

STUDENT CODE OF CONDUCT REVIEW COMMITTEE

Presented by: Dr. Lottie M. Watson, Committee Chair

June 12, 2019

Board of Education Meeting



STUDENT CODE OF CONDUCT REVIEW STEERING COMMITTEE EXPECTATIONS

Aim/Purpose: Develop a standing committee that represents the views of the Teaneck Public Schools community regarding the development and implementation of equitable student-centered and grade appropriate discipline language that supports the maturation and development of the whole student learner. This committee will be comprised of a minimum of 2-3 district students, 2-3 district/community parents, 2-3 teachers, whose emphasis will be on restorative discipline practices.

- Responsibilities:
 - 1: To attend meetings of the committee (approximately 4 per year)
 - 2: Act as the organization responsible for reviewing and strategically implementing recommendations from the Committee in updating the code of conduct as necessary
 - 3: SCCRC is an committee committed to inclusiveness and is open to changing arrangements to best meet the needs of the committee members
 - 4: Contribute to the strategic progression of the committee
 - 5: Function as a Professional Learning Community (PLC) and develop a working charter that defines the internal Structure of the organization
 - 6: The committee will report directly to the District Superintendent or his designee
 - 7: The committee will make its final recommendations to the Board in June 2019

**SWOT ANALYSIS OF
TEANECK PUBLIC SCHOOL'S
STUDENT CODE OF CONDUCT POLICY *DISTRICT REGULATION OF 5600. PUPIL DISCIPLINE/CODE
OF CONDUCT***

Purpose: update the policy to reflect the mission and vision of the Teaneck Public Schools and its dedication to its most important entity...its students.

Goal: (1)to review District Regulation of 5600. Pupil Discipline/Code of Conduct and revise, update, change and/or adjust as needed to address the needs of the district's current student population. **(2)** A proposal of these changes to be presented to the superintendent and board for approval and implementation. **(3)** Propose and adopt an appropriate curriculum juxtaposed the District Regulation of 5600. Pupil Discipline/Code of Conduct.

WHO IS THE STUDENT CODE OF CONDUCT REVIEW COMMITTEE?

LISTED IN ALPHA ORDER BY LAST NAME

1. **Ms. Fajr Ali:** Teaneck High School student, Class of 2021.
2. **Dr. Vanessa Bing:** Chairperson & Professor of Psychology, City University of NY-LaGuardia College; Community parent
3. **Ms. Colette Brantley:** Elementary School Counselor at Hawthorne School Grades K-4, Chairperson & Spokesperson for School Climate Safety Team at Hawthorne School, and Anti-Bullying Specialist at Hawthorne School
4. **Ms. Lynne Crawford:** Supervisor Special Education Program, PreK-12, Teaneck Public Schools
5. **Ms. Iris Hernandez:** Community Parent and Vice President of Teaneck Township Education Association
6. **Mr. Emilio Jennette:** Interim Principal Hawthorne School
7. **Ms. Janine Lawler:** 1st/2nd Grade Behavior Disabilities Teacher
8. **Mr. Jason McDonald:** Teaneck High School Faculty, Physical Education, Health, & Driver's Education Department; Head Coach Boys' Volleyball & Assistant Girls' Volleyball Coach
9. **Mr. Jaylen Ware:** Teaneck High School student, Class of 2019
10. **Dr. Lottie M. Watson:** Chair of the Student Code of Conduct Review Committee; Teaneck High School Dean of Students, Class of 2021; Chair & Spokesperson for School Climate Safety Team at Teaneck High School, and Anti-Bullying Specialist at Teaneck High School
11. **Mr. Nicholas Wilkerson:** Teaneck High School student, Class of 2019
12. **Mr. Anthony Williams, Jr. :** Teaneck High School student, Class of 2019
13. **Ms. Marina Williams:** Assistant Principal, Benjamin Franklin Middle School

There will be 5 vacancies which the committee would ideally like to fill with students in 2019.

INTRODUCTION TO THE S.W.O.T. ANALYSIS

What is a S.W.O.T. Analysis?

A “SWOT” is the acronym for Strengths, Weaknesses, Opportunities, and Threats.

An analysis is the deliberate detailed examination of a structure or element for the purposes of taking deliberate action(s) to determine the condition of that structure or element.

Thus, a SWOT Analysis is an organization’s deliberate detailed examination of its structure for the purposes of taking deliberate action in determining the condition(s) of its structure.

In our case, we are taking the deliberate action to examine the SCC and revise it.

S.W.O.T. ANALYSIS

Any google search reveals that a SWOT Analysis is “a study undertaken by an organization to **identify its internal strengths and weaknesses**, as well as **its external opportunities and threats.**”

The next slide shares some examples of a SWOT Analysis, and then we will delve into the SWOT conducted by the student code of conduct review committee (SCCRC).

EXAMPLES OF A SWOT ANALYSIS

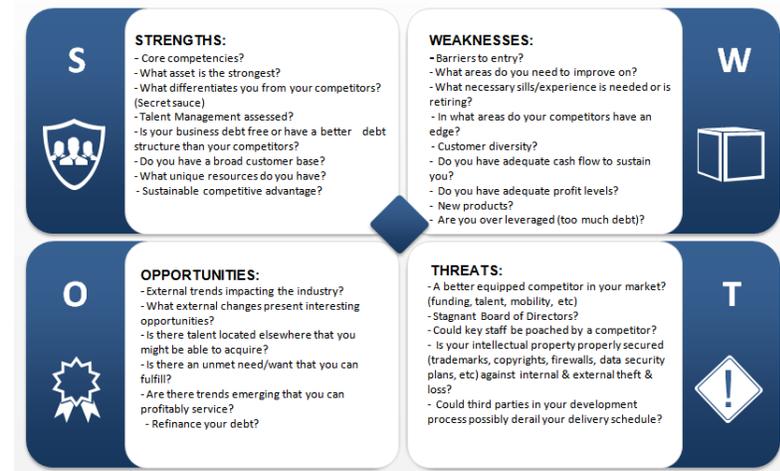
provides Visual Intersection



SWOT ANALYSIS



SWOT ANALYSIS



Gives direct questions to answer within your analysis

	Opportunities (external, positive)	Threats (external, negative)
Strengths (internal, positive)	Strength-Opportunity strategies Which of the company's strengths can be used to maximize the opportunities you identified?	Strength-Threats strategies How can you use the company's strengths to minimize the threats you identified?
Weaknesses (internal, negative)	Weakness-Opportunity strategies What action(s) can you take to minimize the company's weaknesses using the opportunities you identified?	Weakness-Threats strategies How can you minimize the company's weaknesses to avoid the threats you identified?

S.W.O.T. ANALYSIS

STRENGTHS

The Committee found these elements to be the current **Strengths** of our district, as it continues to analyze the current Discipline Policy 5600 for Students Codes of Conduct. Although these are not the complete lists of strengths compiled by the committee, they are the most identifiable ones to share with the board at this time. This will be recognized at each quadrant of the SWOT.

Each section of the strengths were segregated by grade/developmental level(s): Elementary School, Middle School, and High School respectively.

S.W.O.T. ANALYSIS

STRENGTHS

Elementary School:

- Developed a theme of Character Education as a model to address school discipline and student conduct
- Major themes and words of wisdom announced via PA system
- Peer Mediation, Safety Patrol, PBSIS Systems
- Weekly Character Education Lessons that build relationships with families and adjust expectations based on the student individual needs
- Looking at conduct on buses to and from school, and issues are addressed in a timely fashion.

Middle School:

- Morning Announcements that uses PBSIS components such as multiple clubs and counseling
- Student of the Month, Honor Roll Assemblies, and Morning Mindfulness Activities (specific classes)
- Scholarship Awards Night, Multicultural Nights & Events
- Community Service & Specialty Events (Math/Literacy Night, French/Spanish Day, Black History Museum).

S.W.O.T. ANALYSIS

STRENGTHS

Teaneck HS App; Twitter; FaceBook

High School:

- Evaluating and celebrating student achievements using various social media platforms
- Promoting more student artifacts such as student murals & School Climate Safety Team Monthly Themes
- Student Ambassadors, Student Council, Strive Program, EPIC, and sports recognition posters
- Televised media at single point of entry to the building
- Peer Leadership groups such as Heroes and Cool Kids, Studio 2B, Lunch & Learn groups, student-lead clubs, push-in presentations throughout the school year focused on HIB and student codes of conduct appropriateness and substance awareness/programming
- Class Meetings respective to grade level issues & concerns
- Use of After School Detention and student rewards programs to reduce chronic attendance issues and disconnect between teachers/students

Reflective Analysis

We do this well as a district, but we don't do enough!! Our students deserve more recognition for all the positives so that our community sees the positive more than they hear the negative. Further more...

SWOT ANALYSIS

WEAKNESSES

The Committee found these elements to be the current **Weaknesses** of our district.

Elementary School:

- There is an abundant use of words that share a negative connotation that are charted as punitive and have very little to no clarification on its definition.
- The section addressing students with disabilities is very short and needs expansion.
- There needs to be clear guidelines and responsibilities of the school bus drivers and aides for both classified and non-classified students regarding parent notification(s) and other matters.
- There are very little remediations listed as compared to punitive actions to be taken if there is a violation.
- Overall language is penal, outdated, and punitive.

SWOT ANALYSIS

WEAKNESSES

Middle School:

- The overall language is punitive and has a very negative connotation regarding students with disabilities.
- Revision is recommended, ie: Special Education/classified students should be revised to say students with disabilities. The arrangement of the student handbook needs to be revised to be more student friendly.
- Consequences to violations of the codes are very punitive relative to the infraction(s) and the school wide PBS strategies/events are not listed or identified.
- More interventions need to be present and implemented with a more tiered approach.

SWOT ANALYSIS

WEAKNESSES

High School:

- Outdated language does not address the current student population or its needs & Punitive language create entangled blurs when decision making is necessary.
- There is a heavy focus on punishment versus self-correction or restorative actions.
- The voices represented in the language is neither student friendly or identifies with students perspectives. The policy is also non-inclusive of community, parent, student, and other stake holder voices. There is no student rewards system juxtaposed the discipline policy.
- Physical space of the learning environment is not conducive to a healthy or positive climate and artifacts need to be updated or replaced.

Reflective Analysis

Address the overall language of the policy to ensure it does not over penalize our students or create unintended barriers for our students. Preview other policies and promote more inclusivity from various stakeholders when drafting the revised policy. Policy should focus more on preventative and proactive measures. Additionally...

SWOT ANALYSIS

OPPORTUNITIES

The Committee found these elements to be the current **Opportunities** of our district.

Elementary School/Middle School/High School:

All school levels believe that changes in the presentation of the language, its connotation, its perspectives, and its "voices" are in dire need of change. The overall language to the policy is outdated, punitive, potentially abusive in some cases where interpretation is left at the discretion of the authority figure/school official, and does not currently meet the needs or address conditions of the current student population. Access to and utilization of grants, scholarships, and other resources made available to the district.

Reflective Analysis

Inclusivity of all perspectives and 'voices' when revisions to the policy's language begins. Additionally, make use of all available resources both internally and externally for optimum success.

SWOT ANALYSIS

THREATS

The Committee found these elements to be the current **Threats** to our district.

Elementary School/Middle School/High School:

All levels see the language as a huge impediment that is punitive and reactionary to the needs of all Teaneck Public School students/learners. The policy does not provide an approach that allows students to exercise proactive/preventative decision making skills, strategies, and/or techniques necessary for the Global 21st Century learner. Further there is nothing aligning with the SEL concepts that face our Special Education students and all students who need this type of support.

Reflective Analysis

Lack of access to or utilization of various resources to support our students and their needs. Ex: Grants, scholarships, community partnerships, and other available resources.

Overview of S.W.O.T. Analysis (Top 3 elements for each section)

Strengths (Q1-Top Left)

1. Current policy is fairly comprehensive
2. There is communication both horizontally and vertically that allows for collaborative efforts between all stakeholders
3. Potential access to various resources both within district and external to the district to further enhance student success across multiple media platforms

Weaknesses (Q2-Top Right)

1. Policy and language is outdated, punitive, and does not align with current student needs, concerns, or issues that affect our student population collectively
2. Not utilizing enough resources (all types) to provide students with life skills, strategies, and techniques to better decision-making at all levels
3. Language of policy is extremely punitive and not student-centered or student friendly

Opportunities (Q3-Bottom Left)

1. There are students and school officials working collaboratively to draft a more closely aligned policy that addresses current student needs
2. Openness to including more student voices and avenues to various supportive resources
3. Include a Student Rewards Program with foci on Social Emotional Learning, Character Education, and Technology Immersion juxtaposed the discipline policy

All preventative & proactive strategies to support student development

Threats (Q4-Bottom Right)

1. Our students are not prepared to manage or handle stressful/emotional situations that will decrease their intersections/contact with law enforcement
2. Language of policy is mirrored after the penal system versus a more educational approach to improving and grooming students to be productive, positive, and contributing member of our society
3. Students do not see correlation between decision making in school vs within society and the consequences of their decision making

Visual Overview of S.W.O.T. Analysis

Great!

Strengths (Q1-Top Left)

1. Current policy is fairly comprehensive
2. There is communication both horizontally and vertically that allows for collaborative efforts between all stakeholders
3. Potential access to various resources both within district and external to the district to further enhance student success across multiple media platforms

Weaknesses (Q2-Top Right)

1. Policy and language is outdated, punitive, and does not align with current student needs, concerns, or issues that affect our student population collectively
2. Not utilizing enough resources (all types) to provide students with life skills, strategies, and techniques to better decision-making; at all levels
3. Language of policy is extremely punitive and not student-centered or student friendly

Can transform, adjust, and revise these to be better and work to our advantage

Opportunities (Q3-Bottom Left)

1. There are student and school officials working collaboratively to draft a more closely aligned policy that addresses current student needs
2. Openness to including more student voices and avenues to various supportive resources
3. Include a Student Rewards Program with foci on Social Emotional Learning, Character Education, and Technology Immersion juxtaposed the discipline policy

Threats (Q4-Bottom Right)

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2. Language of policy is mirrored after the penal system versus a more educational approach to improving and grooming students to be productive, positive, and contributing member of our society
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Challenge these so they are no longer impediments to our success

Maximizing these will provide the initial corner stones to success

FORWARD STEPS

This SWOT is complete, however, the work necessary to implement the SWOT is not complete.

There are several next steps moving forward that must be completed.

1. Revision of the language of the Student Code of Conduct Policy and recommendations to the Board for revisions
2. Revision of all communicative material to the public must reflect the change of language
3. Language should reflect a more preventative, proactive, positive, and student-centered approach that does not penalize students for adolescent decision-making
4. Inclusion of Social-Emotional Learning (SEL) Curriculum with training and guidance for students as well as professional development and training for faculty and staff

STUDENT CODE OF CONDUCT REVISION TIMELINE

The easiest way to present this rollout is in Marking Periods



MP1

Phase 1: Committee Revisions September

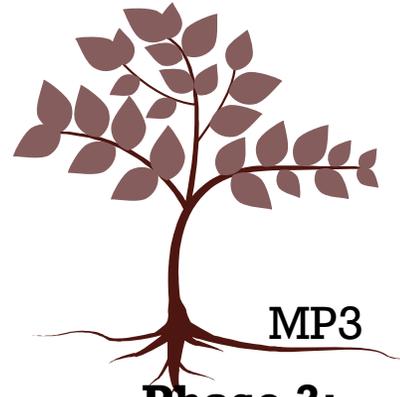
During this phase the entire Student Code of Conduct Policy and its language is reviewed and scrutinized for revision. This phase could be completed between 4-6 weeks.



MP2

Phase 2: Advisory Revisions November

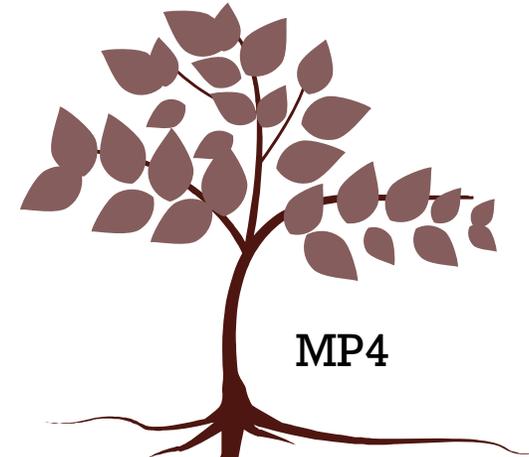
During this phase, the Superintendent's Advisory Committee will review suggested revisions for approval. Once approved, revisions will be submitted to the Board for approval. Suggested time of completion is 8-10 weeks.



MP3

Phase 3: Attorney Review February- March

During this phase, the District Attorney's will review and make recommendations to ensure revisions are compliant with NJ State laws. Estimated time of completion is 8-10 weeks.



MP4

Phase 4: Board Approval and Delivery April/May

This final phase provides time for TBOE to both approve the policy and its implementation time frame. Time TBD.

**MANY THANKS TO
THE TEANECK BOARD OF EDUCATION & THE
SUPERINTENDENT'S OFFICE
FOR TONIGHT'S PRESENTATION OPPORTUNITY**

**Thank You for your
support**