

The attached code of conduct is based on a three-year study, current research in the field and was developed in conjunction with local law enforcement as a means to rehabilitate offenders.

## **SUMMARY OF CHANGES**

The proposed Code of Conduct eliminates Saturday School and ISS, as a means to intervention. Additionally, it specifically outlines each infraction by tier based on the severity of the offense. Moving forward, Out of School Suspensions (OSS) will only be used for serious offenses when the student needs to be removed from school in order to quell a situation. Saturday School is also being eliminated due to the fact that students were not serving their discipline until weeks after an incident, thus no longer serving the purpose. In place of ISS, which removes the students from school during the day and has them return at night, Extended School Day (ESD) will be utilized. Students will still attend school, but then will stay from 3-7 to serve out their infraction. ESD is the last step before OSS. Additionally, after school detention will be added (ASD) as a tier between, lunch detention and ESD and will last until 4:00 p.m. Finally, a point system and principals' probation will be implemented for repeat offenders to allow targeted focus.

By adding tiers for discipline, and adding additional steps before suspension, we can better support our students and keep our OSS/ISS numbers down. Additionally, adding a restorative component (as required by the state), will allow us to provide offenders with support.

## **POINTS SYSTEM BENCHMARKS**

As a student accumulates discipline points through the course of the year, disciplinary action will be taken in the following ways:

Fifteen (15) points: A written notice will be mailed to the parent/guardian along with a total of all points earned to date.

Twenty-five (25) points: **Once a student accumulates twenty-five (25) points, he/she will be placed on Principals Probation and will become ineligible for athletics, extracurricular activities, and school related functions.** In addition, the student will meet with an assistant principal about his/her point status and may be assigned any/all of the following: restricted hall pass; loss of parking, and/or loss of senior privileges. **In order to be eligible for reinstatement, a student's point total must drop to fifteen points or less, and he/she must go thirty consecutive days without incident/points. Upon reaching the aforementioned benchmarks, eligibility can be reinstated pending a meeting with a student's assistant principal.** Students can gain points by attending our SEL Workshops (the restorative component to the new code of conduct).

The parent/guardian will be notified via a telephone call, a written notice will be mailed to the parent/guardian along with a complete list of all points earned to date, and athletic coach/extracurricular activities advisor will be notified of the student's ineligibility.

## **RESTORATIVE COMPONENT**

SEL Workshops are an added level of intervention and support for struggling students. They do not erase or replace, our code of conduct and work within the scope of Principals Probation. Therefore, a student

who reaches twenty-five (25) points, by any means, is not eligible to be reinstated for a minimum of thirty (30) days. The rationale is to allow time for corrective behavior. Restorative Practices are not meant as quick fixes to behavior, or get out of jail free cards, they are support services that when students engage in the program provide pts. towards their current student standing. **Restorative Justice requires offenders to take responsibility for their actions and for the harm they have caused. Accountability is key.**

Note –In a study that spanned over a two year period, based on a student population of 1800+ students, it was determined that a point system coupled with a restorative justice component, resulted in **85% of the student population self-correcting after reaching 25 pts, and never hitting the threshold again** (this is due to feeling the bite of the consequences). It must also be noted that only twelve (12) students out of the entire population of over 1800+ students were unable to self-correct. These are amazing results. Again, the idea is support for behaviors, not a band aid for misbehavior.

Restorative Justice works to address underlying factors that lead people to cause harm and give students tools for creating and maintaining community. Restorative practices work through, resolve and transform conflict. They seek to re-examine behaviors that led to conflict or caused disruption. **Its goal is to meet the needs that are not being met through our traditional Code of Conduct; not replace the Code of Conduct and outlined policies.**