

Student Code of Conduct Review Committee
Virtual Meeting Data Input #4
Date: April 2, 2019

In preparation for developing a well rounded perspective to focus on the purpose of our committee, we conducted a S.W.O.T. Analysis of our current policy and its status as a district as it relates to student discipline. Additionally, we further scrutinized each policy at each respective grade/developmental level to determine key areas of strengths. The committee viewed each individual grade/developmental levels as independently as possible to provide a progressive alignment of strategic developmental achievements which will ultimately manifest itself into the “student profile” of a Teaneck Public Schools graduate. The current qualitative data reflects the “strengths” and “opportunities” of our SWOT. It must be further noted that this initial collection of data provides us with the springboard for launching even greater work towards an “in hand” hard copy of a proposed revised student code of conduct policy for board approval. The existing policy is fairly comprehensive but needs revisions to reflect a more current perspective our district and its individual schools. The current policy is outdated and does not reflect, address, or identify many of the current issues facing our students. Further, the current policy demonstrates discipline from a punitive lens rather than a more proactive approach. Programs must be put in place at each respective school level to allow for a more preventative approach to discipline. Moreover, there must be greater attention focused on students with special needs and how the code of conduct addresses discipline issues among them. Lastly, the code of conduct must have a clearer distinction between school levels and various interventions and consequences at each respective grade level. Each grade level should not have the same interventions and consequences, rather a more progressive approach as the student moves through each grade level. We also indicate key areas of “weaknesses” and “threats” that will allow the district to focus on the major areas of improvements respectively. This qualitative data is reflected in the SWOT in quadrants “W” and “T”. The SWOT Analysis quadrant at the end of this committee profile will share the findings of the committee respectively to the strengths and improvements being suggested by this committee.

Diagram 1: SWOT Analysis of the Student Code of Conduct Policy

Quadrant 1 represents the strengths identified; Quadrant 2 represents the weaknesses identified; Quadrant 3 represents the opportunities identified; and Quadrant 4 represents the threats identified. *Please do note, this diagram only represents a small synopsis of the data collected and identified. It has been modified for this submission. A presentation to the Board is scheduled for June 12, 2019 for complete details and next steps.*

<p style="text-align: center;">Strengths (Q1)</p> <ol style="list-style-type: none"> 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 	<p style="text-align: center;">Weaknesses (Q2)</p> <ol style="list-style-type: none"> 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
<p style="text-align: center;">Opportunities (Q3)</p> <ol style="list-style-type: none"> 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 	<p style="text-align: center;">Threats (Q4)</p> <ol style="list-style-type: none"> 1. Our students are not prepared to manage or handle stressful/emotional situations that will decrease their intersection 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 their consequences