

Code of Student Conduct

<i>Code of Conduct</i> Page Number	Suggested Changes	Reason
14	Add language regarding musical instruments(large), football gear and oversized school projects	Reference items are part of the school authorized activities.
16	Eliminate grade correlation to discipline/class cutting.	Students grade should be only based on academic performance – not attendance or discipline
16	“Persistently “arriving late moves to level 2.	Level 1 already covered in the first bar.
16	Cutting = missing more than 20% of scheduled time. Define “persistent” to make it objective and consistent among all schools	
16	Disrespect – all start @ level 1 to try to restore, explain and help both parties describe how they feel.	
16	Split disrespect and insubordination	Disrespect= how I respond. Insubordination=failure to comply. Example- The teacher says give me your phone – student rolls eyes but gives phone = disrespect/Teacher says give me your phone and student says no=insubordination.

16	Differentiate between cutting class and truancy.	Truancy – unlawfully absent from school for a school day or portion of the day; or student leaves school unlawfully. Add “persistently” being absent from school or leaves school unlawfully
16	Can we remove “insubordination” disrespect? It is too subjective.	Can be addressed via disruption.
16	How does the 59% for class cutting equate to the escalated progression.	Either put the 59% on the sliding scale or balance those two on some level.
16	Class cutting: eliminate the consequence of marking no higher than 59%	If the progressive discipline is being applied, dual consequence to “fail” the student may result in further class cutting if the student will already be failed automatically.
16	Clearly define the following to reduce inconsistency in interpretation and application: persistently, repeatedly and chronically.	Across the county teachers and administrators, have varying tolerance levels that impact how the terms listed are interpreted.
16	Discipline – 2 nd one goes to level 4	Behavior may be severe enough to warrant out of school consequences
16	Disruption bottom 3 start at higher level – possible considerations 1 step, 2 step, 3 step	Repeated behavior should not start at level one
17	Change column 1 of dress code to new definition from policy	Consistency
17	Bullying/ Harassment begin at level 1 and go to level 5. Remove second arrow its redundant	Start with restorative facilitated practice including impairing targeted student to use clear language requesting cease of behavior.
17	Arrow start at level 1 and go to level 5 – remove second arrow	Progressive discipline
17	Bullying/sexual harassment /threat to adult- start with higher when repeated.	Escalated behavior requires escalated responses – not all level 1. Progressive issues.
17	Bullying and Harassment - air drop or distribute disruptive content using social media during the school day – level 3	1 st offense – Level 1 Persistent – Level 2+
17	Dress code: students may not wear excessively tight – omit words after tight	
18	Sexual activity should start at 1 and go to 5	
18	Threat to adult or student and/or extortion	Start at level 3

18	Sexual attack/threat to adult or student	Level 4-5 more severe than drugs, alcohol or inhalants as harm is to another person
18	Sexual attack should start at 4 and go to 5	
18	Threats: 2 nd arrow should start at level 3 3 rd arrow should start at level 4	Threats that are repeated should have progressively more aggressive responses
18	Sexual attack – begin with level 4 it's an assault	
18	Academic dishonesty	Why does it start halfway through level 1
	Difference between major and minor offenses	Possibly adding a number to staff that determines major offenses – how many minor equal major offense
19	Theft	Start at level 3
19	Destruction of property	Start at level 3
20	Tobacco	Look-alikes level 2 -using a lighter level 3
20	Tobacco	Level 2-5 should include administration
20	Fighting – adding self-defense	Reflect on kids motivation
20	Fighting – 2 people vs none?	
22	Remove the word" implement" for other weapons	
	Recess should be used as a privilege at least some of it	Saying F – you in math class – should not allow for recess one hour later
	Dress code policy – remove first sentence	What is suggestive? What is provocative? – too much room for subjectivity
	Remove #4	If #5 is in place that undergarments must not be visible at any time, then #4 wouldn't happen. Most girls wear a bra under there spaghetti strap shirt, thereby showing their undergarment.
	Definition of bullying should match definition given on bullying report form	Consistency
	Discipline matrix – levels of responses Level responses confusing w/ referrals	Need more elementary options We can move levels, but if we don't teach them the correct behavior – it wont change.

	Transportation Code of Conduct suggestions	
1	A readmit conference with parents and school officials –by phone or face to face	Add school or county officials Concerns with logistics how will this be scheduled?
Last pg. of transportation	Add “and other incidents” to gather information in case of emergency	Film could be used for reasons other than just emergencies.
6f	Changing” Considerate “	To “Spacing” Is an inappropriate bus riding activity