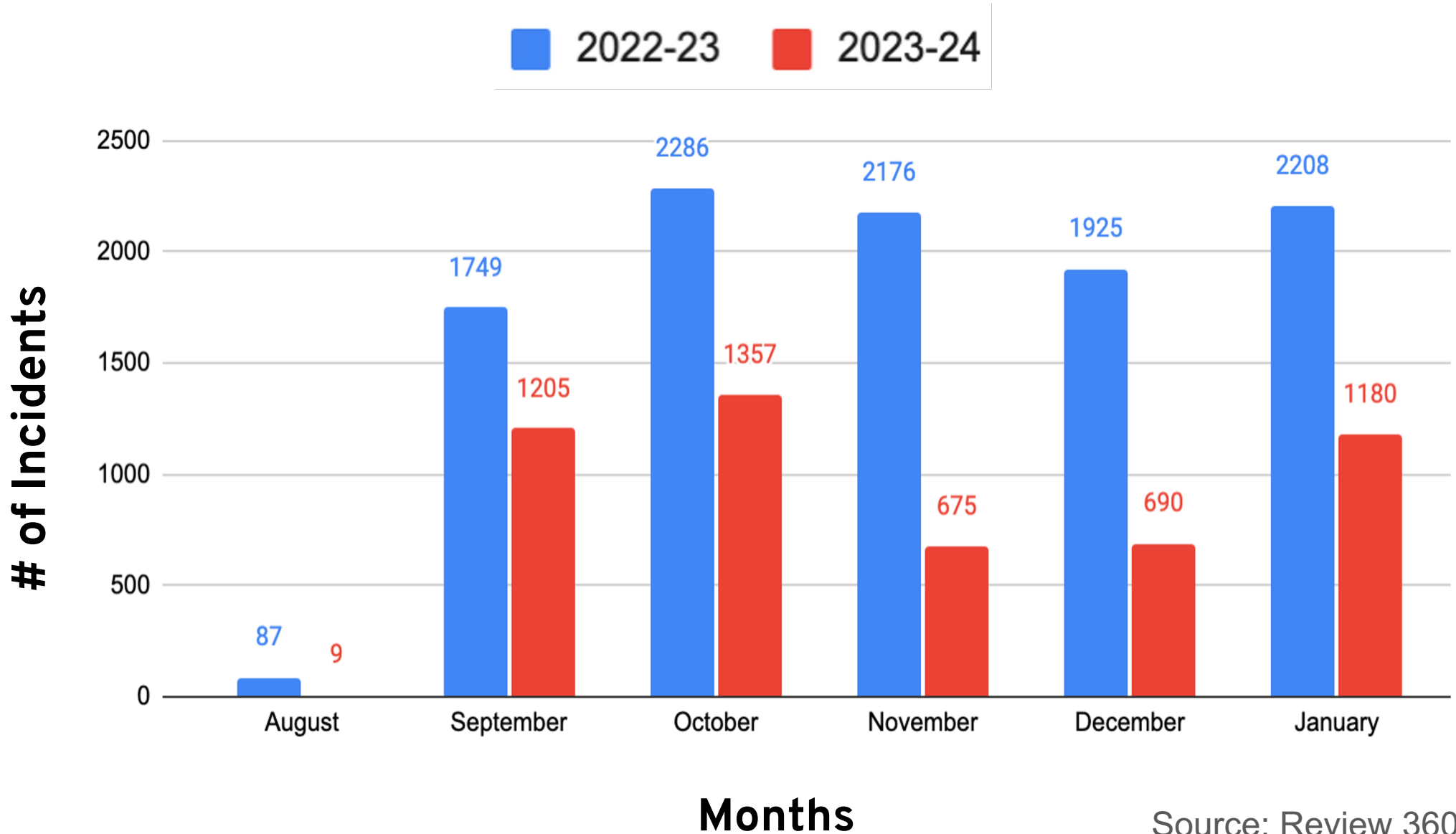
## Review 360 Implementation



**Review 360** is a behavioral management system, designed for reporting, tracking, and analyzing behavioral-challenge data.

## Incidents by Month

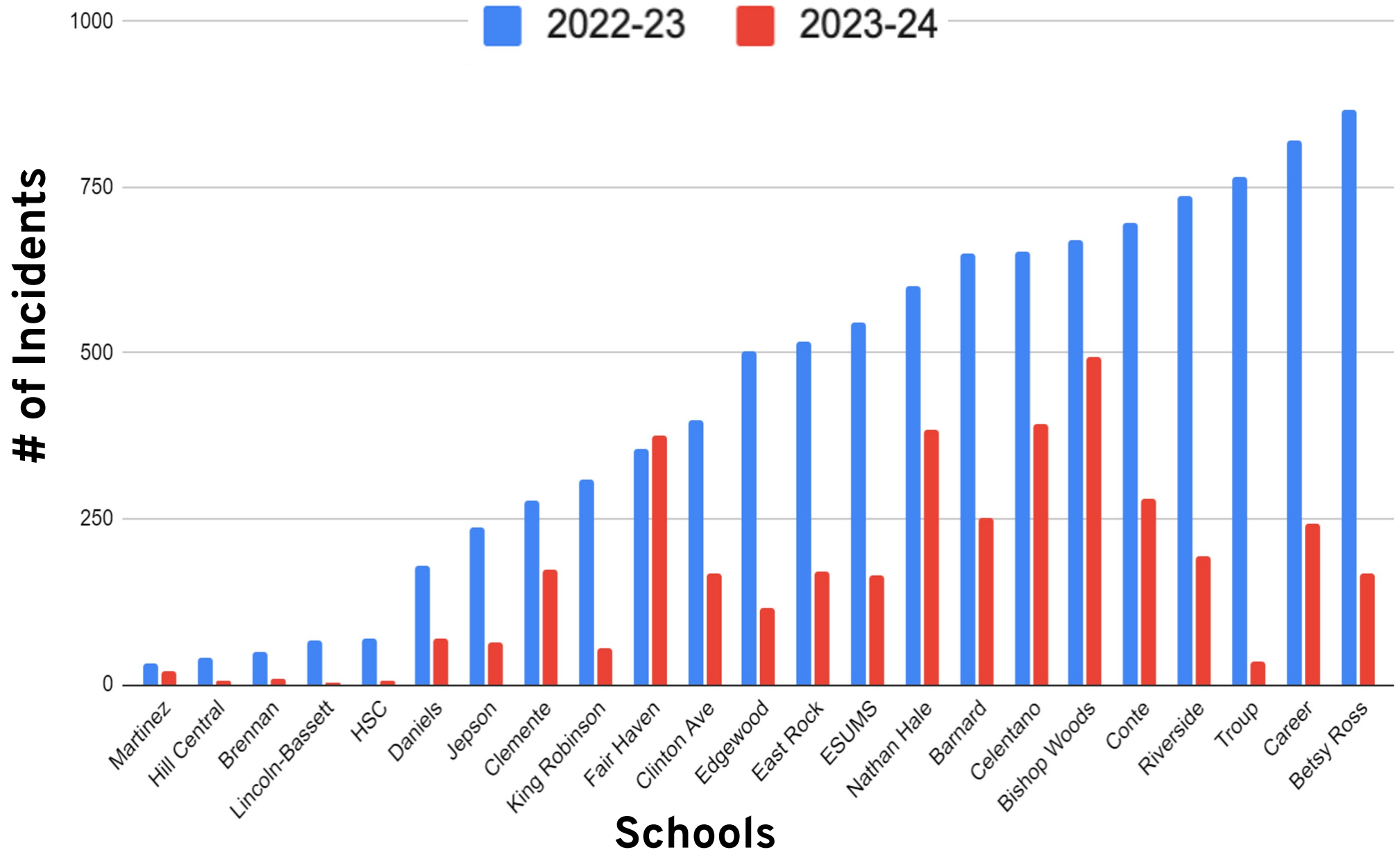
(Data reflects individual incidents, not individual students.)







## Incident Comparison Data by School



## Restorative Practices

- 37 Schools have staff that completed Restorative Practices training - Full training
- 22 Schools implement Restorative Circles and/or Mediations
- 31 Schools have participated in introduction to Restorative Practices Professional Development
- 4 Schools trained students in Restorative Practices and mediations



## PBIS

- 20 Schools have implemented components of PBIS
- 8 Schools are participating in training with CSDE on PBIS
- 5 Schools are implementing all components of PBIS with fidelity



# Multi-Tiered System of Support

## Framework



### All Students

Tier 1

- Capacity building for all
- Furniture, calming corners
- Code of Conduct
- Mental Health First Aid Training
- Review 360
- Restorative practices
- Redirection
- Buddy Rooms

### Some Students

Tier 2

All Tier 1 supports plus

- Mediations
- Targeted support
- Turnaround Rooms
- Partnerships
- Trusted Adult Check in
- Student, Staff, Support TEAM (SSST)
- Use Dropout Prevention /Student Retention Staff

### Few Students

Tier 3

All Tier 2 supports plus

- More individualized
- Community Wraparound services

Prevention

Intervention

# Targeted Supports



## Kindergarten

- Interdisciplinary team Observations
- Functional Behavior Assessments
- Refine Classroom Structure
- State Guidelines Training - More Play Based Learning
- Emphasis on SEL
- Leveraging Play
- Classroom Community Building
- Use of behavior Specialists

## Grades 6-8

- Peer Mediation
- Conflict Resolution
- Restorative Practices
- Classroom Norms
- Student Voice
- Refine Middle school Structure
- Classroom Community Building

## Grade 9

- Academy Structure
- 8 to 9th Grade Transition Plan
- Bridge program
- Rise network Training
- Book study -*Make it or Break it Year* practices  
how we schedule training
- Classroom Community Building

# Next Steps



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## Utilization of Data

- Increase use of Review 360
- Decision ED

## Direct Service

- Student Leadership- Engage students in solving problems
- Peer Mediation
- Boys Groups/ Girls group- create space for mediation
- Deeper coordination for community partners
- Collaboration on best practices
- Community Building within schools

## Capacity Building

- Community Talks/Circles
- Collective Responsibilities- Partnering with Families
- Ensure that staff continues to be trained in Trauma-informed and SEL