



6-12 Code of Student Conduct

UPDATED FOR 2017-2018


Expect great things.

A Focus on Supports: Shifting Culture, Climate, and Practices

The revised Code of Conduct is geared to help transition us from less reactionary and exclusionary practices and toward proactive approaches that focus on building student and staff skills and competencies, which in turn leads to greater productivity and success. Our hope is that it moves us from a singular focus on safety to a comprehensive focus on creating the conditions that help make every classroom and every school a great place to learn and grow.

The handbook embodies our belief as a school district that students learn by pushing and testing limits, getting feedback about their behavioral choices, and making the changes needed to become contributing members of a community of learners. The handbook is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to reach those expectations.

Local School Rules

PPS is responsible for formulating the Code of Conduct to apply to its students in each school. All schools shall provide a list of local school rules and in-school discipline measures consistent with the handbook as adopted by PPS. The school rules will be developed and adopted by an internal school committee (i.e. CORE team, Discipline or School Culture and Climate Committee, other relevant committees) or by the principal, with help from staff, parents/guardians, and/or students.

Research shows that positive relationships help students learn. Students are more likely to succeed when they feel connected to others in their school and class- room community and are less likely to behave in ways that disrupt the school environment. Skills and strategies to be used by staff for building positive relationships with students include the following:

- Know your students' strengths and cultural identities.
- Communicate understanding and empathy.
- Structure tasks for student success.
- Reinforce behavior in a positive manner.
- Use factual, objective language to define expectations and address behavior.
- Ask open-ended questions.
- Stay calm in tense situations.
- Remain neutral whenever possible.

PPS values its diversity and strives to be inclusive and aware of the cultural differences of our students and staff while providing equitable opportunities and access. In addition, we have taken measures to consider and be sensitive to the age and developmental appropriateness of our Behavior and Range of Corrective Strategies. We know that at different stages of development, a student's capacity to understand his or her behavior develops and grows. Our Code of Student Conduct takes this into consideration and allows for such growth and maturity. As a result of our commitment to sustaining relationships, there is a renewed focus on celebrating and recognizing positive student behaviors, cultural competencies, age-appropriate and developmentally appropriate supports and responses, and communication. Restorative Practices (RP) and Positive Behavior Intervention Supports (PBIS) are two of the best-practice frameworks being implemented with our students and staff to develop proactive and positive ways to respond to student behavior. Expanded training and implementation of RP and PBIS assist staff members with addressing antecedent behaviors, restoring potentially damaged relationships, and assisting students in finding replacement behaviors while also taking accountability for their actions.

Restorative Practices: Building Community While Taking Responsibility

Using RP ensures that people are happier, more cooperative and productive, and more likely to make positive changes in their behavior because those in positions of authority do things with them, rather than to them or for them.

Fundamental Principles:

- Acknowledging that relationships are central to community building
- Focusing on the harm done rather than only rule breaking
- Creating systems that address misbehavior and harm in a way that strengthens relationships
- Giving voice to the person harmed
- Engaging in collaborative problem solving
- Empowering change and growth
- Enhancing responsibility

Positive Behavior Intervention Supports

PBIS is a framework used in schools to create positive learning environments wherein all students can experience academic, behavioral, and social-emotional growth. Implementing the core fundamental principles of PBIS can help make schools positive places where students love to learn and staff experience satisfaction in their work.

Fundamental Principles

- Providing behavior expectations: Students must be provided with clear, consistent, and positively stated expectations for their behavior. The expectations reflect the respect, responsibility, and safety of all.
- Teaching behavior: Schools must be intentional about teaching students what is expected of them at every grade level. This requires teaching them at the beginning of the year and reteaching them throughout the year.
- Celebrating positive behavior: When students meet the behavior expectations set for them, staff acknowledge their efforts. Recognition of positive student behavior and strengths is critical to promoting positive behaviors for all students.
- Responding to behavior: When a student does not meet the behavior expectations set for him or her, staff respond in the moment by using a strategy and by providing an opportunity for the student to regain self-control. They also provide a resolution/ response that supports a student's ability to repair the harm resulting from his or her behavior and actions in order to maintain the safety of the school community.
- Using data: Schools regularly use behavior data to guide the teaching and support that take place at the individual student level, classroom level, and school level.

The following are proactive classroom and school-wide supports to prevent problems.

Examples of Evidence-Based Classroom Supports

Proactive systems of supports assist all students in achieving social, emotional, and academic success. Proactive supports provide clear, consistent expectations so that every student knows exactly what is expected across school settings. When a student demonstrates an irresponsible behavior, determine a reason for the misbehavior and take action such as teaching replacement behavior to reduce and eliminate the behavior. Modify conditions that perpetuate the misbehavior, or implement corrective responses, thus promoting a safe and respectful learning environment.

Examples of Evidence-Based School-wide Supports

These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior. Staff should use these responses in a graduated fashion.

Teacher-Based Action to Reduce and Eliminate Misbehavior	
<p>Provide lessons to teach or reteach the student how to behave responsibly.</p> <p>Change student seating.</p> <p>Pace the lesson more quickly to promote on-task behavior.</p> <p>Actively ignore misbehavior.</p> <p>Respond calmly, restating the desired behavior.</p> <p>Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules).</p> <p>Use progress-monitoring tools (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, student point sheets).</p> <p>Establish and consistently implement corrective responses for rule violations (e.g., student loses time for valued activity, in-class time-out, time-out in another class, restitution given for property damage, restitution given for relationship damage, positive practice, loss of points or privileges).</p> <p>Communicate teacher-based actions with parent.</p> <p>Utilize restorative affective statements and affective questions.</p> <p>Student-teacher impromptu conferencing with active listening.</p>	<p>Create positive classroom expectations that are clearly defined and taught.</p> <p>Continuously teach and reteach classroom expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).</p> <p>Model and practice expectations in appropriate setting (e.g., group work, individual work).</p> <p>Use preconnection strategies to remind students of expectations before the next task.</p> <p>Use more positive than corrective interactions (at a ratio of 3:1) between staff and students, students to students, and staff to staff.</p> <p>Utilize fluent and consistent corrections for early-stage misbehavior.</p> <p>Create classroom acknowledgment systems to increase responsible student behavior.</p> <p>Maintain positive expectations for all students, in all settings, at all times.</p> <p>Implement effective instructional practices.</p> <p>Actively engage students in learning.</p> <p>Provide immediate positive feedback.</p> <p>Build positive relationships with students and families (e.g., utilize RP circles).</p> <p>Teach prevention lessons (e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma-informed practices).</p>

Teacher-Based Action to Reduce and Eliminate Misbehavior	
<p>Create positive school-wide expectations that are clearly defined and taught.</p> <p>Continuously teach and reteach school-wide expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).</p> <p>Model and practice expectations in appropriate settings (e.g., cafeteria, hallways, bus, restroom).</p> <p>Establish a school-wide acknowledgment system with opportunities for individual and school-wide recognition.</p> <p>Effectively and actively supervise in common areas (e.g., all staff in hallways during transition, hallway sweeps).</p> <p>Increase supervision in non-classroom settings.</p> <p>Refer to before- and after-school programs for additional support.</p> <p>Employ targeted strategies for groups of students (e.g., mentoring programs, buying prevention lessons for selected students, suicide prevention drop-in centers).</p> <p>Design social and emotional skills instruction groups (e.g., conflict management, anger-management, aggression replacement, organizational skills).</p> <p>Establish an individual student-support, response, or problem-solving team.</p> <p>Establish in-school conflict resolution programs (e.g., community conferencing, peer mediation).</p> <p>RP strategies (e.g., affective statements and questions, conflict resolution, responsive circles).</p>	<p>Use parent engagement strategies (e.g., newsletters, family nights).</p> <p>Design support and advisory groups that engage parents, students, and the community.</p> <p>Use universal screeners and assessments to proactively identify students in need of supports (e.g., Strengths and Difficulties Questionnaire, Student Risk Screening Scale).</p> <p>Use responsive interventions and appropriate referrals (i.e. Student Assistance Program (SAP)); refer to school-based behavioral health counseling.</p> <p>Mental health evaluation referral.</p> <p>Alcohol/Drug evaluation referral.</p> <p>Threat assessment evaluation referral.</p> <p>Refer to community organizations, including conferencing and community mediation.</p> <p>Parent/Guardian notification.</p> <p>Community service to school.</p> <p>RP strategies (i.e. affective statements, responsive circles, small impromptu conferences).</p> <p>Use individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).</p>