SY23 Student Code of Conduct Revisions

ROCKFORD
PUBLIC SCHOOLS

Discipline Philosophy

Students must be given the opportunity to learn from their mistakes and to develop and practice skills that foster safe school environments.

Safe, Welcoming, and Equitable Learning Environments

Reduce disruption and misbehavior

Support and **reinforce** positive behavior and social skills

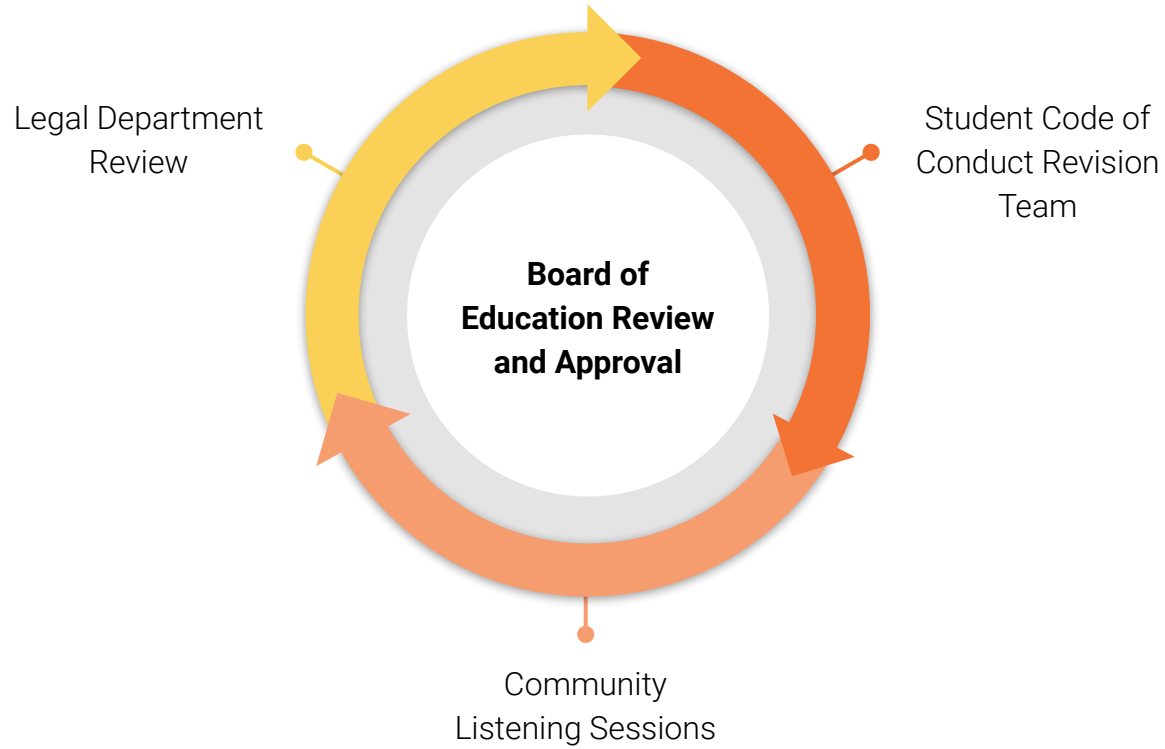**Increase** instructional time by limiting suspensions

Improve educational and long-term outcomes

Create environments that ensure an equal opportunity to learn and grow

Process for Revision

Inclusive, Broad, Student-Centered

Feedback Drives Change

Legal Department Review

Student Code of Conduct Revision Team

Board of Education Review and Approval

Community Listening Sessions

Notable Revisions

Code Progression:
Elementary + Secondary = K-12

Elementary	Secondary	NEW: K-12 Code
Robbery	Robbery	**Robbery**
Battery	Battery	**Aggravated Battery**
Staff Battery	Staff Battery	
	Fighting	**Physical Aggression**
	Group Violence	**Group Violence**
	Reckless Behavior	**Reckless Behavior**

Code Progression: Placement

Level 1	Horseplay
Level 2	Reckless Behavior (1)
Level 3	Fighting (1)
Level 4	Reckless Behavior (2)

Level 1	Physical Aggression (1)
Level 2	Physical Aggression (2)
Level 3	Physical Aggression (3)
Level 4	Physical Aggression (4)

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Code Progression: Level Adjustments

LEVEL

4

→

LEVEL

3
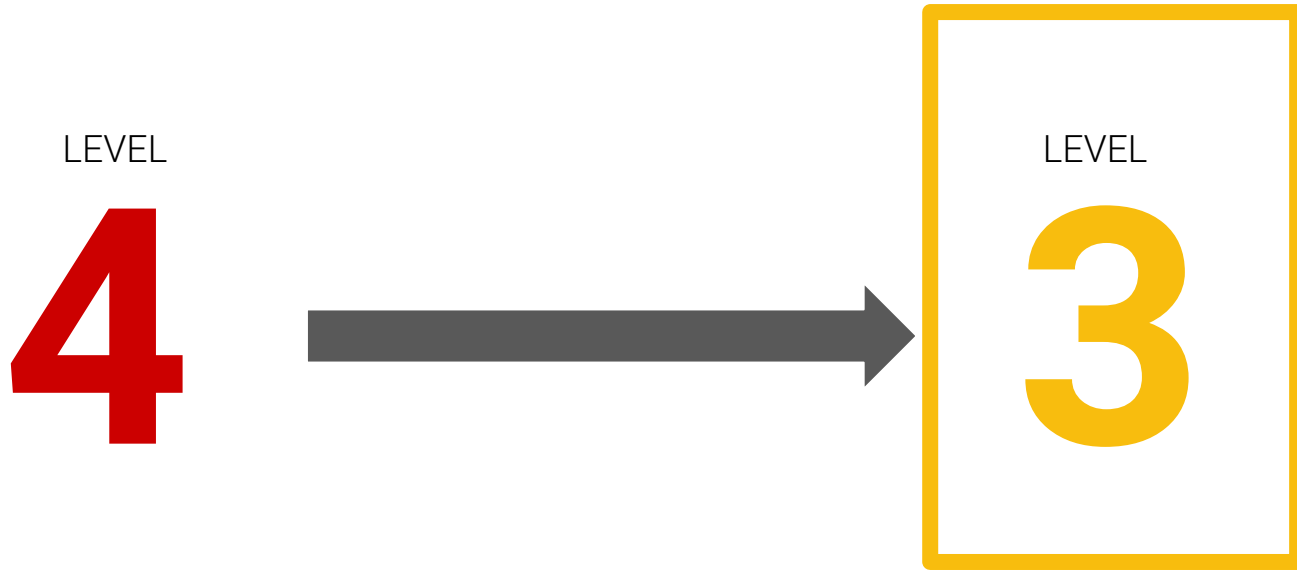
❏ Possession/Use of Drugs
❏ Possession of a Dangerous Object

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Format Revision

19 PAGES OF DISCIPLINE CODES

BE RESPONSIBLE	Follow School Rules	INTERFERENCE WITH SCHOOL PERSONNEL
BE RESPECTFUL	Dress Appropriately	LEWD OR LASCIVIOUS CONDUCT
BE RESPECTFUL	Respect Property of Others	POSSESSION OF STOLEN PROPERTY
BE RESPECTFUL	Keep hands and feet to self	RECKLESS BEHAVIOR (2)
BE RESPONSIBLE	Refrain from engaging in illegal acts	SALE OR DISTRIBUTION OF INAPPROPRIATE MATERIAL OR SERVICES
BE SAFE	Practice abstinence	SEXUAL ACTIVITIES-CONSENSUAL

5 BEHAVIOR CATEGORIES, 10 PAGES

Physical Aggression

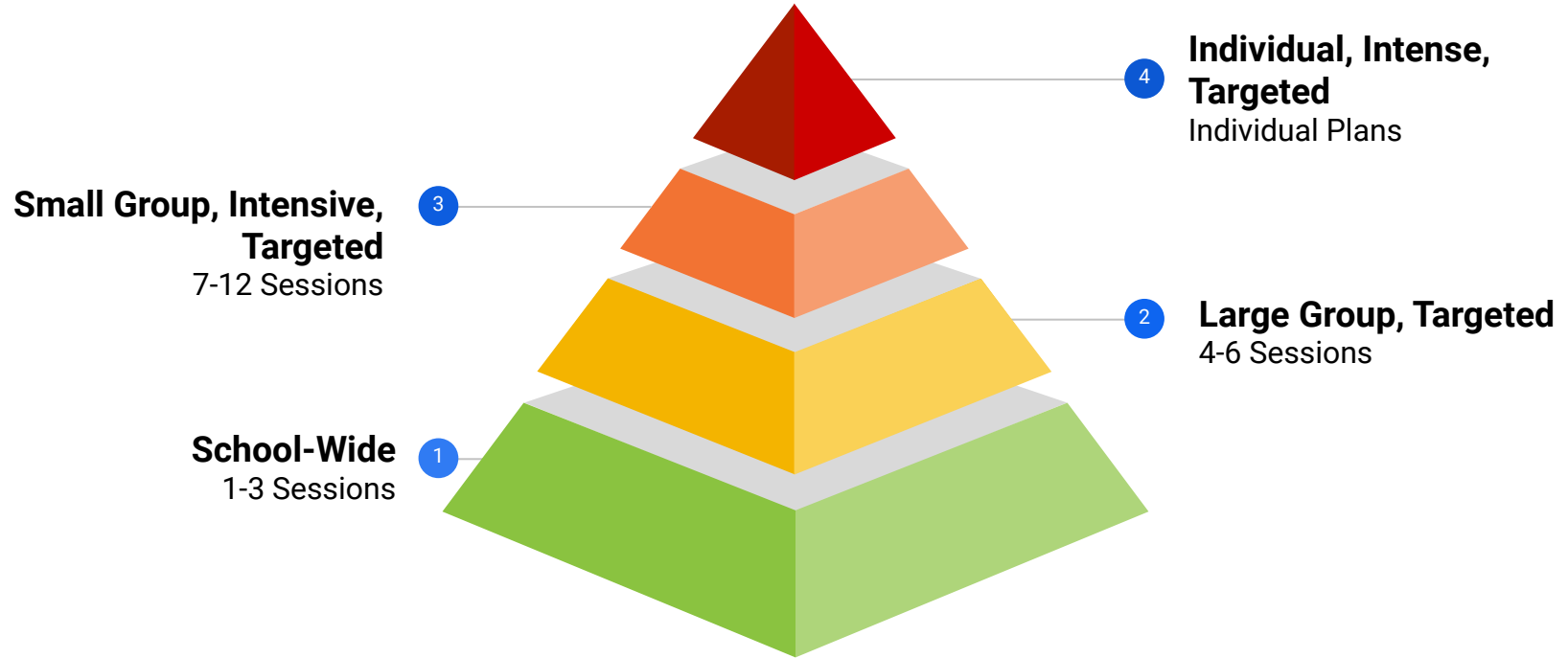Disruption, Disrespect, & Disobedience

Damage to Property

Harmful Materials

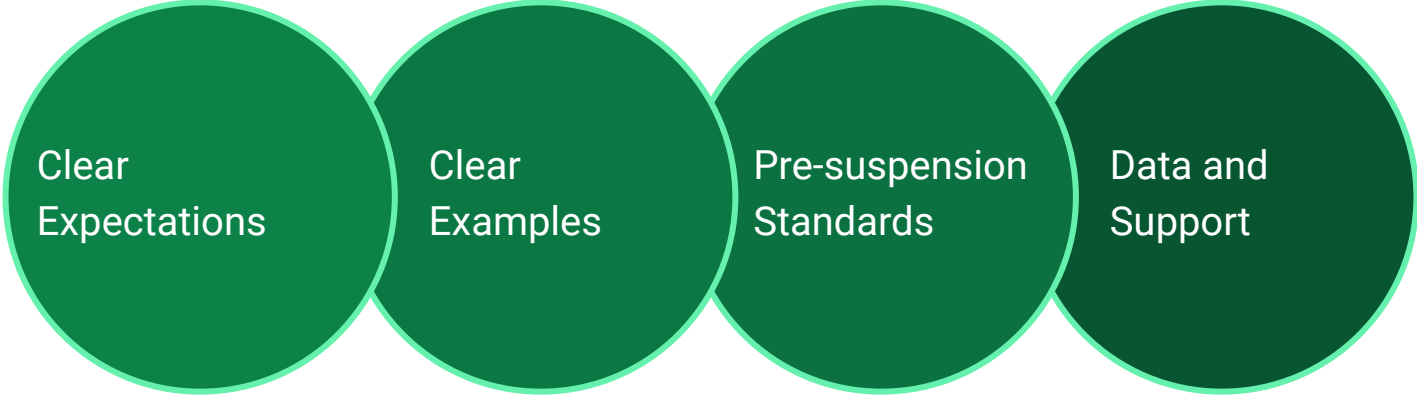Bullying, Threats, & Sexual Harassment

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Corrective Strategies

TIER	Elementary	Secondary	NEW Proposal
1	ISS (no limit) MAX = 3 Days	ISS (no limit) MAX = 3 Days	No ISS or OSS MAX = 0 Days
2	ISS (no limit) OSS (1-3 days) MAX = 6 Days	ISS (1-3 days) OSS (1-3 days AND 1-3 days ISS) MAX = 6 Days	ISS (1-3 days) MAX = 3 Days
3	ISS (no option) OSS (1-3 days AND 1-3 days ISS) MAX = 6 Days	ISS (no option) OSS (4-10 days AND 1-3 days ISS) MAX = 13 Days	ISS (1-3 days) OSS (1-3 days) MAX = 3 Days
4	ISS (no option) OSS (3-10 days) MAX = 10 Days	ISS (no option) OSS (10 days AND 1-3 days ISS) MAX = 13 Days	OSS (4-10 days) MAX = 10 Days

Intervention Progression

Individual, Intense, Targeted
Individual Plans

4

Small Group, Intensive, Targeted
7-12 Sessions

3

Large Group, Targeted
4-6 Sessions

2

School-Wide
1-3 Sessions

1

Administrative Guidelines

Clear Expectations

Clear Examples

Pre-suspension Standards

Data and Support

Looking Back
Following through on our Commitments

DEFINE Support Roles

Tier 2

Behavior Intervention Specialist - Student Services	School Social Worker - Student Services	School Psychologist - Student Services	T2 & T3 Behavior Interventionist - MTSS
Collaborate & design behavior intervention plans		Collaborate to write behavior plans, including measurable goals.	Manage and co-lead MTSS Tier II Student Support Teams
Develop T2 referral process/procedures	Develop T2 referral process/procedures	Develop T2 referral process/procedures	Identify a plan to maintain progress monitoring data for all students receiving Tier II
	Collaborate & determine informal/formal assessments	Collaborate & determine informal/formal assessments	
Provide progress monitoring data.	Provide progress monitoring data.	Guide T2 team to analyze data	Develop, document, maintain ongoing Behavior Intervention Plans
	Observe students, collaborate, and design short term and long term behavior/intervention plans, including measurable goals.	Conduct student self-assessments	Observe students in classroom settings

[Sample]

INVEST in Social-Emotional Screener
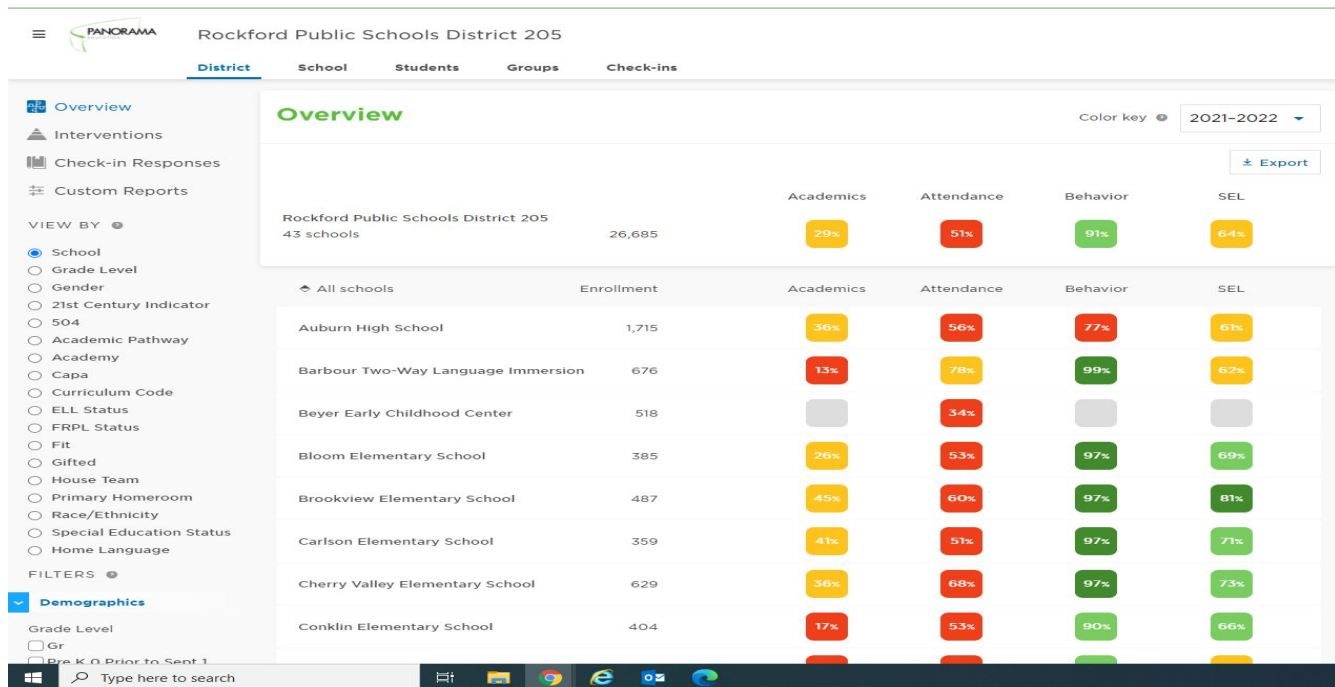
PROVIDE Parent, Student, & Staff Resources
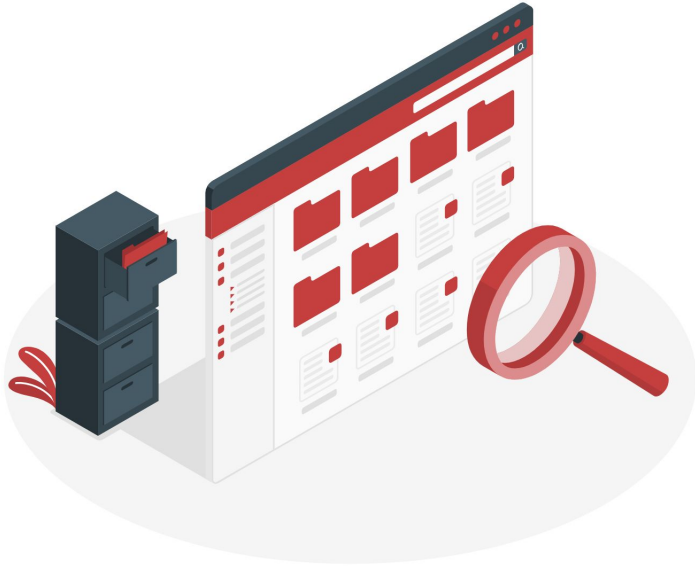
❏ Suicide Awareness and Prevention
❏ Bullying Resources
❏ Drug Prevention and Intervention
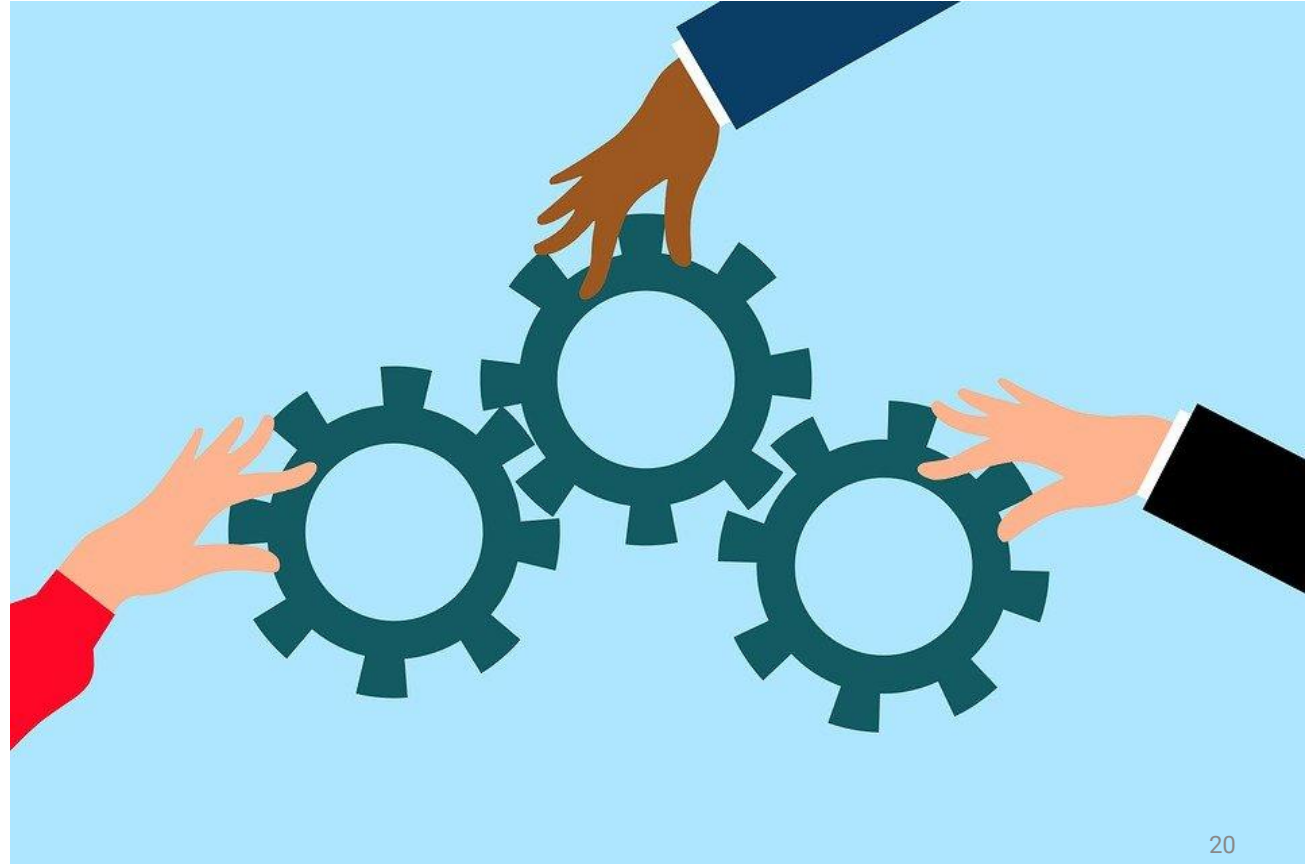❏ Discipline "Talks"

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Looking Ahead

Data Tracking & Results

Screener + Interventions = **Reduction** in Discipline

Reduction in Discipline = **Increase** in Instructional Time

Parent-Teacher Advisory Update

Monthly

Data-Driven

Inclusive

Transparent

Resources

Warning Signs and Conversation Starters
    Bullying
    Substance Use/Abuse
    Self-Harm

Student Threat Assessment & Grief Team

Behavior Modification/Anger Management Techniques

THANK YOU!