



STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

The Stratford Public Schools' mission is to support the growth of the whole student through a challenging and inspiring education, within a safe and inclusive environment. In order to achieve this mission, students take specific assessments designed to allow educators to learn more about each child's strengths and areas for growth academically and socially/emotionally.

NONDISCRIMINATION STATEMENT

The Stratford Board of Education does not discriminate on the basis of race, color, national origin, gender, age, sexual orientation, or disability/handicap in admission or access to or treatment of employment in its program or activities.

PHILOSOPHY

To support the growth of the whole student through a challenging and inspiring education within a safe and inclusive environment, we aim to provide our students with world-class educational opportunities to represent the Stratford community globally and become confident contributing members of society. With a focus on collaboration, we will continue to challenge and extend ideas around exceptional instructional practice, and we will celebrate a diverse student population filled with vivid hopes, dreams, and wishes for their futures. The SPS Student Code of Conduct is grounded in the learning philosophy that student discipline embodies teaching behavior and building skills rather than simply punishing outcomes. Through teaching these skills, our students will develop the SPS Portrait of a Graduate (POG) attributes- communicator, collaborator, lifelong learner, compassionate and engaged community member, and solution-driven problem solver.

DESCRIPTION

To embody our motto of *Include, Engage, and Inspire*, SPS recognizes our duty to ensure that students, families, and employees understand our expectations for behavior. The SPS Student Code of Conduct is a document designed to be used by all staff as an approach to developing social-emotional skills, promoting positive relationships, responding to equity and inclusion, teaching appropriate behaviors, and administering consequences. The SPS Student Code of Conduct can also be a tool to support our students through their most challenging moments; it offers a full array of interventions to redirect and teach students how to succeed. Every situation presents unique circumstances, contexts, and histories that must be contemplated and reflected upon in the decision-making process. In light of the individualized nature of behaviors, this Student Code of Conduct provides appropriate flexibility and discretion when working with all children.

The SPS Student Code of Conduct was written in accordance with the SPS Board of Education (BoE) policies.

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

CONNECTING TO SCHOOL CLIMATE AND CULTURE

Positive school culture benefits attendance, academic achievement, and student mental and physical well-being. Stratford Public Schools aims to maintain a collaborative and positive culture in schools to achieve these beneficial outcomes; therefore, we engage administrators, teachers, parents, students, and our community to help shape our culture and climate. Below is a list of agreed-upon responsibilities to help maintain our school's culture and climate.

Students' responsibilities include:

- To respect all members of the school community
- To maintain a positive school climate by being communicators, collaborators, life-long learners, compassionate and engaged community members, and solution-driven problem solvers with all community members.
- To understand and comply with all district and school rules and policies outlined in the Student Code of Conduct
- To behave in a manner that focuses on academic success, such as attending school daily, preparing for class, and completing class and homework assignments to the best of his/her/their ability
- To be responsible and accountable for following school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community.

Family and guardian responsibilities include:

- To maintain a positive school climate by being communicators, collaborators, life-long learners, compassionate and engaged community members, and solution-driven problem solvers with all community members.
- To read and become familiar with this Student Code of Conduct
- To recognize and understand that school staff must enforce school rules
- To make sure their child attends school regularly, on time and prepared, and to notify the school of absences
- To provide the school with accurate and current contact information
- To tell school staff about academic/behavioral concerns or complaints respectfully and in a timely manner
- To talk with their child about the behavior expected in school to foster academic success
- To respect other students' privacy rights

School Administration/ Staff responsibilities include:

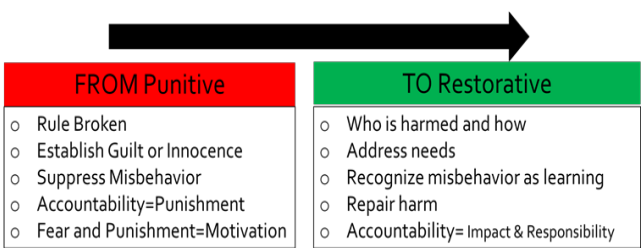
- To respect all members of the school community and treat everyone fairly
- To explicitly teach, re-teach, and model clear behavioral expectations to all students using positive reinforcement
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To identify and respond effectively to students' social, emotional, and/or behavioral

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

- health needs, including referring students for additional support when necessary
- To intervene early and de-escalate inappropriate behaviors
- To communicate proactively to parents/guardians as well as other school staff when assistance is needed to address academic or social/emotional needs/concerns
- To apply the Student Code of Conduct accurately and consistently, including providing students with opportunities to respond, notifying parents/guardians when disciplinary action is taken, and recording all disciplinary actions in PowerSchool

CONNECTING TO RESTORATIVE PRACTICES

In addition to aligning with our district philosophy that student discipline embodies teaching behavior and building skills rather than simply punishing outcomes, the SPS Student Code of Conduct applies Restorative Practice strategies. Through Restorative Practices, the expectation for SPS stakeholders and community members regarding student conduct is to apply the mindset and strategy of “offense to remedy” instead of traditional discipline practice. This refreshed mindset continually works to recognize the impact of our actions on our community, our ownership, and, most importantly, our commitment to restoration.

Stratford Public Schools RESTORATIVE PRACTICES REFERENCE GUIDE					
DEFINITION:	Restorative practices are a social science that studies building social capital and achieving social discipline through participatory learning and decision-making.				
WHY WE USE RESTORATIVE PRACTICES	- Building social discipline by putting relationships in the center - Viewing wrongdoing through a lens that focuses on repairing and restoring harm to make things “right” - Establishing a healthy environment both inside and outside the classroom using RULER strategies that will foster a strong student voice and create a positive school community				
Keys to Restorative Practices					
Social Discipline Window	Paradigm Shift				
 Adapted by Paul McCold and Ted Wachtel from Glaser, 1969	 <table border="1"> <thead> <tr> <th>FROM Punitive</th><th>TO Restorative</th></tr> </thead> <tbody> <tr> <td> - Rule Broken - Establish Guilt or Innocence - Suppress Misbehavior - Accountability=Punishment - Fear and Punishment=Motivation </td><td> - Who is harmed and how - Address needs - Recognize misbehavior as learning - Repair harm - Accountability= Impact & Responsibility </td></tr> </tbody> </table>	FROM Punitive	TO Restorative	- Rule Broken - Establish Guilt or Innocence - Suppress Misbehavior - Accountability=Punishment - Fear and Punishment=Motivation	- Who is harmed and how - Address needs - Recognize misbehavior as learning - Repair harm - Accountability= Impact & Responsibility
FROM Punitive	TO Restorative				
- Rule Broken - Establish Guilt or Innocence - Suppress Misbehavior - Accountability=Punishment - Fear and Punishment=Motivation	- Who is harmed and how - Address needs - Recognize misbehavior as learning - Repair harm - Accountability= Impact & Responsibility				
Restorative Practices Continuum					

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

- Core to building and maintaining relationships - Opportunities to express feelings - Work to understand how individuals can relate to one another "I" Statements	Informal Formal 
Using Affective Statements	
Examples of Statement Structures:	Examples of Affective Statements:
"I feel/am _____ (emotion) when/that you _____ (behavior) _____." "I feel/am _____ (emotion) when/that you _____ (behavior) _____ because (reason) ."	"I am impressed with your answer to the assignment." "I feel frustrated when you interrupt the class because I worked hard to prepare this activity."
Restorative Questions	
Questions for those affected by the wrongdoers: - What did you think when you realized what had happened? - What effect has this incident had on you and others? - What has been the hardest thing for you? - What needs to happen to make things right?	Questions for those affected by the wrongdoers: - What did you think when you realized what had happened? - What effect has this incident had on you and others? - What has been the hardest thing for you? - What needs to happen to make things right?
Restorative Circles	
Facilitating a CIRCLE: - Students pass the talking piece from person to person. - You are free to pass, but participants are always asked at the start to challenge themselves to engage in the conversation. - Passing the talking piece in a circle helps the shy students to speak up and the talkative students to listen more. - The circle structure helps with "equal seating" – make sure you can see everyone in the circle. Listening without judgment will work the best ... try to understand the speaker's position or their experiences on the discussion topic.	As a FACILITATOR – You don't need to solve the students' problems or address their concerns. - You CAN affirm the norms of the circle: - Make eye contact with the speaker - Share the airtime with your peers - There is no need to "respond" to one another - Only speak when you have the talking piece - Raise your hand if you would like the talking piece - Other parameters to begin with besides the above: - Do not speak out of turn or have side conversations - Avoid generalizations - Do not speak for others, use your own experiences - Welcome the silence if someone decides to pass - Always pass the talking piece around the circle again if someone wants to participate late - Strive for understanding – keep an open mind

Options for Restorative Practice

Restorative conference steps:

- If harm is confirmed, identify what the offender will do to resolve the problem.
- Provide educational components in collaboration with counselors, school social workers, or psychologists.
- Check in with the offended separately, post-meeting.
- Assess the need for additional resources for the offended and the offender.

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

- Log restoration action agreed on by all parties when it is complete in Powerschool.
- In cases involving a restorative process, follow up with both students post-incident and determine if a follow-up conference is needed. Provide needed resources and answer any questions the parents/ guardians may have.

Potential Options for Restorative:

- | | |
|---|-------------------------------------|
| ● Assigned Seating | ● Probation |
| ● Counseling | ● Written Agreement/ Contract |
| ● Rehabilitation | ● Community Service |
| ● Conflict Resolution/ Anger Management Support | ● Teacher Support / Office Help |
| ● Mediation | ● Letter of Apology |
| ● Program | ● Circle |
| ● Loss of Privilege | ● Deliver a speech |
| ● Writing Assignment | ● Contribute to a newspaper article |
| ● Clean Up | ● Reflection paper |

MAKING DISCIPLINARY DECISIONS

Before a consequence is assigned to a student, the following steps must be ensured by the teacher and administrator:

- Teachers must submit any disciplinary infraction through an internal electronic referral system that collects and reports data on disciplinary incidences.
- Teachers must notify the parent within 24 hours of the reported incident.
- When the school administration receives a disciplinary report and/or referral, they must conduct a thorough investigation following all due process requirements.
- When determining consequences for students' disruptive behavior, the following are important factors of consideration in ensuring that a disciplinary response is appropriate:
 - Age, health, and disability or special education status of the student;
 - Prior conduct and record of the behavior of the student;
 - Previous interventions with the student;
 - Student's willingness to repair the harm; and
 - The seriousness of the incident and the degree of harm caused.
- Administration must accurately assign incident codes according to the state definitions.
- Administration must notify the parents of any student involved in the report and/or investigation within 24 hours of receiving the disciplinary report or referral.
- Report any verified incident to PowerSchool within 24 hours.

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

STUDENTS WITH EXCEPTIONALITIES

In alignment with SPS BoE policy 5114.2 Suspension and Expulsion Policy and SPS BoE policy 5144.3 Discipline of Students with Disabilities, SPS staff must consider the student's IEP and/or 504 exceptionality before making a final decision for discipline.

- A student with exceptionalities may be suspended for up to ten school days in a school year. If the cumulative suspension days are ten or less, the district is not required to provide services.
- If a student with exceptionalities suspension is for more than ten school days a year, the school must convene a PPT or 504 team to conduct a manifestation determination.

Under federal and state guidelines, PPT or 504 teams are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed any time a student is suspended for more than ten days.

DUE PROCESS RIGHTS WITH RESPECT TO SUSPENSIONS AND EXPULSIONS

Listed below are the procedures that must be followed in cases of suspension and expulsions.

1. Parents/Guardians must be provided written notification any time their children are removed from the school for disciplinary reasons. Diligent efforts should also be made to contact parents/guardians by telephone.
2. Students are entitled to a due process conference with the principal and school staff when they are removed from the classroom or school for disciplinary reasons. Due process must occur before issuing a suspension and/or expulsion. If a student is being recommended for expulsion, the administration must notify the guardian of the decision.
3. Students are required access to classroom assignments and given full credit for assignments turned in upon their return from suspension.
4. Before a student returns to school from a suspension, the student must participate in a re-entry meeting with school administration/staff.

DISCIPLINE CODES AND DEFINITIONS

In alignment with Restorative Practices, SPS will provide opportunities for support, including but not limited to counseling, outreach, educational services, family support, and other support services to promote academic and behavioral success at the elementary level. Support delivery occurs in collaboration with students, teachers, administrators, and families.

Behaviors listed below would require an assigned consequence from the administration/ staff.

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

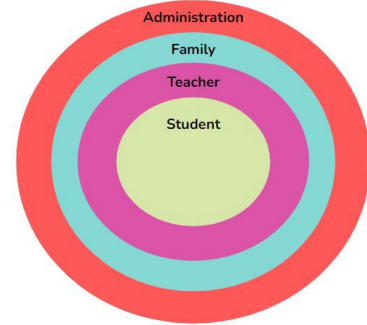
NonViolent Incidents	Serious Incidents
<u>Attendance</u> • Late to Class Tardiness *3632 • Leaving Classroom without Permission *3648 • Leaving School Grounds without Permission *3635 • Skipping Class *3631 <u>Attire</u> • Dress code Violation *3638 <u>Behavior</u> • Disruptive Behavior *3628 • Inappropriate Behavior *3627 • Insubordination/ Disrespect *3601 • Obscene Behavior *3620 • Obscene Gestures *3621 • Risk of Injury *3629 • Teasing *1814 • Throwing an Object *1730 • Throwing an Object (Serious) *3611 • Vaping on School Grounds *3802 • Possession of Vaping Paraphernalia *3838 • Opening School Doors (Safety Code) *3649 <u>Technology</u> • Violation of Cellphone Policy *3671 • Unauthorized use of computers *3670	<u>Bullying, Threats, and Harassment</u> • Bullying *1812 • Harassment (Non-Sexual) *1800 • Harassment (Sexual) *1900 • Threat/ Intimidation/ Verbal Harassment *1810 • Hazing *1813 • Racial Slurs *1811 • Hate Crimes *1811 • Sexual Offense *1920 The following identified behaviors are considered violent offenses and will result in an automatic administrative response of a <i>parent meeting and assigns a restorative option with up to 10 days Out of School Suspension - JRB Referral/ Arrest - Recommendation for expulsion.</i> • Arson *1100 • Battery Assault *1720 • Burglary/ Breaking and Entering *1400 • Bomb Threat/School Threat *2700 • Destruction of Personal Property *3510 • Pulling Fire Alarm *3650 • Fighting : ◦ Inciting a Fight/ Risk of Injury *1712 ◦ Fighting : No Physical Injury *1710 ◦ Fighting: Physical Injury *1700 ◦ Fighting : Verbal Only *1711 • Robbery *1420 • Theft/ Stealing *1410 • Vandalism *3500 • Weapons *3700

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

ASSIGNMENT OF CONSEQUENCES - ELEMENTARY

Consequences assigned to students may include the following:

- Parent communication home
- Office Time Out
- Lunch Detention
- Parent Meeting with Administration
- In school suspension
- Out of school suspension
- Restorative conferences
- Mentorships
- Referral to student and family resources



ASSIGNMENT OF CONSEQUENCES- SECONDARY

In alignment with Restorative Practices, SPS will provide opportunities of support, including but not limited to counseling, outreach, educational services, family support, and other support services to promote academic and behavioral success at the secondary level. The delivery of support occurs in collaboration with students, teachers, administrators, and families.

Attendance

Late to Class *3632	• 1st Incident - Teacher assigns restorative agreement with the student • 2nd Incident - Teacher contacts parent and assigns 15-minute after-school detention • 3rd Incident- Teacher sends office referral to administration
Leaving Classroom without Permission *3648	• 1st Incident - Teacher assigns restorative agreement with the student • 2nd Incident - Teacher contacts parent and assigns a 15 minute after school detention • 3rd Incident - Teacher sends office referral to administration
Leaving School Grounds without Permission *3635	Teacher sends an office referral to the administration of any instance of leaving school grounds without permission. Administrative response: • 1st Incident – Administrator contacts parent and assigns up to 1 day in-school suspension • 2nd Incident – Administrator schedules parent meeting and assigns restorative option with up to 3 days in-school suspension

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

	3rd Incident – Administrator schedules parent meeting and assigns restorative option with up to 10 days of out-of-school suspension
Skipping Class *3631	1st Incident - Teacher contacts parent and assigns 1-hour after-school detention with restorative agreement 2nd Incident - Teacher contacts parent for a parent meeting with counselor and assigns 1-hour detention with restorative agreement 3rd Incident - Teacher sends office referral to administration

Attire

Dress code Violation *3638	1st Incident - Teacher contacts school counselor for change of clothes and issues a warning 2nd Incident - Teacher sends office referral to administration 3rd Incident - Teacher sends office referral to administration
--------------------------------------	---

Behavior

Disruptive Behavior *3628	1st Incident - Teacher contacts parent and assigns a restorative option 2nd Incident - Teacher contacts parent, assigns a restorative option, and assigns 1-hour detention with restorative agreement 3rd Incident - Teacher sends office referral to Administration. Convene crisis intervention team
Inappropriate Behavior *3627	Teacher sends office referral to the administration of any instance of inappropriate behaviors. Administrator may assign up to three days in-school suspension with a parent conference and restorative options.
Insubordination/ Disrespect *3601	1st Incident - Teacher contacts parent and assigns a restorative option 2nd Incident - Teacher contacts parent, assigns a restorative option, and assigns 1-hour detention with restorative agreement 3rd Incident - Teacher sends office referral to administration

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

Obscene Behavior *3620	• 1st Incident - Teacher contacts parent and assigns a restorative option • 2nd Incident - Teacher contacts parent, assigns a restorative option, and assigns 1-hour detention with restorative agreement • 3rd Incident - Teacher sends office referral to administration
Obscene Gestures *3621	• 1st Incident - Teacher contacts parent and assigns a restorative option • 2nd Incident - Teacher contacts parent, assigns a restorative option, and assigns 1-hour detention with restorative agreement • 3rd Incident - Teacher sends office referral to administration
Risk of Injury *3629	Teacher sends an office referral to the administration of any instance of risk of injury. The administrator may assign up to three days of in-school suspension with a parent conference and restorative options.
Teasing *1814	• 1st Incident - Teacher contacts parent and assigns a restorative option • 2nd Incident - Teacher contacts parent and assigns a restorative option and assigns 1-hour detention with restorative agreement • 3rd Incident - Teacher sends office referral to administration and submits bullying investigation form
Throwing an Object *1730	• 1st Incident - Teacher contacts parent and assigns a restorative option • 2nd Incident - Teacher contacts parent, assigns a restorative option, and assigns 1-hour detention with restorative agreement • 3rd Incident - Teacher sends office referral to administration
Throwing an Object (Serious) *3611	Teacher sends an office referral to the administration of any instance of throwing an object. The administrator may assign up to three days of in-school suspension with a parent conference and restorative options.

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

Vaping on School Grounds *3802 Or Possession of Vaping Paraphernalia *3838	Teacher sends office referral to the administration of any instance of vaping. Administrative response: • 1st Incident – Hold a parent conference and require student participation in health education programs • 2nd Incident – Schedule a parent meeting, assign and review education programs and restorative option with 3-5 days in-school suspension • 3rd Incident – Administrator schedules parent meeting, reviews restorative options with up to 5 days out-of-school suspension
Opening School Doors (Safety Code Violation) *3649	Teacher sends an office referral to the administration of any instance of opening school doors Administrative response: • 1st Incident – Administrator contact parent and assigns up to 1 day in-school suspension • 2nd Incident – Administrator schedules parent meeting and assigns restorative option with up to 3 days in-school suspension • 3rd Incident – Administrator schedules parent meeting and assigns restorative option with up to 10 days of out-of-school suspension

Technology

Violation of Cellphone Policy *3671	• 1st Incident - Office Referral. Device is confiscated and held in the main office. Returned to student at the end of the school day. Parent/Guardian notified. Restorative reflection or conference may be assigned. • 2nd Incident - Office referral. Device is confiscated and held in the main office. Parent/Guardian must pick up the device. • 3rd Incident - Office referral. Device held until parent pick-up. Elementary: After-school Detention. Secondary: In-School Suspension up to 3 days. Student placed on a behavior monitoring contract, may include dropping phone off in main office each day. • 4th Incident - Office Referral. Device held until parent pick-up. Elementary: In-school suspension up to 3 days. Secondary: In-school suspension up to 5 days. Student placed on a behavior monitoring contract, may include dropping phone off in main office each day.
---	--

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

Unauthorized use of computers *3670	• 1st Incident - Teacher contacts parent and assigns a restorative option • 2nd Incident - Teacher contacts parent, reviews and revises restorative options and assigns 1-hour detention with restorative agreement • 3rd Incident - Teacher sends office referral to administration and 1 day in-school suspension
---	---

Bullying, Threats, and Harassment

Bullying *1812	Administrative response per policy and regulations • Referral to Title IX Coordinator for a full investigation. • Administrator schedules a parent meeting and assigns consequences following the school investigation. • Student may be subject to disciplinary consequences such as exclusion from school activities, restitution, suspension, and a referral for expulsion.
Harassment: Non-sexual *1800	
Harassment: Sexual *1900	
Threat/Intimidation/Verbal Harassment *1810	
Hazing *1813	Administrative response: • 1st Incident - Administrator contacts parent and assigns restorative option with up to three days in-school suspension, at administration discretion • 2nd Incident - Administrator schedules parent meeting and reviews and revises restorative option with up to 3 days of out-of-school suspension • 3rd Incident - Administrator schedules parent meeting and reviews restorative option with 5 days of out-of-school suspension

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

Racial Slurs *1811	Administrative response: • 1st Incident - Administrator schedules parent meeting and assigns restorative option with up to 3 days of in-school suspension, at administration discretion • 2nd Incident - Administrator schedules parent meeting and reviews and revises restorative option with 3 – 5 days of in-school suspension • 3rd Incident - Administrator schedules parent meeting and reviews restorative option with 5 days of out-of-school suspension and possible recommendation for expulsion
Hate Crimes *1811	Administrative response: • Administrator schedules parent meeting and assigns 5 days out-of-school suspension with recommendation for expulsion • Stratford Police Department referral
Sexual Offense *1920	Administrative response per policy and regulations • Referral to Title IX Coordinator for a full investigation. • Administrator schedules a parent meeting and assigns consequences following the school investigation. • Student may be subject to disciplinary consequences such as exclusion from school activities, restitution, suspension, and a referral for expulsion

The following identified behaviors are considered violent offenses and will result in an automatic administrative response:

- **Administrator schedules parent meeting and assigns restorative option with up to 10 days out-of-school suspension**
- **JRB Referral / Arrest**
- **Recommendation for expulsion**
 - Arson ***1100**
 - Battery Assault ***1720**
 - Bomb Threat/School Threat ***2700**
 - Burglary/ Breaking and Entering ***1400**
 - Destruction of Personal Property ***3510**
 - Pulling Fire Alarm ***3650**
 - Fighting:
 - Inciting a Fight/ Risk of Injury ***1712**
 - Fighting: No Physical Injury ***1710**
 - Fighting: Physical Injury ***1700**
 - Fighting: Verbal Only ***1711**
 - Robbery ***1420**
 - Theft/ Stealing ***1410**
 - Vandalism ***3500**
 - Weapons ***3700**

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT

REFERENCES

We would like to thank the references listed below for the inspiration that their plans and documents have provided in our effort to develop the SPS Student Code of Conduct.

To all our stakeholders, both named and unnamed in this acknowledgment, we offer our deepest appreciation, gratitude, and admiration for helping us move the Code of Conduct forward.

- SPS Administration
- SPS Student Focus Group
- SPS Teacher Focus Group
- SPS Parent Focus Group
- SPS BOE Focus Group
- School Climate Consultants
- Cooperative Educational Services
- Danbury Public School Code of Conduct
- East Hartford Public Schools Parent/Student Handbook

STRATFORD PUBLIC SCHOOLS (SPS) STUDENT CODE OF CONDUCT