

Code of Conduct Revision

Special Administrative Board Presentation

Stacy Clay & Chris Martens

4/19/2016



Updated Philosophy



The Code of Conduct Task Force set out to:

- 1. Increase the use of positive behavior interventions and supports**
- 2. Provide simple explanations of infractions and prescribed responses in the student code of conduct to ensure fairness**
- 3. Move the paradigm from punishment to supporting child development**

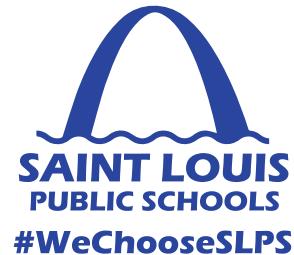
Based on the Task Force's agreement that :

Interventions, school-wide and individual, that use proactive, preventative approaches, address the underlying cause or purpose of the behavior, and reinforce positive behaviors, have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts. (American Psychological Association, 2008)

The Task Force also referenced the following:

- Feedback from Student/Parent focus groups
- Suspension reduction recommendations from the U.S. Dept of Education
- Evidence of positive impact from current PBIS schools
- Evidence of positive impact in current SLPS schools utilizing Restorative Justice practices

Process



- Established a Task Force and a Stakeholder's group
- Stakeholders crafted a Mission Statement
- Task Force researched organizational formats and presented three to the Stakeholders
- Stakeholders selected a new format and provided feedback for modifications
- Task Force utilized new format to construct revised Code of Conduct matrix with consideration of Mission Statement and current best practices
- Revised Code of Conduct matrix was shared electronically with 32 Stakeholders prior to stakeholder's meeting
- Stakeholders provided feedback, made minor changes, and approved the revised Code of Conduct matrix

Format Changes

OLD Code Of Conduct Matrix

Type II Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE II INFRACTIONS	CORRECTIVE STRATEGIES
		Type II infractions require a mandatory office referral.	Multiple strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:
BE SAFE	Solve problems peacefully	16-2 False Alarms 19-2 Trespassing <ul style="list-style-type: none"> • Unlawful Entry/Trespassing 25-2 Fighting <ul style="list-style-type: none"> • Physical assault without serious bodily injury • Instigating or participating in fights • Group fighting; three (3) or more students involved in a fight does not necessitate a Type I unless serious bodily injury occurs 26-2 Other <ul style="list-style-type: none"> • Any other infraction that the principal deems to be similar in severity to other Type II Infractions 	<ul style="list-style-type: none"> • Conference with student • Parent contact • Loss of privilege • Re-teach (may include role-play) • Create a behavior contract • Require the student to complete a community service task • Written reflection • Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice) • Refer to intervention team • Restitution • Arrange linkage with counseling agency • Create a Home-to-School School-to-Home communication system • Require daily or weekly check-ins with administrator for a set period of time (Check
BE RESPONSIBLE	Respect school property and ask before borrowing other's property	14-2 Indecent Exposure 15-2 Theft 17-2 Extortion/Coercion 18-2 Gambling 20-2 Vandalism <ul style="list-style-type: none"> • Cutting, defacing, damaging school/vandalism 22-2 Tech Offense Type 2	

The Corrective Strategies were a long list of interventions applied to all infractions

Format Changes



- “District-Wide behavior expectations” and “examples of expected behaviors” have been eliminated
- Interventions have been assigned levels (1,2,3)
- Specific interventions have been tied to specific behaviors

Code	Behavior Concerns	Interventions		
TYPE 3 TYPE 3 BEHAVIOR CONCERN SHOULD NOT BE REFERRED TO ADMINISTRATOR OR STUDENT SUPPORT TEAM UNTIL LEVEL 1 INTERVENTIONS HAVE BEEN IMPLEMENTED CONSISTENTLY OVER AN EXTENDED PERIOD OF TIME AND SHOWN TO BE INNEFFECTIVE IN REDUCING THE BEHAVIOR				
3-1	Not Participating in Class	Level 1 (teacher led)	Providing Choice Re-Teach behavioral expectations Behavior contract with recognition system Private conference with student Parent Contact Change in environment (special seating, removal of triggers, providing distractors, etc..) Provide short breaks out of seat	↓
		Level 2 (Admin or Team led)	Assess skill level Functional Behavior Assessment Behavior Improvement Plan (BIP) (referral to SST) Check-In Check-Out Identify a mentor and establish a schedule of activities related to school performance Conference with Parent/Student/School Staff	↓
		Level 3	Alternative Programming (change teacher/class) Parent Shadowing	↓
3-2	Profanity (not directed toward anyone)	Level 1 (teacher led)	Private Conference with student Parent Contact Loss of privilege Consistent responses to problem behaviors	
		Level 2 (Admin or Team led)	Detention Check-In Check-Out Conference with Parent/Student/School Staff	
		Level 3	Removal of Privileges	

Interventions



OLD

- Re-Teach → ▪ Re-teach behavioral expectations
- Create a behavior contract → ▪ Behavior contract with recognition system
- Require student to complete a community service task → ▪ Restitution-community service task
- Written reflection → ▪ Reflection activity
- Have the student choose a method of apologizing... → ▪ Student determined reparation of harm – Restorative Justice
- Refer to intervention team → ▪ Behavior Intervention Plan (BIP) (referral to SST)
- In-School-Suspension → ▪ ISS/Reflection/Recovery room

NEW

A total of 14 positive and developmental interventions have been added to the new Code of Conduct Matrix

Notable Changes



- **“Insubordination/Disrespect” and “Disorder/Disruption have been removed and are replaced by:**
 - Verbal abuse (student or adult) (type 3)
 - Leaving classroom without permission (type 3)
 - Knowingly making a false charge or claim against authority (type 2)
 - Not Participating in Class (type 3)
 - Intentionally distracting or disrupting other students (type 3)
- “Habitual dress code violation” is now the only code regarding dress code
- **All “Tech Offense” codes have been changed to one Type 2 code “Violation of the District Acceptable Use Policy (technology)”**
- Possession of an electronic device has been changed to “Unauthorized use of a personal electronic device”
- OSS has been eliminated as an intervention for ALL type 3 behaviors
- OSS has been eliminated as a response to “leaving campus without permission”
- ISS has been changed to ISS/Reflection/Recovery Room
- **ISS/Reflection/Recovery room is ONLY listed for:**
 - Verbal Abuse (level 2 intervention)
 - Fighting (type 2 and 3)
 - Intentionally distracting or disrupting other students (level 2)
 - Bullying
 - Racial Harassment
- “Possession or Influence of Alcohol”, “Drugs/Influence”, and “Drugs/Possession” all provide the District Discipline Committee the option to refer a student to a substance abuse treatment provider
- Suspensions have been eliminated for all students Pre-Kindergarten through Second grade
- On a case by case basis, students may be allowed to return to their home school after being assigned to an alternative program

Alternative Education



Recommendations:

Stevens Center for Academic Development

-Students in grades 6-8 will be moved to Innovative Concept Academy at Blewett.

Multiple Pathways at Beaumont

-AMIkids, Inc. currently providing services will partner with St. Louis Public Schools to offer Alternative Education Program services to students in grades 7-12.

Additional Support at the Elementary and Middle School Level

- Positive Behavior Intervention Specialist
- Counselors
- Social Workers
- Reflection Room/In School Support Monitors
- 504 Specialist and Response To Intervention* (District Level)