

Student Code of Conduct Review Committee--REVISION PROGRESS

Meeting #2: November 14, 2019

Locations: Teaneck High School 3rd Floor Student Center

Time: 5:00pm-7:00pm

Attendees: Dr. Lottie M. Watson (Chair), Ms. Iris Hernandez, Ms. Janine Lawler, Ms. Colette Brantley, Ms. Javalda Powell, Ms. Valerie Johnson, Mr. Jason McDonald, Ms. Katherine Awad, Ms. Rachel Jones, Ms. Fajr Ali, Ms. Leslie Gambrah,

Overall Summary of Meeting:

1. Call to Attendance and Re-Introduction and Discussion of Climate Charter.
2. Immediate discussion of the Code of Conduct Policy matrix.
3. Immediate revision of matrix into a 6-multi-tiered, multi-row, with objectively defined behavioral infractions and significant changes to the written descriptive language of the matrix.
4. Introductions of new members and student members and exchange of contact information for the shared group folder in virtual community.

Reflective Analysis:

There were several discussion points during this initial meeting. It was determined by the committee to begin with the actual matrix and determine which infractions could be resolved, and at which level the resolution should take place. Additionally, once the infractions was placed in its respective tier, the actual behavior(s) needed to be identified OBJECTIVELY, so as to appropriately and accurately determine the level(s) of intervention to address the behavior(s). Further details are shared in the following discussion sections. New members were introduced to the Climate Charter and updates to contact information was shared. All members were added to shared group folder in virtual community. Continued work on the code of conduct revisions by all grade levels, and discussions with students regarding their roles, responsibilities, and scope of revised language. Student members are paramount to this process and verbal expression of ideas is highly fostered. Students were able to discuss the details of language and differentiated between various types of infractions to begin developing a foundation of the various definition(s) of conduct codes. Part of this foundation began with demonstrating and then allowing students to navigate the district website to locate the policies and regulations of the codes of conduct. Once located, students will begin reading and analyzing the codes of conduct so as to engage the language directly for revision. Overall, students will begin to build a working knowledge of the revision process, the codes of conduct and its role in student life at the high school, and ultimately how it directly impacts climate and culture in the learning community.

Discussion Section

A. During this meeting the team continue to disaggregate Pupil Discipline Code of Conduct (M) Policy 5600. In this activity, the team agreed to adjust the actual “matrix” of the infraction and consequence table. The physical layout of the matrix is sectioned off by Tiers. An example appears below.

B. Please do keep in mind that this rubric is a living document, thus the committee will continue to revise the language and defining factors to ensure equity and equality during this revision process. This is an example of what and how the SDR will continue to evolve.

TIER 1: MILD INFRACTIONS

INFRACTION/ DEFINITION	INITIAL INTERVENTION	SECOND INTERVENTION	THIRD INTERVENTION
<p>Language Misuse/ Inappropriate Language</p> <p>The use of language which is socially offensive to peers and/or staff. Statements may include but are not limited to the use of profanity, curse words, and/or swearing.</p>			
<p>Cheating</p> <p>Any instance in which a student(s) acts dishonestly by attempting to get academic credit for an assignment, test, and/or examination by copying someone else's work and/or sharing answer keys.</p>			
<p>Plagiarism</p> <p>Any instance in which a student(s) turns in an assignment they did</p>			

<p>not complete and/or takes ideas, word for word text, transcriptions, and other information from a source without crediting the source.</p>			
<p>Lying</p> <p>Any instance in which a student(s) falsifies statements, purposely withholds information, and deliberately deceives a staff member.</p>			
<p>Forgery</p> <p>Any instance in which a student(s) signs and/or copies a document with the intent to deceive others.</p>			
<p>Littering</p> <p>Any instance in which a student(s) carelessly disposes of objects, items, and/or materials on school property without permission to do so in a manner to cause a nuisance and not in the proper location.</p>			

TIER 2: MODERATE INFRACTIONS

<p>BEHAVIOR/ DEFINITION</p>	<p>INITIAL INTERVENTION</p>	<p>SECOND INTERVENTION</p>	<p>THIRD INTERVENTION</p>
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<p>Abusive Language</p> <p>Inappropriate language which is repeatedly used to taunt, insult, or challenges another under circumstances in which such conduct may potentially provoke a response. This language may include but is not limited to the following: epithets, directed at an individual's race, color, ethnic identity, gender, religion, or sexual orientation.</p>			
<p>Intentional Destruction of School Property</p> <p>Any instance in which a student purposely breaks an object, uses an object to break other objects, rips objects or parts from walls, floors, or furniture.</p>			
<p>Damage to School Property</p> <p>Any instance in which a student causes physical harm to objects, furniture, walls, floors in such a manner to impair its value, usefulness, or normal function.</p>			
<p>Opposition/ Non-compliance</p>			

<p>Any instance in which a student intentionally refuses either directly or indirectly to comply with directives, follow through with directions, and/or defy staff.</p>			
<p>Disruption to the Classroom Environment Is defined as any occurrence in which the student responds to a situation in a manner that is disruptive to the learning environment. Disruptive behaviors may include but are not limited to the following: flopping to the ground, climbing furniture, jumping from one piece of furniture to another, flipping furniture, hiding under furniture, banging furniture, running around the classroom, and yelling/screaming,.</p>			
<p>Disrespect to Staff Any instance in which a student taunts, criticizes, name calls and/or uses language in such a way to put down/belittle a staff member.</p>			
<p>Disrespect to Peers Any instance in which a student taunts,</p>			

<p>criticizes, name calls and/or uses language in such a way to put down/belittle a peer.</p>			
<p>Spitting</p> <p>Any instance in which a student) ejects saliva forcibly from one's mouth as a gesture of contempt.</p>			
<p>Stealing/Theft</p> <p>Any instance in which a student(s) take another person's/school's property without permission or legal right and/or without the intention to return it.</p>			
<p>Threatening Words or Behavior</p> <p>Any instance in which a student make a statement with the intention to inflict pain, harm, injury, damage, or any other hostile act to a peer and/or staff member.</p>			