

Jefferson County Public Schools Code of Conduct Work Session

Diversity, Equity, and Poverty

- John D. Marshall
- Jackie Wisman
- Dr. Cherie Edwards

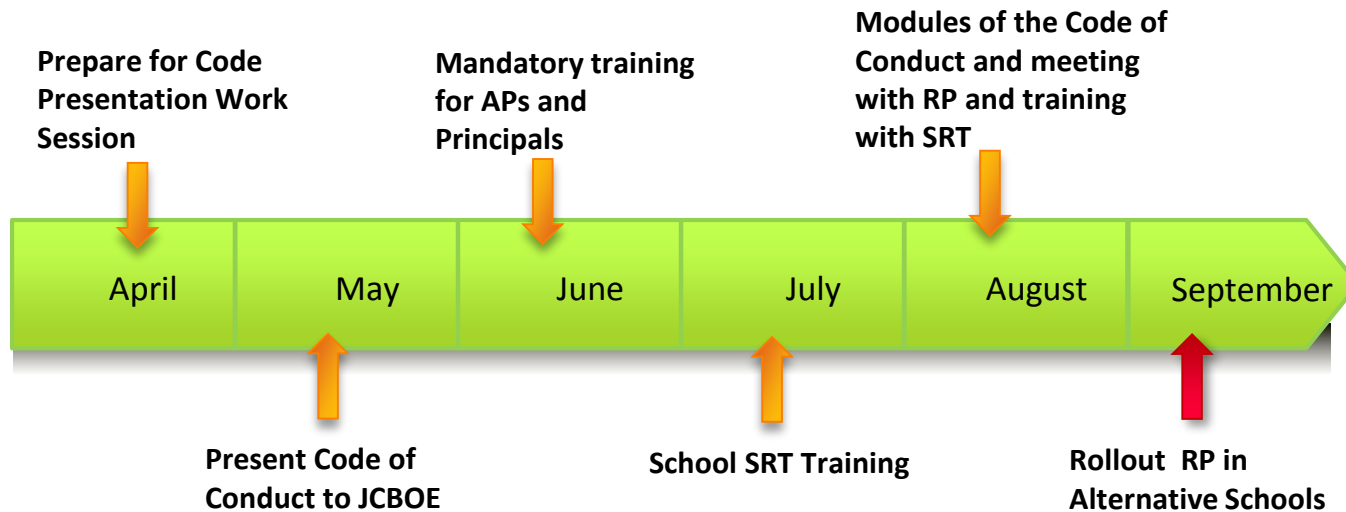


- Review the Code of Conduct
- Present plans for the implementation of training on the code of Conduct and Restorative Practice
- Share the proposed changes for the Code of Conduct

Non-Negotiables

- Safe Schools
- Implementation
- Monitoring with fidelity
- Using data check for culture and climate
- Provide on time professional Development
- Narrow the Variability of judgment
- Apply Restorative Practice

Code of Conduct Implementation



The training of the Code of Conduct will take 3-5 hours. 3 hours face to face and 2 hours of modules

Committee Members

Jackie Wisman, Chair
Director Safe & Drug-Free Schools

Dr. Sam Rich
Director Pupil Personnel

Linda Duncan
Board of Education Member

Hannah Shelton
Student

Angela Allen, Ronda Cosby, Joey Riddle, Buell Snyder
School Administrators

Jeanine Ross
JCTA Teacher Representative

Heather Wampler, Dreema Jackson,
Parent Representatives

Anthony Smith (Mayors Office), DeWayne Westmoreland (KYA)
Community Members

Rosemary Miller
General Counsel

Staff Support :
Jackie Muncy – JCPS Court Liaison
Theresa Edsell – Recorder/Editor
Kim Katzman – JCPS Materials Production

Goals/Revisions

Goal #1 – To provide every student with access to a safe, secure, and orderly school that is conducive to learning.

Goal #2 – To avoid loss of instructional time and prevent repeat behaviors.

Revisions:

- Military Recruiter Opt-Out Form
- Range of Corrective Strategies
- 1-3 Short-Term/Local School Suspensions
- 6-10 Board Suspensions
- Language changes “May”
- PBIS and Restorative Practice

Advisory Committee

* Cherie Dawson-Edwards, Ph.D.

Associate Professor – Department of Justice Administration
University of Louisville

Fernice Johnson
Clerk, Safe School Report

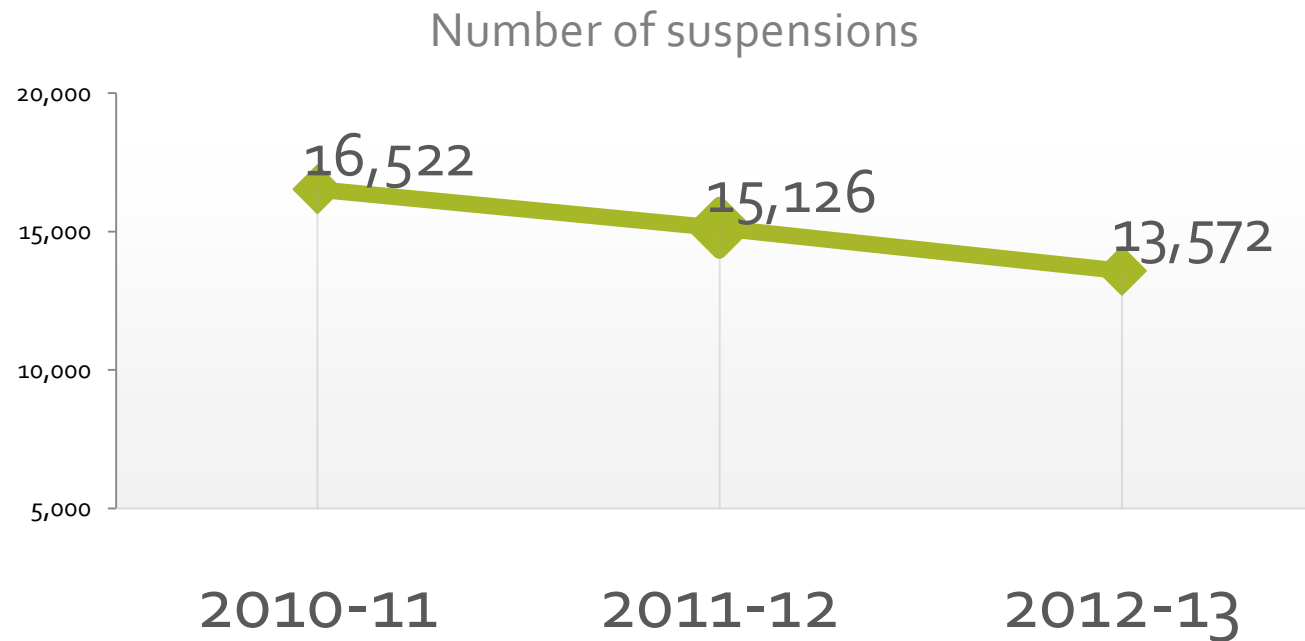
Jeff Koehl
Behavior Specialist

Terry Ray
ECE Director

Theresa Whitlow
JCPS SRT Coordinator

Dr. Judi Vanderhaar
Specialist, Planning & Program Evaluation

JCPS 3 Year Suspension Trend



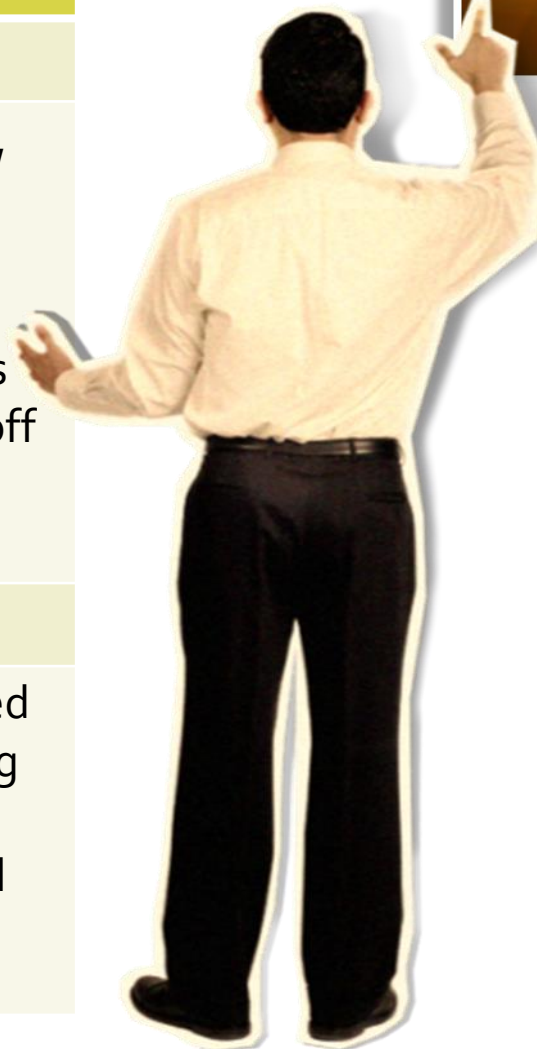
Source: 2010-11 JCPS Pupil Personnel suspension report, 2011-12 & 2012-13 JCPS; KDE report cards

What is Disruptive Behavior?

Examples of Disruptive Behavior Suspensions:

Lower Intensity	Higher Intensity
Elementary	
"Student was disrespectful and rude in class."	Student broke crayons, throwing pieces at classmates; cursing at other students; tipped desk over threw papers on floor; threw books off bookshelf."
Middle/High	
"Non-stop talking. Keeps minding the rooms business. Out of area; hollering out peek a boo"	"Students were involved in a argument, resulting in tables being pushed and chairs being kicked and thrown"

Variability of judgment makes it difficult to have a cohesive document.



What a student would miss on a 5 day suspension for disruptive behavior

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
English 72%	Read chapt. 1-2 Canterbury Tales	Write an Essay on social constructs	Discussion of Social Constructs	Group work/test prep	Test
Math 71%	Notes	Pg. 17 -19 polynomials	Polynomials		
Soc. Studies 78%	Watch President's Speech and compare it Lincoln's	Notes and Discuss	Notes	Quiz	Grade Quiz
Foreign Language 91%	Substitute	Conjugating	quiz	Oral quiz	Essay translation
Science 67%	Lab	Lab	Presentation	Gas and molecules	Experiment Design
Weight Lifting B					

Restorative Practices

Fundamental Unifying Hypothesis:

"Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them."

Restorative justice approaches are increasingly being applied in schools to deal with:

1. youth misbehavior,
2. rule violations and
3. improving school climate, both as individual program in schools as well as overall school district policy

(Karp and Breslin, 2001; Lewis, 2009; Kane et al. 2007; Morrison et al., 2005).

Traditional vs. Restorative

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability=Punishment	Accountability=understanding the impact and repairing harm.
Justice directed at the offender, the victim is ignored.	Offender, victim and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

Restorative Justice Typologies



Restorative Practices - JCPS

Where applicable, aspects of restorative practices may be used with students. Restorative practices are a set of responses that may supplement **or** substitute traditional corrective strategies. The goal of this strategy is to manage conflict among students by repairing harm and restoring relationships while building personal responsibility. A key component of this process is the involvement of individuals in decisions affecting them. Restorative responses seek to encourage students and the school community to resolve conflicts through expression, engagement and explanation. JCPS offers a graduated continuum of developmentally appropriate RP responses, which may be used at every stage of the existing range of corrective strategies for specified school behaviors.

Age appropriate practices

Developmental Considerations (Cavanaugh, 2007)	Age Appropriate RP Strategy/Outcome (Pavelka, 2013)	Suggested RP Model: (Bazemore & Umbreit, 2001; O'Brien, 2000, 2007, 2008)
Ages 5-6: <ul style="list-style-type: none"> • Understands feelings • Develops empathy • Learning about friendships 	Healing Dialogue	Restorative Communication Peer Mediation
Ages 7-9: <ul style="list-style-type: none"> • Understands belonging • Learns about trust, listening to others, honesty and respect 	Healing Dialogue	Restorative Communication Peer Mediation
Ages 10-11: <ul style="list-style-type: none"> • Can speak truthfully and respectfully • Can show diplomacy • Capable of displaying peacemaking skills 	Healing Dialogue/ Consensual Case Plan	Restorative Communication Peer Mediation Peer Accountability Boards
Ages 12-14: <ul style="list-style-type: none"> • Can distinguish the problem from the person • Capable of problem solving 	Healing Dialogue/ Consensual Case Plan	Restorative Communication Peer Mediation Peer Accountability Boards
Ages 15-17: <ul style="list-style-type: none"> • Can facilitate communication between and restore dialogue to both parties • Can negotiate removal of blame and punishment 	Healing Dialogue/ Consensual Case Plan	Restorative Communication Peer Mediation Peer Accountability Boards

Restorative Communication

Restorative communication consists of using affective statements between school officials and students in conflict. These statements are designed to uncover the harm done, repair and resolve the conflict in an informal manner. Restorative communication serves to de-escalate, prevent and resolve conflict.

Affective Questions:

- Can you explain what happened?
- How did it happen?
- What was the harm?
- How were you affected?
- How were they affected?
- How do you feel about what happened?
- What needs to happen to make things right?
- How are you doing now in relation to the event and its consequences?
- What were you looking for when you chose to act?
- What would you like to offer and to whom?

Restorative Peer Mediation

Peer mediation involves the student(s) in conflict as well as an adult facilitator and student mediators trained in problem solving and conflict resolution. These informal mediating sessions are conducted to manage conflict, humanize and repair the harm done.

Effectiveness:

There is evidence that implementing peer mediation programs can be associated with fewer fights, fewer referrals to the office, and a decreased rate of school suspension (Skiba & Peterson, 2000:

<http://www.indiana.edu/~safeschl/PeerMediation.pdf>

Restorative Peer Juries

Peer Accountability Boards involve trained student volunteers presiding over cases (i.e. minor delinquent acts or school offenses) where they make a determination of harm done, obligation and repair with those directly impacted by the action.

Effectiveness:

Peoria, Illinois:

When the peer jurors first began hearing cases, the Dean referred "low level" cases such as; electronic usage, disrespect to teacher, unexcused absences, etc.... By the end of the year the peer jurors were regularly hearing difficult and challenging cases such as; fighting, truancy, destruction of property and verbal threats.

In school RJ programs, such as peer juries and peacemaking circles, helped reduce school referrals to secure detention by 35%; including a 43% decrease in referrals

QUESTIONS



References

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