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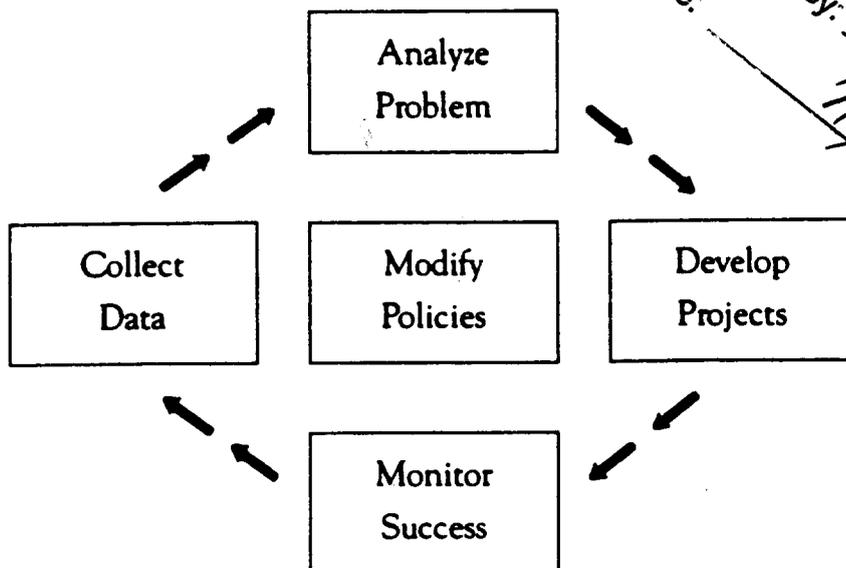
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THE

Anaheim Union High School District's

SMART PROGRAM

Jointly sponsored by

The U.S. Departments of Justice and Education

Approved By: _____
Date: _____
FINAL REPORT

Analyze Problem

Collect Data   Modify Policies   Develop Projects

Monitor Success

Cynthia F. Grennan, Superintendent

Introduction:

A safe and orderly school environment is a prerequisite for effective teaching and learning. This is a top priority of the Anaheim Union High School District Board of Trustees.

The School Management and Resource Team (SMART) program, in operation since 1983, has helped our school district achieve this goal.

The SMART program, co-sponsored by the U. S. Department of Justice and Education, offers to school and district administrators specific methods and techniques to identify and diagnose the difference between criminal behavior and disciplinary infractions. These resources help administrators design intervention approaches to resolve crime and discipline problems in the schools.

Identification of Need:

The AUHSD serves 23,086 students in eight comprehensive senior high schools, eight junior high schools, three continuation sites and in a variety of other alternative education settings. The district size is relatively stable after 18 years of declining enrollment in which the district declined 1,000 students each year. Changes in ethnic composition have also occurred over the past decade.

From 1980 to 1990, the minority group populations have increased from 23% to 55.1% of the total district population. By 1991, the percentages of ethnic are the same as the state of California. The district's ethnic population includes .6% American Indian, 11.6% Asian, .7% Pacific Islander, 2.0% Filipino, 37.3% Hispanic, 2.9% Black, and 44.9% White. In addition, the percentage of limited English proficient or fluent English proficient has grown from 8.7% in 1980 to 33.8% in 1990. Sixty-four separate languages are spoken by district students.

The past decade has seen changes in the social-economic status of the communities served by the district. The percentage of families receiving Aid to Families with Dependent children (AFDC) and Free and Reduced Lunches has increased to 27% of the total district population. Moreover, the mobility rate of students has grown to 36% of the total annual population. The district, then, can be characterized as one of growing socio-economic diversity.

The socio-economic shifts in the communities served by the district have created a turbulent environment in which gang affiliation provides cultural status and the number of gang related behaviors and crimes has increased. Other community issues are homelessness and adult literacy. Knowing that a safe and orderly campus and classroom environment is necessary for learning to occur, the trustees of the AUHSD directed staff to seek methods to reduce campus crime, to provide systematic data collection and analysis regarding school crime, and to preserve safe and orderly campus environments.

The transition from Anglo middle class communities to Edge cities, has required strategies to assure that safe and orderly campuses exist.

Campus Personnel:

o Identifies <u>patterns</u> of student misbehavior.

o Documents accurately and <u>what</u> is going vrong and <u>who</u> is responsible.

o Uses a local TEAM to identify school and district resources to focus upon a specific problem.

o Targets resources to attack one problem at a time using a routine planning process.

o Monitors and evaluates the planned interventions.

o Identifies high-risk populations and to tailor intervention programs.

o Accesses a local network of youth-serving agencies to augment existing education resources.

o Brings troubled students to the attention of the school staff for early intervention.

Students/Parents:

o Communicates <u>fairness</u> and <u>consistency</u> of policies, actions, rules, and consequences.

o Improves the school's social climate, reducing <u>fear</u> of crime and <u>disrup-tion</u>, thus enabling students' attention to be focused upon the business of education.

Partnerships:

o provides student presentations.

o provides specialized staff training.

o provides student interventions.

o provides resources for student services.

NORFOLK PUBLIC SCHOOLS
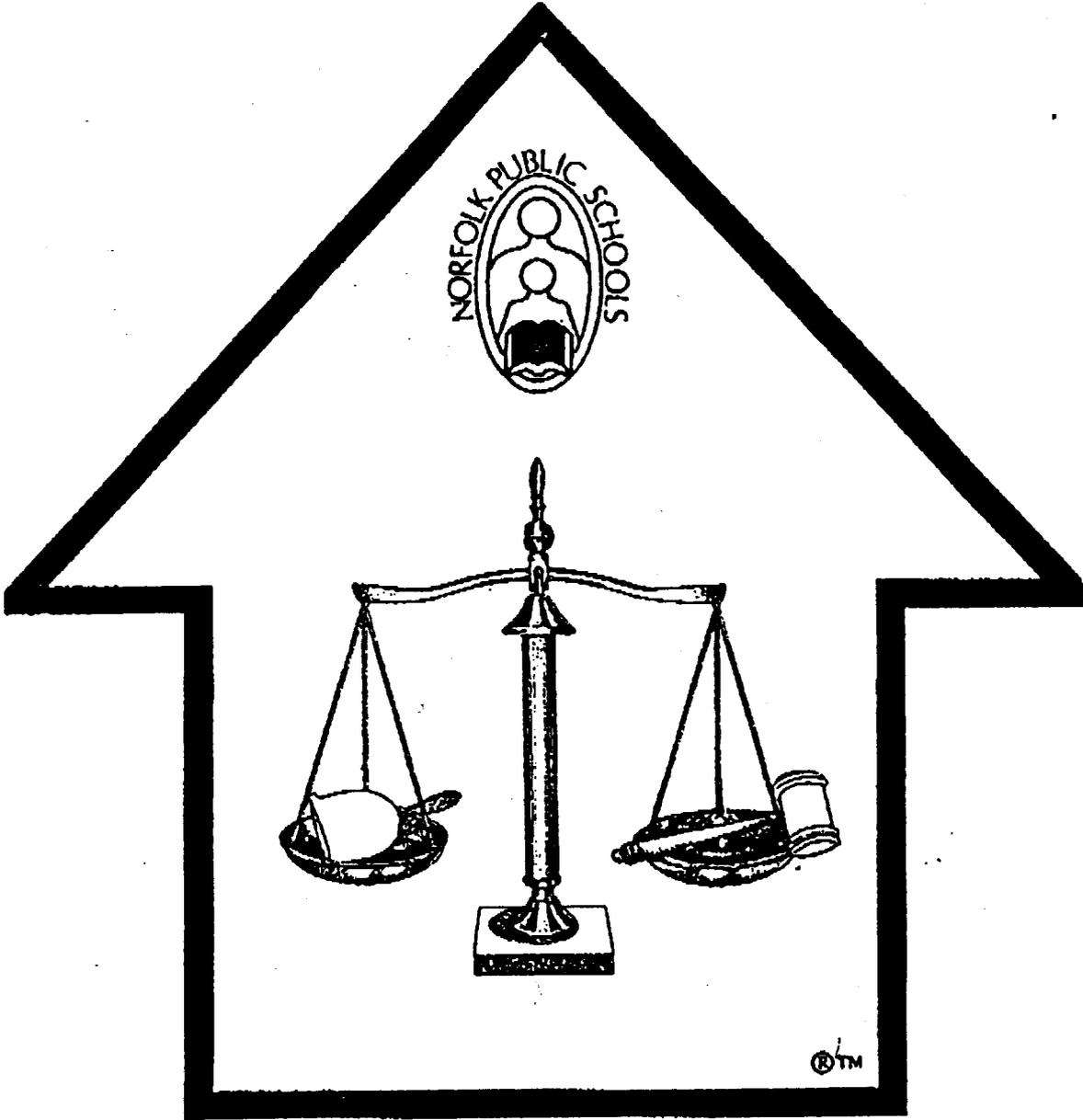
SMART TEAM

Introduction:

Like many American communities, Norfolk is concerned about the rising use of illegal drugs and related criminal activity. Since the Norfolk Public Schools are a microcosm of the world, it must be visionary in its approach to ensure a safe, orderly school climate to support the mission of teaching for learning for all. It is important that teachers, administrators, students, their parents and members of the community feel safe in our schools.

The School Management and Resource Team (SMART) Program, is the strategy schools are using to fit directly into the School Climate section of School Improvement Plans. The SMART Program has guided our schools in their approaches to resolving and preventing discipline problems in a systematic, proactive and consistent manner.

Identification of Need:

The City of Norfolk is an urban community of approximately 276,000 residents. Principal aspects of Norfolk's economy are finance, education, medical, ship building and repair, conventions/tourism, and the military. The world's largest naval base is located in Norfolk, resulting in a population of 20 percent military and highly transient.

The Norfolk Public Schools serves 36,026 students in five comprehensive high schools, eight middle schools, thirty-seven elementary schools and seven school centers serving special needs. The district's ethnic population includes .1% American Indian .9% Hispanic, 3.0% Asian, 38% Caucasian, and 58% African-American.

The percentage of families receiving free-and-reduced price lunches is 54%. Median household income is $26,813 with 15 percent of the annual household incomes under $15,000.

In order to promote a safe and orderly climate throughout the city, several levels of intervention have been developed. The Mayor's Task Force on Drugs was established and charged with seeking ideas and suggestions through community forums and seminars while serving as a mode for public education. The Police Assisted Community Enforcement program (PACE), is Norfolk's effort to fight drug trafficking and abuse within the community. It focuses on an increased visibility of police in neighborhoods by using sweeps and foot patrols and establishing Neighborhood Watch/Block Security programs.

The SMART Program's Acceptance and Success is Based on:

* A belief that discipline is everyone's responsibility.

* A belief in a school as the site of reform.

* A belief that school teams composed of teachers, principals and parents have the authority and responsibility to make important decisions about how the school will operate.

* A belief in alternatives to punishment rather than new and additional punishments.

* A belief in equity, quality and excellence of educational opportunities for each student.

* A belief in school discipline based on systematic, proactive and consistent approaches.

The SMART Program Delivers Benefits:

* Modification of existing policies and procedures that impact safe and orderly schools.

* Uniform way of describing inappropriate behavior.

* Consistency in the collection of discipline data and dispositions.

* Use of objective data to monitor and identify the nature and extent of behavior problems in schools.

* Support of School Teams action plans by District and Interagency Teams.

* Classroom management techniques for teachers.

* Support for at-risk students.

* Enhancement of unified efforts and team spirit.

Page - 3

EAST AND WEST COAST
RESOURCE CENTERS

The Anaheim Union High School District and The Norfolk Public School District are recognized as model resource centers for the School Management and Resource Teams Program (SMART) for the 1991/92 school year by the National Institute of Justice. Through the SMART Program they will continue to support safe and drug free schools and will:

1.   serve as SMART Program east and west coast resource centers;

2.   work cooperatively with the Project Director to implement goals and activities set forth in the Memorandum of Understanding between the U.S. Department of Education, Office of Elementary and Secondary Education and U.S. Department of Justice, National Institute of Justice; and

3.   use the SMART Program grant of $40,000 to enhance the program, with the understanding that expenditures are in compliance with the provisions of the fore-mentioned Memorandum of Understanding.

Resource centers will provide new pilot districts with all or some of the following "host" site services:

a)   Data processing assistance for the establishment of an Incident Profile System.

b)   Available personnel from the district to respond to questions;

c)   Visitation sites for interested persons to discuss the program and observe functioning SMART Teams;

d)   In-service presenters;

e)   Conference sites for on-going program activities and future program planning sessions.

Travel and per-diem for new pilot representatives will be paid by the SMART Program.

Resource centers will develop model drug programs that are linked to the SMART Program for dissemination to new program sites. Examples of programs presently operational in Anaheim or Norfolk include:

1) Joint Venture Approach with Department of Human Services to Assist with Outreach Programs (Anaheim)
Business, government and community groups form partnerships in an integrated service approach to provide services for children that include peer tutoring, crisis intervention, alcohol drug prevention and individual contract learning.

2) Multi-Agency, Anti-Gang, Anti-Drug Relationships with Organizations (Anaheim)
Representatives of the Police Department, District Attorney's Office, and County Probation Department provide anti-gang lectures, emerging gang drug activity data and strategies for campus security to students and staff.

3) Chemical Abuse Prevention Through Educational Services (Norfolk)
Individual and group counseling is offered to first-time offenders of alcohol and chemical abuse with additional support from parent resource groups.

4) Remediation of the Truancy Problems of At-Risk Students (Anaheim)
A school attendance review board (SARB) is designed to remediate the most severe attendance problems. Membership consists of representatives from schools, community and social agencies.

5) Prevention Curriculum (Anaheim and Norfolk)
Lesson plans are designed to improve student behavior and enhance student success. Positive peer relationships, self-concept, and decision making issues are addressed.

6) The Student Assistance Program (Norfolk)
A series of educational support sessions are designed for students with alcohol and other drug related problems or other stressful concerns which may lead to substance abuse. Support groups focus on recovery, youth living in families with chemical dependency, personal growth, and peer relationships.

THE SMART PROGRAM: SCHOOL MANAGEMENT AND RESOURCE TEAMS

Since 1983, the National Institute of Justice and U.S. Department of Education have worked cooperatively to design a program model for safe, disciplined and drug-free schools. The SMART Program has assisted local schools and school districts in identifying and defining problems, developing strategies for improvement and evaluating outcomes. More than 100 local schools in Anaheim, CA; Jacksonville, FL; Milwaukee, WI; Norfolk, VA; Prince George's County, MD; Rockford, IL; and Washington, DC; were involved in program development.

Collaborative efforts will be established between the National Institute of Justice and the Council of the Great City Schools. Up to twenty new urban school districts will be selected as sites for SMART Program expansion in 1991/92 with members of the Council of Great Cities Schools given priority for participation.

The Anaheim Union High School District and the Norfolk Public Schools have been selected as exemplary SMART Programs and will serve as resource centers for dissemination activities during the 1991/92 school year.

The core of the SMART Program is the "Incident Profiling System," an analytic tool adapted from crime analysis techniques for use in schools. "Incident Profiling" distinguishes discipline violations from law violations and provides a computerized record and analysis of all incidents that occur in schools. Other elements of the SMART Program include:

*   Safety Audits: Examinations of district-wide policies and practices focusing on crime, drugs, and safety.

*   School Teams: Monthly meetings structured to address specific "profiled" problems with appropriate intervention strategies.

*   District Teams: Analysis of incident data for recommended policy changes, in-service activities, and resource allocations.

*   Interagency Teams: Cooperative efforts among education, law enforcement and other community agencies serving youth for purposes of developing coordinated policies.

●SMART Program outcomes include:

*   Improved policies related to discipline, crime and drugs.

*   Concise and consistent procedures for handling behavior   incidents.

*   Intervention strategies for students most disruptive to the educational process.

*   Support systems for teachers experiencing difficulties with classroom management.

*   School-level action plans.

*   Strategies for prevention and intervention of school drug   problems.

*   Concentration of efforts among schools, law enforcement and youth service agencies.

The Departments of Education and Justice are sponsoring SMART Program dissemination in 1991/92.   The Anaheim Union High School District and the Norfolk Public Schools will provide "host" services to new districts. The National Institute of Justice will serve as lead agency for program implementation and provide the following technical support:

●   *   Safety Audits

*   Incident Profiling System Development

*   Operational Manuals

*   In-service training

If interested in the SMART PROGRAM, please contact:

Robert W. Long, Project Director
National Institute of Justice
3770 Torrey Pines Blvd.
Sarasota, FL 34238
Ph. 813-924-2416 or Fax 813-924-2416

●

SMART INTEREST FORM

School District:_____

Address:_____Enrollment_____

Number of Schools: High _____ Junior/Middle_____ Elementary_____

Would like more information about the SMART Program   Yes____No____

Would like to be considered for SMART Program site   Yes____No____

District contact person_____Phone_____

Comments or questions_____

_____

_____

_____

_____

Signature of Superintendent_____

Mail or Fax to:
       Robert W. Long, Project Director
       National Institute of Justice
       3770 Torrey Pines Blvd.
       Sarasota, FL 34238
       Ph. 813-924-2416 or Fax 813-924-2416

NATIONAL AND URBAN EDUCATION GOALS

On April 18, 1991, President Bush released *America 2000: An Education Strategy*. It is a bold, complex, and long-range plan to move every community in America toward the following national education goals adopted by the president and the governors:

1. Readiness for School:
    All children in America will start school ready to learn.

2. High School Completion:
    The high school graduation rate will increase to at lease 90 percent.

3. Student Achievement and Citizenship:
    American students will leave grade four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. Science and Mathematics:
    U.S. student will be first in the world in science and mathematics achievement.

5. Adult Literacy and Lifelong Learning:
    Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the right and responsibilities of citizenship.

6. Safe, Disciplined, and Drug-Free Schools:
    Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Building upon the momentum surrounding the development of the National Education Goals, The Council of The Great City Schools drafted the following six National Urban Education Goals to address the particular education needs of urban areas and to better enable urban school systems to meet the national goals by the year 2000:

1. **Readiness to Learn:**
   All urban children will start school ready to learn.

2. **Increased Graduation Rates:**
   Urban schools will increase their graduation rates so that they are at least comparable to the national average.

3. **Improved Academic Achievement:**
   Schools and communities will demonstrate high expectations for all learners so that urban students will attain a level of achievement that will allow them to successfully compete with students nationally and internationally in our global community.

4. **Quality Multi-Ethnic Teachers:**
   Urban schools will be adequately staffed with qualified teachers who are culturally and racially sensitive and who reflect the racial characteristics of their students.

5. **Post-Seconday Opportunities:**
   Urban school graduates will be fully prepared to enter and successfully complete higher education, experience successful employment, and exercise their responsibilities as citizens.

6. **Safe and Caring Environment:**
   Urban schools will be free of drugs and alcohol, students will be well nourished and healthy, and schools will be well-maintained and safe.

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┌─────────────────────────────────────────────────────────────────┐
│     The SMART Program: School Management and Resource Teams       │
│     A program of the U.S. Departments of Justice and Education    │
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The Memorandum of Understanding between the Department of Education and Justice for the period from October 1, 1991 through September 30, 1992 identified the following department responsibilities:

U.S. Department of Education will:

1.   Transfer funds to NIJ at the Department of Justice to support the drug abuse education and prevention elements of the School Management and Resource Teams (SMART) Program.

2.   Provide NIJ with information on drug abuse education and prevention activities funded by Education that are taking place in States and local educational agencies that have adopted the goals of the President's education strategy: *America: 2000.*

3.   Participate with NIJ in developing the criteria and selecting the 20 new school districts where the SMART Program will be implemented by NIJ. Priority will be given to *America: 2000* schools within States that have adopted the National goals.

4.   Provide copies of drug abuse education and prevention materials developed by Education for dissemination by the SMART Resource Centers in Anaheim, California, and Norfolk, Virginia, to the new districts selected.

National Institute of Justice will:

1. In cooperation with Education, develop plans and procedures for implementing the SMART Program in up to 20 new school districts, including criteria for selecting the districts.

2. Work with staff in the Anaheim and Norfolk Schools Districts to enable them to operate as SMART Resource Centers to provide technical assistance to the new school districts in implementing the SMART Program.

3. In conjunction with the two Resource Centers, provide technical support, convene in-service workshops, and develop other in-service activities for the new school districts implementing the SMART Program, including:

   (a) Training for district office staff, principals, and selected school staff on the SMART Program including how to gather and use school-generated data to improve and

   (b) Developing and distributing operational manuals for district and school SMART teams; and

   (c) Providing resource persons, directly or through the two Resource Centers to assist school district personnel in implementing the program.

4. Facilitate coordination between SMART and other ongoing drug and alcohol education and prevention programs funded by Education both at the State and local level, including coordination with the appropriate Regional Center for Drug-Free Schools and Communities serving the States where the new school districts are located.

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┌─────────────────────────────────────────────────────────────┐
│   The SMART Program: School Management and Resource Teams     │
│   A program of the U.S. Departments of Justice and Education  │
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SMART PROGRAM
Meeting With Superintendent and Cabinet
October 21, 1991
10:00 A.M.

Purpose: To review the SMART Program Memorandum of Understanding
            and explore expansion plans for the 1991/92 school year.

AGENDA

Memorandum of Understanding:...............................Thomas F. Albrecht
        East and West Coast Resource Centers
        National and Urban Education Goals

Anaheim Union High School District:.......................Cynthia Grennan
        Report on the SMART Program

Nationwide Expansion of SMART Program:...............Thomas F. Albrecht
        Strategies for Program Expansion

Handouts:
        Memorandum of Understanding
        East and West Coast Resource Centers
        National and Urban Education Goals

SMART Program Representatives:
National Institute of Justice: Thomas F. Albrecht, Program Manager

Anaheim Union High School District: Cynthia F. Grennan, Superintendent
                                    Jock Fischer, Administrative Assistant
                                    Rick Krey, Project Specialist,
                                    Gang Suppression

The Council of The Great City Schools: Michael Casserly, Associate for
                                        Legislation and Research

        SMART Program: Robert W. Long, Program Director

SMART PROGRAM TRAVEL AUTHORIZATION

To:

I am pleased to invite you to participate in a SMART Program meeting to be held in _____from _____ through _____. Meeting details are attached. You are authorized _____ days of travel and _____ nights of lodging. Your expenses will be paid in accordance with the attached SMART PROGRAM TRAVEL POLICY. This authorization must be attached to your travel voucher.

Authorized on _____.

Robert W. Long
SMART Program Director

SMART PROGRAM TRAVEL POLICY

All out of city travel in connection with the SMART Program must be pre-authorized by the SMART PROGRAM DIRECTOR to be eligible for reimbursement. Salaries of individuals authorized to travel, costs of substitutes and any other non-travel costs are district responsibilities. Travel expenses incurred must be necessary, reasonable and actually incurred. All travel expenses shall be filed on official school district "Travel Expense Vouchers" and be approved in the same manner as travel authorized by the district. The certification of all information included on the travel voucher is the responsibility of the individual and his/her supervisor.

A.   Specific out-of-city travel requirements:

1.   Authorization of travel

The SMART Program director will provide a written authorization stating the purpose of travel, number of authorized travel days and specific dates of travel. Individuals will receive a copy of the SMART Program travel policy.

2.   Reimbursable expenses

Local School Board or District Administrative Guidelines related to out-of-city travel will be used by the SMART Program to govern travel expenses. Common Carries Transportation (coach fare on airline, railroad or bus), lodging, meals and related expenses will be reimbursed in accordance with local policies.

3.   Miscellaneous guidelines

The SMART Program will not advance any travel expenses. The following out-of-city expenses are not reimbursable:
      *Personal calls made during travel.
      *Cost of travel insurance.
      *Costs incurred as a result of violations of any
       ordinances, laws or rules of any governmental
       agency.

B.   Reimbursement Procedure

1.   All travel vouchers for authorized SMART Program travel must be submitted to the district accounting department. SMART Program travel vouchers and receipts shall be retained by the school district accounting department.

2.   The accounting department will process travel vouchers in accordance with district travel policy.

3.   SMART Program travel reimbursements must be completed within 30 days of travel. Reimbursement vouchers received by the SMART Program Director <u>90 DAYS OR MORE AFTER TRAVEL WILL NOT BE ELIGIBLE FOR REIMBURSEMENT.</u>

4.   The head of the accounting department must submit a copy of district travel policy and:
      *certify travel was in accordance with district policy.
      *indicate total amount to be reimbursed each person.
      *include individual mailing addresses.

5.   Send payment voucher to:
      SMART Program Reimbursement
      Robert W. Long, Program Director
      3770 Torrey Pines Blvd.
      Sarasota, FL 34238

5.   SMART Program reimbursement payments will be processed within two weeks of receipt.

SMART TEAM TRAINING

OCTOBER 22

Maury HS
Washington HS
Blair MS
Norview MS
Ruffner MS
Ingleside EL
Jacox EL
Larchmont EL
Meadowbrook EL

October 25

Granby HS
N.T.V.C.
Northside MS
Rosemont MS
Calcott EL
Granby EL
Larrymore EL
Ocean View EL
Lake Taylor HS

AGENDA

I. National and Urban Goals
   Problems
   Children of Public Schools
   Site of Reform

II. SMART Program Role
   School Climate
   Behavior Incidents
   School Teams

LUNCH

III. SMART Teams in Action
   Monthly Planning
   Norview HS SMART Team
   Incident Reports
   Action Plans

IV. Evaluation

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    U.S. student will be first in the world in science and mathematics achievement.

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    Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the right and responsibilities of citizenship.

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      Urban schools will be free of drugs and alcohol, students will be well nourished and healthy, and schools will be well-maintained and safe.

CHILDREN OF THE PUBLIC SCHOOLS

"For too many of our children, the family that should be their protector, advocate and moral anchor is itself in a state of deterioration.

For too many of our children, such a family never existed.

For too many of our children, the neighborhood is a place of menace, the street a place of violence.

Too many of our children start school unready to meet the challenges of learning.

Too many of our children arrive at school hungry, unwashed and frightened.

And other modern plagues touch our children: drug use and alcohol abuse, random violence, adolescent pregnancy, AIDS and the rest.

Children, including those at-risk from difficult circumstances, can learn if the conditions are right. That is:

* Solid, rich curriculum with challenging instruction.

* Acceleration and prevention replace repetitive remediation.

* School communities structured to support each student.

* Students have solid evidence that school effort results in real-world rewards.

* Teachers and principals are given incentives to alter traditional practices.

* Schools, parents, and communities have developed strong relationships that can provide support for reform efforts."

April 18, 1991, President Bush

WHAT THE RESEARCH SHOWS

1. Lack of discipline has been rated as the top problem in 16 of the 22 past Gallup polls.

2. Homicide is now the leading cause of death among children in many American inner cities.

3. Twice the number (2000) minors were murdered in 1988 as were killed in 1965.

4. The number of minors arrested for murder increased by 31% (to 1765) from 1983 to 1988.

5. In 1989 some 51% of high school seniors and 56% of the college students reported having at least having tried an illicit drug.

6. 3 million incidents of attempted or completed street crime (assault, rape, robbery, theft) take place inside schools or on school property annually.

7. Some 300,000 high school students are physically attacked each month.

8. 1 teacher in twenty is assaulted every year.

9. 8% of urban junior and senior miss one day of school a month because they are afraid to go.

10. 2% of students nationwide (338,000) carried a weapon to school at least once during the school year.

11. Nine out of Ten beginning teachers feel pupils are too overwhelmed by family and other outside problems to succeed in class.

SCHOOL AS THE SITE OF REFORM

The individual school is education's key action-and-accountability unit. The surest way to reform education is to give schools and their leaders the freedom and authority to make important decisions about what happens, while being held accountable for making well conceived efforts at improvement and for achieving desired results.

The focus on school-based management requires greater attention to the organization of teachers and students with materials, equipment, time and facilities in each school. This includes where and how decisions are made and who participates in the decision-making process. It also requires the exploration of alternative uses of school facilities and variable facility operating hours for community outreach services and expanded instructional programs.

"A school's learning climate is the collective set of attitudes, beliefs, and behaviors within a building. It goes beyond the individual to the group norms of a school. These norms tend to be maintained over time with new members being socialized into the prevailing sets of behaviors. Local and building norms do change, and the people who are members of the school social group are the change agents. Outsiders are unlikely to have much impact on the social group unless that group desires or is willing to change."........Wilbur B. Brookover

THE SMART PROGRAM: SCHOOL MANAGEMENT AND RESOURCE TEAMS

OVERVIEW

In 1983, the National Institute of Justice began working with the Office of Educational Research and Improvement to formulate a program design that would help local schools and school systems identify and define problems, develop strategies for improvement and evaluate outcomes. In 1988 and 1989, support for implementing and refining activities was provided by the Drug Abuse Prevention Oversight Staff in the Office of the Secretary. The SMART Program is the result of these efforts.

The core of the SMART Program is an "Incident Profiling System (IPS)," an analytic tool, adapted from crime analysis techniques for use in schools. Incident Profiling distinguishes discipline violations from law violations and provides computerized records of incidents occurring schools.

SMART Program elements:

* Safety Audits: Examinations of districtwide policies and practices focusing on crime, drugs, and safety.

* School Teams: Monthly meetings structured to address specific "profiled" problems and design intervention strategies.

* District Teams: Analysis of incident data for recommended policy changes, in-service activities and resource allocations.

* Interagency Teams: Cooperative efforts among education, law enforcement and other community agencies serving youth for purposes of developing coordinated policies.

PROGRAM OVERVIEW

The SMART Program:
SCHOOL MANAGEMENT AND
RESOURCE TEAMS

Sponsored by

U.S. Department of Justice
(National Institute of Justice)

U.S. Department of Education
(Office of Educational Research and Improvement
and the Drug Abuse Prevention Oversight Staff)

SCHOOL LEARNING CLIMATE

With one low and five high rate your school from 1-5 on the following:

1.   School administrator and staff work together in the decision-making process.

2.   School administrators and staff hold high expectations for student behavior; students are aware of these standards and know they will be held accountable.

3.   School administrators and staff hold high expectations for student achievement; students are aware of and understand these expectations.

4.   Emphasis is place on student time on task. Classroom interruptions are held to a absolute minimum.

5.   School personnel, students, and community members take pride in their school and its appearance.

6.   Teachers and students show respect for each other and enthusiasm for learning.

7.   Students are expected to master their subject matter.

SCHOOL LEARNING CLIMATE

1. What opportunities exist for student participation in school government?

2. How does your school provide for the orientation of new students?

3. During the lost school year, how many of the following occurred in your school?

    +Student expulsions.
    +Student suspensions.
    +Assaults on students.
    +Assaults on teachers.
    +Reported incidents of vandalism.

4. In your school, are there opportunities for student competition or recognition in any of the core curriculum areas?

5. Please list any awards or honors students have received that you consider to be particularly good indicators of the quality of your school.

6. Please list any awards to your school or any of its programs in the last three years.

7. Does your school have a written disciplinary policy? Is the policy known and understood by teachers, parents, and students?

8. Does your school have alternative classrooms and/or programs for continually disruptive students?

9. Are there facility problems that significantly affect the quality of the instructional program?

10 Does your school regularly honor, recognize, or reward outstanding student performance?

INCIDENT TERMS

Discipline incident terms are selected to meet the needs of individual school districts. Initial steps in the development of an IPS involves classifying and profiling a full range of misbehaviors from discipline violations to criminal offenses. It is essential that terms are clearly defined and legal descriptions for law violations developed in conjunction with local law enforcement officials. School districts select and define specific incidents to track within law and discipline groups.

The SMART Program divides incident terms into two groups: law and discipline violations.

LAW VIOLATIONS: (no sub-groups)

Arson:
> Intentionally starting any fire or combustion.

Assault/Battery:
> Intentional physical or offensive contact without consent.

Bomb/Explosives:
> Device containing combustible material and a fuse, including fireworks M-80 or larger.

Burglary:
> Unauthorized entry into a school district building with the intent of committing a felony when the building is closed to the students and the public.

Disorderly Conduct:
> Behaving in a violent or seriously inappropriate manner which disrupts the educational process. [NOTE: This category is used when the police are called to cite a student for extreme disruption. It is not to be used when recording classroom disorders that only result in student referrals to the office.]

Drug/Alcohol Offense:
> Any controlled substance or alcohol; includes any transfer of a prescription drug or any substance alleged to be a drug regardless of its actual content.

Extortion:
> Use of threats or intimidation to demand money or something of value from another.

False Fire Alarm:
>   Reporting a fire to school or fire officials or setting off a fire alarm with a reasonable belief that a fire exists.

Gambling:
>   Playing any game of skill or chance for money or anything of value.

Robbery:
>   Taking property from a person by force or threat of aggression.

Sex Assault/Offenses:
>   Intentional sexual contact of a harmful or offensive nature.

Theft/Larceny:
>   Unlawful taking and carrying away of property belonging to another person (occupied building) with the intent to deprive the lawful owner of its use. [See BURGLARY.]

Threatening:
>   With criminal intent, the act threatening to strike, attack or harm any person in school or at any sponsored or supervised activity.

Trespassing:
>   Entering any school property or school facilities without proper authority. Includes school entry during a period of suspension or expulsion.

Vandalism/Graffiti:
>   The willful or malicious destruction or defacement of public or private property belonging to another.

Weapon:
>   An implement that can cause bodily harm. This includes guns, knives, razors, clubs, metal knuckles and nunchukes, or any other object whether used or intended to be used to inflict bodily harm.

DISCIPLINE VIOLATIONS: GROUP - "FIGHTING"

Harassment/Verbal Abuse:
>Disturbing consistently, by pestering or tormenting in the classroom or elsewhere on the school site.

Fighting:
>Involves the exchange of mutual physical contact such as pushing, shoving and hitting, with or without injury.

DISCIPLINE VIOLATIONS: GROUP - "CONFLICT INDICATORS"

Disruption:
>Behaving in a manner which disrupts or interferes with educational activities.

Disrespect:
>Responding in a rude and impertinent manner.

Insubordination:
>Failure to comply with a proper and authorized direction or instruction of staff.

Profanity:
>Writing, saying or making gestures that convey a grossly offensive, obscene or sexually suggestive message.

DISCIPLINE VIOLATIONS: GROUP - "RULE VIOLATION"

Bus Misconduct:
>Failure to comply with rules of bus safety or disturbing others.

Chronic Lack of Supplies:
>Repeatedly reporting to class without necessary materials such as books, physical education attire, supplies, etc.

Inappropriate Dress:
>Dressing in a manner that disrupts the teaching and learning of others.

Inappropriate Personal Property:
>Possession of personal property prohibited by school rules such as food, beverages and electronic equipment and otherwise disruptive to the teaching and learning of others.

DISCIPLINE VIOLATIONS: GROUP - "ATTENDANCE OFFENSES"

Tardiness:
>Failure to be in a place of instruction at the assigned time without a valid excuse.

Truancy:
>Failure to report to school or class without prior permission, knowledge or excuse by the school or the parent.

Norfolk Public Schools
INCIDENT REFERRAL FORM

To be completed by Referring Staff Member

Incident Date: _____ Time: _____ AM PM Location: _____

Student Name: _____ Student Number: _____

Staff Name: _____ Bus Route Number: _____

Reason for Referral: _____

_____

_____

_____

_____

Prior Intervention(s) For This Action: (Circle one or more)

1. Instructional Program Modification
2. Conference/' ing with Student
3. Behavior Essay
4. Behavior Modification Plan
5. Time-out/Isolation
6. Grade/Cluster Conference

7. Referred to Counselor
8. Teacher Detention
9. Conduct Notice
10. Parent Contact
11. Previous Referral
12. Other _____
_____

Recommended Action: (optional) _____

_____

Signature: _____ Date Reported: _____

To be completed by Office

Administrator/Designee: _____ S. S. Number: _____

Disposition: _____

_____

_____

Incident Category: _____ Incident Subcategory: _____

Disposition Code(s): ____ ____ ____ ____ Zone Code: _____

Special Code(s): ____ ____ ____ ____ Duplicate Referral (Y/N) _____

Signature: _____ Date: _____

WHITE - SCHOOL COPY
CANARY - REFERRING STAFF MEMBER

SMART TEAMS

Smart teams need planned activities and/or experiences that help to enhance the operational effectiveness of the team and improve its ability to resolve issues and conflicts as team members work toward the solution to a problem.

Evolution of a SMART Team:

1.   The group must emerge into a team to resolve conflicts, and maintain an internal network.

2.   Members must believe that there are areas where significant changes are needed.

3.   The need for improvement must come from within.

4.   The team must have power and authority to act.

5.   Team members must be willing to accept the consensus decision-making process and problem solving.

Smart Team Benefits:

1.   Team members deal more effectively with authority and leadership.

2.   Wisdom, knowledge, talents, interests, and information of the team is greater than the sum of its parts.

3.   Achievement of group goals extends beyond the effort of individual goals.

4.   Decisions arrived on a consensus basis by teams are likely to be carried out without sabotage or change.

5.   Members support each other through trust, caring relationships, intimacy, and shared power as problems and issues are worked through.

SCHOOL INCIDENT REPORTS

REPT. #3   INCIDENT GROUPS (actual) (YTD)

GROUP	SEP #/%	OCT #/%	NOV #/%	DEC #/%	JAN #/%	FEB #/%	MAR #/%	APR #/%	MAY #/%	JUN #/%	TOTAL #/%
LAW VIOLATIONS	10/ 6.4	5/ 3.3	11/ 6.2	11/ 8.2	11/ 8.0	15/ 8.8	6/ 4.0	11/ 7.2	21/11.5	4/12.9	105/ 7.3
FIGHTING	3/ 1.9	9/ 5.9	9/ 5.1	4/ 3.0	2/ 1.5	8/ 4.7	11/ 7.4	5/ 3.3	9/ 4.9	0/ 0.0	60/ 4.2
CONFLICT INDICATOR	52/33.1	37/24.3	38/21.5	51/38.1	32/23.4	36/21.1	47/31.5	34/22.2	38/20.9	9/29.0	374/25.9
RULE VIOLATIONS	35/22.3	29/19.1	37/20.9	32/23.9	36/26.3	38/22.2	28/18.8	38/24.8	40/22.0	6/19.4	319/22.2
ATTENDANCE OFFENSE	57/36.3	72/47.4	82/46.3	36/26.9	56/40.9	74/43.3	57/38.3	65/42.5	74/40.7	12/38.7	585/40.5
TOTAL	157/ 100	152/ 100	177/ 100	134/ 100	137/ 100	171/ 100	149/ 100	153/ 100	182/ 100	31/ 100	1443/ 100

REPT. #4 INCIDENT GROUPS (adjusted) 𝑟𝑟𝐷

GROUP	SEP #/%	OCT #/%	NCV #/%	DEC #/%	JAN #/%	FEB #/%	MAR #/%	APR #/%	MAY #/%	JUN #/%	TOTAL #/%
LAW VIOLATIONS	12/ 6.4	5/ 3.3	13/ 6.2	16/ 8.2	12/ 8.0	17/ 8.8	8/ 4.0	13/ 7.2	21/11.5	10/12.9	128/ 7.3
FIGHTING	4/ 1.9	9/ 5.9	11/ 5.1	6/ 3.0	2/ 1.5	9/ 4.7	14/ 7.4	6/ 3.3	9/ 4.9	0/ 0.0	70/ 4.2
CONFLICT INDICATOR	64/33.1	37/24.3	46/21.5	75/38.1	35/23.4	42/21.1	61/31.5	42/22.2	38/20.9	22/29.0	461/25.9
RULE VIOLATIONS	43/22.3	29/19.1	45/20.9	47/23.9	40/26.3	44/22.2	36/18.8	46/24.8	40/22.0	15/19.4	385/22.2
ATTENDANCE OFFENSE	70/36.3	72/47.4	100/46.3	53/26.9	62/40.9	86/43.3	74/38.3	79/42.5	74/40.7	29/38.7	699/40.5
TOTAL	192/ 100	152/ 100	216/ 100	197/ 100	151/ 100	198/ 100	193/ 100	187/ 100	182/ 100	76/ 100	1743/ 100

REPT. #5 INCIDENTS (groups/major) YTD

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
LAW VIOLATIONS											
ALCOHOL	?	0	0	1	0	1	0	1	0	0	5
DISORDERLY CONDUCT	2	1	0	0	0	0	0	0	1	1	5
DRUG OFFENSE	0	0	0	0	0	2	0	0	0	0	2
EXTORTION	0	0	1	0	0	0	0	0	0	0	1
SEXUAL OFFENSE	0	0	1	0	0	0	0	1	0	1	3
THEFT	0	0	1	1	1	3	0	1	2	0	9
THREATENING	?	0	1	2	3	3	2	1	4	1	20
TRESPASSING	0	0	1	1	0	2	0	1	2	0	7
VANDALISM	0	1	1	1	1	1	1	1	0	0	7
WEAPONS AND DANG. INSTRS.	0	1	1	0	0	1	0	0	0	1	4
MISCELLANEOUS	3	2	4	5	6	2	3	5	12	0	42
DICIPLINE VIOLATIONS											
ATTENDANCE	57	72	82	36	56	74	57	65	74	12	585
ELECTRONIC DEVICES	0	0	1	1	2	2	0	0	1	0	7
INAPPROPRIATE PERS. PROP.	0	1	0	0	0	0	1	0	1	0	?
MISREPRESENTATION	3	0	3	3	2	7	5	5	7	0	35
TOBACCO PRODUCTS	9	1	2	1	3	3	3	8	5	1	36
DISRUPTION	23	27	29	26	28	24	18	24	24	5	229
RPTD/CONT VIOLATION OF RU	0	0	2	1	1	2	1	1	2	0	10
DISRESPECT	12	5	7	9	4	12	13	6	7	4	79
INSUBORDINATION	31	27	23	32	20	17	24	14	21	5	214
PROFANITY	9	5	8	10	8	7	10	14	10	0	81
HARASSMENT	0	3	1	0	0	1	1	1	0	0	7
FIGHTING - MUTUAL COMBAT	2	6	8	3	1	1	6	2	7	0	36
ASSAULT-UNWILLING COMBATA	1	0	0	1	1	6	4	2	2	0	17

INCIDENT TERMS

LAW VIOLATIONS

GROUP – none

DISCIPLINE VIOLATIONS:

GROUP – "FIGHTING"

GROUP – "CONFLICT INDICATORS"

GROUP – "RULE VIOLATION"

GROUP – "ATTENDANCE OFFENSES"

SCHOOL INCIDENT REPORTS

REPT. #1   STUDENT REFERRED

REPT. #2   TEACHER REFERRALS

REPT. #3   INCIDENT GROUPS (actual)

REPT. #4   INCIDENT GROUPS (adjusted)

REPT. #5   INCIDENTS (groups/major)

REPT. #6   INCIDENTS (groups/major/sub-cat.)

REPT. #7   SUSPENSIONS (law/discipline)

REPT. #8   SUSPENSIONS (reasons)

REPT. #9   SUSPENSIONS (race)

REPT. #10   INCIDENTS (zones)

REPT. #11   INCIDENTS (period)

			SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
LAW VIOLATIONS												
LAW VIOLATIONS	ALCOHOL	POSSESSION	0	0	0	0	0	1	0	0	0	0
LAW VIOLATIONS	ALCOHOL	SALE/DISTRIBUTION	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	ALCOHOL	USE (POSITIVE ALCOLYZER)	1	0	0	1	0	1	0	1	1	0
LAW VIOLATIONS	ARSON	ACTUAL	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	ARSON	ATTEMPTED	0	0	0	1	0	0	0	0	0	0
LAW VIOLATIONS	BOMBS	EXPLODED	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	BOMBS	THREAT	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	BURGLARY	ACTUAL	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	BURGLARY	ATTEMPTED	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	DISORDERLY CONDUCT		1	1	0	0	0	0	0	0	1	0
LAW VIOLATIONS	DRUG OFFENSE	INHALENTS	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	DRUG OFFENSE	LOOK-ALIKE	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	DRUG OFFENSE	OVERDOSE	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	DRUG OFFENSE	PARAPHERNALIA	1	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	DRUG OFFENSE	POSSESSION	0	0	1	0	0	0	0	0	0	0
LAW VIOLATIONS	DRUG OFFENSE	SALE/DISTRIBUTION	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	DRUG OFFENSE	USE	0	0	0	0	0	1	0	0	0	0
LAW VIOLATIONS	EXTORTION	ACTUAL	0	0	1	0	0	0	0	0	0	0
LAW VIOLATIONS	EXTORTION	ATTEMPTED	0	0	1	0	0	0	0	0	0	0
LAW VIOLATIONS	INCITING A RIOT	ACTUAL	1	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	INCITING A RIOT	ATTEMPTED	1	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	MISCELLANEOUS	CURSE AND ABUSE	0	0	0	0	0	0	0	0	1	0
LAW VIOLATIONS	MISCELLANEOUS	FALSE ALARM	1	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	MISCELLANEOUS	FORGERY OF OFFICIAL DOCS	1	1	0	0	0	0	0	0	3	0
LAW VIOLATIONS	MISCELLANEOUS	GAMBLING	0	0	0	0	1	0	2	0	0	0
LAW VIOLATIONS	MISCELLANEOUS	OBSCENE PHONE CALL	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	MISCELLANEOUS	OTHER	1	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	MISCELLANEOUS	POSS OF STOLEN PROPERTY	0	0	0	0	0	0	1	0	0	0
LAW VIOLATIONS	MISCELLANEOUS	SATANIC ACTIVITY	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	MISCELLANEOUS	SMOKING (MINOR)	0	0	4	3	3	1	0	3	2	0
LAW VIOLATIONS	MISCELLANEOUS	VEHICLE COMPLAINT	1	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	ROBBERY	ACTUAL	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	ROBBERY	ATTEMPTED	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	SEXUAL OFFENSE	INDECENT EXPOSURE	0	0	0	0	0	0	0	0	1	0
LAW VIOLATIONS	SEXUAL OFFENSE	OFFENSIVE TOUCHING	1	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	SEXUAL OFFENSE	OTHER	0	0	0	0	0	0	0	0	0	1
LAW VIOLATIONS	SEXUAL OFFENSE	RAPE OR ATTEMPTED RAPE	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	THEFT	SCHOOL PROPERTY	0	0	0	0	0	2	0	0	0	0
LAW VIOLATIONS	THEFT	STAFF PROPERTY	0	0	0	0	0	1	0	0	0	0
LAW VIOLATIONS	THEFT	STUDENT LOCKER	0	1	0	0	0	0	0	0	0	0
LAW VIOLATIONS	THEFT	STUDENT PROPERTY	0	0	0	0	0	0	1	0	0	0
LAW VIOLATIONS	THREATENING	OTHER	0	0	0	1	0	0	0	0	0	0
LAW VIOLATIONS	THREATENING	STAFF MEMBER	2	0	0	2	2	2	1	1	4	1
LAW VIOLATIONS	THREATENING	STUDENT	0	0	1	0	0	1	1	1	0	0
LAW VIOLATIONS	TRESPASSING	TRESPASSING	0	0	1	2	0	1	0	1	2	0
LAW VIOLATIONS	TRESPASSING	TRESPASSING WITH BEEPER	0	0	0	0	0	0	0	0	0	0
LAW VIOLATIONS	VANDALISM	GRAFFITI	0	0	0	0	0	1	0	0	0	0

REPT. #7   SUSPENSIONS (law/discipline)

	SEP #/%	OCT #/%	NOV #/%	DEC #/%	JAN #/%	FEB #/%	MAR #/%	APR #/%	MAY #/%	JUN #/%	TOTAL #/%
INCIDENTS											
LAW VIOLATIONS	40/ 6.1	20/ 5.1	31/ 7.5	30/ 9.0	20/ 5.9	28/ 6.8	25/ 6.3	34/ 3.9	56/ 5.6	13/12.1	297/ 6.0
DISCIPLINE VIOLATIONS	611/93.9	373/94.9	385/92.5	303/91.0	321/94.1	383/93.2	372/93.7	835/96.1	948/94.4	94/87.9	4625/94.0
SUSPENSIONS											
LAW VIOLATIONS	33/16.4	15/ 7.0	23/10.5	28/13.6	18/ 9.3	25/10.0	19/ 9.8	18/ 6.9	30/11.5	8/14.8	217/10.6
DISCIPLINE VIOLATIONS	168/83.6	199/93.0	197/89.5	178/86.4	175/90.7	226/90.0	174/90.2	241/93.1	232/88.5	46/85.2	1836/89.4

REPT. #8 SUSPENSIONS (reasons)

MGROUP	CATEGORY		FREQ	PERCENT
DISCIPLINE VIOLA	ATTENDANCE	|*******************************	14	22.95
	DISRUPTION	|******************	8	13.11
	ASSAULT-UNWILLIN	|*************	6	9.84
	MISREPRESENTATIC	|**********	5	8.20
	INSUBORDINATION	|**********	5	8.20
	DISRESPECT	|******	3	4.92
	RPTD/CONT VIOLAT	|****	2	3.28
	PROFANITY	|****	2	3.28
	TOBACCO PRODUCTS	|**	1	1.64
	HARASSMENT	|**	1	1.64
	FIGHTING - MUTUA	|**	1	1.64
	ELECTRONIC DEVIC	|**	1	1.64
LAW VIOLATIONS	TRESPASSING	|****	2	3.28
	THREATENING	|****	2	3.28
	THEFT	|****	2	3.28
	MISCELLANEOUS	|****	2	3.28
	DRUG OFFENSE	|****	2	3.28
	WEAPONS AND DANG	|**	1	1.64
	ALCOHOL	|**	1	1.64

```
        +----+----+----+----+----+----+----+----+----+----+
        2    4    6    8    10   12   14   16   18   20
```

FREQUENCY

REPT. #9   SUSPENSIONS (race)

FREQUENCY


```
      40 +

      30 +

      20 +

      10 +

           S O N D J F M A M J   S O N D J F M A M J   S O N D J F M A M J   S O N D J F M A M J   MONTH
           E C O E A E A P A U   E C C E A E A P A U   E C O E A E A P A U   E C O E A E A P A U
           P T V C N B R R Y N   P T V C N B R R Y N   P T V C N B R R Y N   P T V C N B R R Y N
           9 9 9 9 9 9 9 9 9 9   9 9 9 9 9 9 9 9 9 9   9 9 9 9 9 9 9 9 9 9   9 9 9 9 9 9 9 9 9 9
           0 0 0 0 1 1 1 1 1 1   0 0 0 0 1 1 1 1 1 1   0 0 0 0 1 1 1 1 1 1   0 0 0 0 1 1 1 1 1 1

           |——— ASIAN ———|     |——— BLACK ———|     |——— MULTI ———|     |——— WHITE ———|   RACE
```
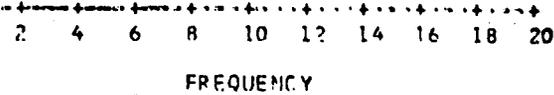
REPT. #10   SUSPENSIONS (race/grade level)

FREQUENCY

```
19 +     *****
   |     *****
18 +     *****
   |     *****
17 +     *****
   |     *****
16 +     *****
   |     *****
15 +     *****
   |     *****
14 +     *****
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13 +     *****
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12 +     *****
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11 +     *****
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10 +     *****           *****
   |     *****           *****
 9 +     *****           *****
   |     *****           *****
 8 +     *****   *****   *****
   |     *****   *****   *****
 7 +     *****   *****   *****   *****
   |     *****   *****   *****   *****
 6 +     *****   *****   *****   *****
   |     *****   *****   *****   *****
 5 +     *****   *****   *****   *****                           *****   *****
   |     *****   *****   *****   *****                           *****   *****
 4 +     *****   *****   *****   *****                           *****   *****
   |     *****   *****   *****   *****                           *****   *****
 3 +     *****   *****   *****   *****   *****           *****   *****   *****
   |     *****   *****   *****   *****   *****           *****   *****   *****
 2 +     *****   *****   *****   *****   *****           *****   *****   *****
   |     *****   *****   *****   *****   *****           *****   *****   *****
 1 +     *****   *****   *****   *****   *****   *****   *****   *****   *****
   |     *****   *****   *****   *****   *****   *****   *****   *****   *****
```

BLACK	MULTI-RC	WHITE	BLACK	MULTI-RC	WHITE	BLACK	MULTI-RC	WHITE	BLACK	MULTI-RC	WHITE	RACE
	—————— 9 ——————			—————— 10 ——————			—————— 11 ——————			—————— 12 ——————		GRADE

REPT. #11   INCIDENTS (zones)

ZONE CODE	ZONE	<— DAY-OF-WEEK —> 1-MON	2-TUE	3-WED	4-THU	5-FRI	TOTAL
A	INSTRUCTIONAL AREA		2	5	6	6	19
B	HALL				1		1
D	CAFETERIA	1			1		2
E	STUDY HALL					1	1
L	OUTSIDE - OFF SCH GRNDS		1				1
N	AUDITORIUM			1			1
O	DISCIPLINE/MAIN OFFICE					1	1
P	GYM AREA		1				1
		1	4	6	8	8	27

REPT. #12 INCIDENTS (period)

ZONE CODE	ZONE	HOUR	1-MON	2-TUE	3-WED	4-THU	5-FRI	TOTAL
A	INSTRUCTIONAL AREA	08AM					1	1
		09AM			3	2		
		10AM				1	1	
		11AM		1	1			
		12PM				2	1	
		01PM		1	1	1	3	6
B	HALL	01PM				1		1
D	CAFETERIA	08AM	1					1
		11AM				1		1
E	STUDY HALL	12PM					1	1
L	OUTSIDE - OFF SCH GRNDS	02PM		1				1
	AUDITORIUM	11AM			1			1
O	DISCIPLINE/MAIN OFFICE	08AM					1	1
P	GYM AREA	01PM		1				1
			=====	=====	=====	=====	=====	=====
			1	4	6	8	8	27

WHAT ARE THE BENEFITS?

An advantage of SMART is its minimal expense to school districts. The Incident Profile System is linked to the district's existing computer system. Districts using SMART have experienced the following positive outcomes:

*   Reduction in discipline, crime, and drug problems
*   Consistency in the collection of discipline data and dispositions
*   Objective data to monitor and identify the nature and extent of behavior problems
*   Shared responsibility for discipline among school staff, parents, central office, and community agencies
*   Development of innovative solutions to problems
*   Ability to precisely identify problems and target specific remedies
*   Improved and concise school safety policies and procedures
*   Accurate behavioral data for student/parent conferences

WHAT SUPPORT DO NEW DISTRICTS RECEIVE?

The National Institute of Justice, the research and development branch of the Department of Justice in cooperation with the Department of Education, is the lead agency for SMART implementation. Assistance is available to new SMART districts. Each new district will initially receive a safety audit to examine district-wide policies and practices focusing on crime, drugs, and safety. Technical advice will be provided in adapting an incident profiling system to a computerized system. Manuals and other materials required to implement the program and in-service training will focus on team building and planning.

FOR FURTHER INFORMATION

Contact:

Robert W. Long
SMART Program Director
4634 Mirada Way #17
Sarasota, FL 34238
Phone: 813-924-2416
Fax: 813-924-2416

East Coast Resource Site
Ann B. Madison, Director
Laurel K. Gutterman, Coordinator
Human Relations and
Staff Development
Norfolk Public Schools
Norfolk, VA 23510
Phone: 804-441-2780
Fax: 804-441-5298

West Coast Resource Site
Carol Stuart, Director
Special Programs
Anaheim Union High School District
Anaheim, CA 92803
Phone: 714-999-3579
Fax: 714-520-5741

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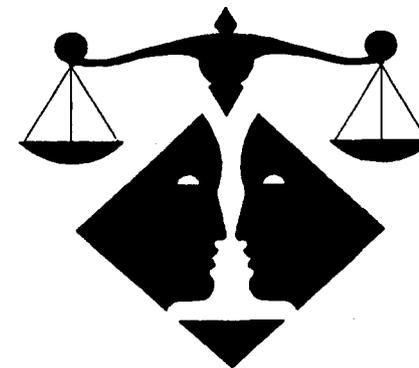
DISCIPLINE IS EVERYONE'S RESPONSIBILITY

The SMART Approach to School Discipline