Promoting Positive Student Behavior
Grades 6-8

Student Expectations and Code of Conduct

October 17, 2017
Kerri Walsifer & Jennifer Gibbons
Positive School Climate = Optimal Academics + Social Growth
Questions to think about today...

1. Where we were...
2. Where we are now...
3. Where we are going...
Where we were...

- School Wide Expectations
- Implemented Year 1 of Responsive Classroom
- Board Policy as a guiding principal
- Traditional Mindset of Discipline
The “Journey” to get where we are today...

“True change requires a focus on creating school culture that supports academic, social, emotional, and character development of children.”

– Maurice Elias, Ph.D.
PBIS-RP Continuum of Supports

Tertiary Tier:
Individualized systems for students with high-risk behaviors

Secondary Tier:
More intensive support systems for students with at-risk behavior

Primary Tier
School & classroom systems for all students, staff, & settings

Most formal (reintegration into community/suspension alternative):
Formal Conferences, Mediation, Reintegration after Exclusion

More formal (relationship/community affirmation):
Small circles, Peer mediation, Teacher-student informal conferences

Informal (relationship/community building):
Primary Restorative Practices:
- Affective statements
- Affective questions
- Active listening
- Reframing
- Proactive Circles

~80% of students

Restorative Discipline

Positive Behavior Interventions and Supports

Jeffrey Sprague, Ph.D. APBS Webinar 2015
Why use a School-Wide System that includes PBIS and RtI?
Phase 1 - Planning with Staff

- Provided Professional Development
- Developed Volunteer Committee
  - Created Goals for the Committee
  - Researched and Discussed Best Practices in Developing a Positive Behavior Support System
  - Broke Down what the expectations to be “safe, responsible, respectful” means to staff at Rumson should mean
  - Formalized School Wide Expectation Chart
  - Created Code of Conduct
    - Determined interventions and restorative practices to pair with levels of infractions
Phase II Professional Development

- Review of Student Expectations & Code of Conduct 9-7&8
- How is it going?
- Review of Levels of Restorative Practices/Models Faculty Meeting 9-11
- Training on using Genesis for Tracking Student Discipline Date Faculty Meeting 9-25
- 6th, 7th & 8th Grade Parent Academy 10-17
- Review of Data on Student Discipline (Let us know by 10-20 what you need) Faculty Meeting 10-30
“Igniting Potential”
The Rumson School District ignites the potential of its learners by growing, inspiring, and cultivating personal excellence academically, socially and emotionally.

Created Student Expectations
Common Language, Vision & Experience
# Student Expectations

As responsible, respectful and ready Rumson students we...

<table>
<thead>
<tr>
<th>All</th>
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<tbody>
<tr>
<td>● Encourage others to cooperate with school expectations by being an upstander.</td>
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<tr>
<td>● Use appropriate language.</td>
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<tr>
<td>● Demonstrate kindness and tolerance toward others.</td>
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<tr>
<td>● Listen to and show respect for all adults.</td>
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<tr>
<td>● Practice habits to ignite our greatest potential through academic behaviors and social skills.</td>
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<table>
<thead>
<tr>
<th>Classroom</th>
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<tbody>
<tr>
<td>● Are on time and prepared.</td>
</tr>
<tr>
<td>● Follow directions as given.</td>
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<tr>
<td>● Respect the ideas and personal space of others.</td>
</tr>
<tr>
<td>● Honor one’s self and work, as well as the role of others, as speaker and listener.</td>
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<tr>
<td>● Take care of all classroom materials and bring only necessary items.</td>
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<table>
<thead>
<tr>
<th>Hallway</th>
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<tr>
<td>● Use quiet voices.</td>
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<tr>
<td>● Walk with a purpose on the right side of the hall.</td>
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<tr>
<td>● Maintain lockers.</td>
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<td>● Keep hands and feet to self.</td>
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<th>Cafeteria/Playground</th>
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<tr>
<td>● Clean up after ourselves.</td>
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<tr>
<td>● Care for our surroundings and materials; keep food items in Cafeteria.</td>
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<tr>
<td>● Follow dismissal and arrival procedures.</td>
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<td>● Use all equipment safely.</td>
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Practice, Practice, Practice

Day 2 of Morning Meeting - Today we will map out the Expectations in the **ALL and CLASSROOM category**. End your meeting with review of the meeting message.

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<td>● Encourage others to cooperate with school expectations by being</td>
<td>● Are on time and prepared.</td>
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<td>● Respect the ideas and personal space of others.</td>
</tr>
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<td>● Listen to and show respect for all adults.</td>
<td>● Honor one’s self and work, as well as the role of others, as speaker.</td>
</tr>
<tr>
<td>● Practice habits to ignite our greatest potential through academic</td>
<td>● Take care of all classroom materials and bring only necessary items.</td>
</tr>
<tr>
<td>and social skills.</td>
<td></td>
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Feels like: [Heart]
Looks like: [Eye]
Sounds like: [Ear]
Code of Conduct...

“It’s not fair.” “I didn’t do it.” “It’s always the same, I get the blame.”

“No one listens to me!”

Any of these comments sound familiar?
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<tr>
<td>Pattern of Tardy/Late to Same Class</td>
<td>Three (3) cumulative lates within a marking period</td>
<td>A5 C1</td>
<td>MO Referral: Refer to Level 1 Interventions &amp; Responses</td>
<td>Tardy Action Plan, Review AM process, Student administration or Counselor conference to review Action Plan</td>
<td>MO Referral: Refer to Level 2 Interventions &amp; Responses</td>
<td>Administrative Action, Parent conference Parent review action plan</td>
<td>MO Referral: Refer to Level 3/4 Interventions &amp; Responses</td>
<td>I &amp; RS Referral; AM Detention first to review Action Plan, what went well, what changes need to happen</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>Mean behavior or unkind actions that damage the relationship or social status of a person</td>
<td>A1 A2 A3 A4 A5 C3 C4 H1 H4</td>
<td>Classroom: Refer to Level 1 Interventions &amp; Responses</td>
<td>Warning, Reflect on natural consequences-how language use can impact learning</td>
<td>Classroom: Refer to Level 2 Interventions &amp; Responses</td>
<td>Warning, Reflect on natural consequences-Notification / Counselor Notification</td>
<td>School Based Counselor / MO: Refer to Level 3/4 Interventions &amp; Responses</td>
<td>Administrative Action, Social Skills Group; Parent conference/ Detention</td>
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</table>
What are we going to do to make things right?

Listen, Model, Teach and Practice
Catch them doing good...

- Praise and encouragement: Give more attention for good behavior and less for not-so-good behavior. Don’t make punishment a reward. Catch them being good with genuine respect and praise.

High fives go a long way!
Restorative Practices is building, enhancing and restoring relationships across school communities through positive changes in behavior.

“Restorative Practices keep students in school, learning, rather than removing them for suspension or expulsion…”
Restorative Practices

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Resolve conflict, hold individuals and groups accountable
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
Restorative Questions

What happened?

What were you thinking?

How have people been affected?

How can we make things better?
### LEVEL 1 BEHAVIOR

**Classroom Interventions and Responses:**
- Restate the Student Expectations
- Corrective Feedback
- Re-Teaching skills
- Student Teacher Conference
- Verbal prompt, redirection
- Increase teacher proximity

### LEVEL 2 BEHAVIOR

**Classroom Interventions and Responses:**
- Restate Student Expectations
- Positive and Corrective Feedback
- Student Teacher Conference
- Verbal prompt, redirection
- Increase teacher proximity
- Reteaching and rehearsal of skills or procedure
- Use of Restorative Questions
- Parent Teacher Conference
- Reset Pass
- Progress Monitoring

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**Levels of Possible Responses**
LEVEL 3 & 4 BEHAVIOR

Classroom and Support Team Interventions and Responses.

- Administrative Referral and/or more intensive services put into place with counselors.

Intensive Administrative Level and Support Team Interventions and Responses.

- May include removal from class, detention, parent conferences, in/out of school suspensions and supportive services.
- Behavioral Action Plan put into place and loss of school wide privileges.
What does all this mean for our students and staff...
Phase III Reflection

- Monitor Behavioral Infraction Data throughout the 17-18 School Year
- Reflect on any changes needed to Student Expectations and Code of Conduct
- Implement Student Expectations and Code of Conduct for grades 3-5 for the 2018-2019 School Year

We do not learn from experience... we learn from reflecting on experience.

- John Dewey
Student Teacher Relationship makes a HUGE difference .72 effect size possible

It’s relationships, not programs that change children ... Young people thrive when adults care about them on a one-to-one level, and when they have a sense of belonging to a caring community.
Questions or thoughts...