

SCHOOL CITY OF MISHAWAKA CODE OF CONDUCT



Introduction

School City of Mishawaka believes strongly in creating a positive school climate where students, parents/guardians, and all staff members work together in a collaborative environment to maintain an orderly and safe learning environment focused on teaching and continued learning. All students have a right to a disciplinary process that is consistent, fair and applied equitably. Our schools are the most successful and safest when all students, parents/guardians, and staff alike--collaborate, value and respect each other's roles in discipline practices.

SCM Philosophy of Discipline

School City of Mishawaka sets forth the expectation that all SCM schools will be learning environments that are conducive to learning. In addition to a student's home, schools are communities in which positive behavior is expected, modeled, and learned within an environment of mutual respect and self-worth.

SCM believes strongly that discipline is a developmental process, and effective school discipline should meet students' different behavioral and development needs. A continuum of instructional strategies and disciplinary responses supports ongoing teaching and learning, fosters positive behaviors, and reflects a restorative discipline philosophy. Restorative practices allow students opportunities to learn from their mistakes, reflect on their behavior and restore relationships that are disrupted by their conduct. Our school discipline practices are designed to engage students in the classroom so that all students can become college and career ready.

Consistent, firm and equitable application of disciplinary action is expected, and all students should be made aware of the consequences of misbehavior. However, school discipline should be administered in a way to keep students within their regular daily program. Suspensions and expulsions from school should only be used when necessary.

Student Conduct

All students need to be provided with expectations about how they should conduct themselves at all times at school. Teachers should directly engage students in the process of developing in class codes of conduct. This is an important opportunity for students to agree on expected behavior and how they will treat others and how they would like others to treat them during school.

SCM Staff Expectations

Caring teachers and staff members play an important role in building strong relationships with students, which assists students' connection to school and decreases the possibility of engaging in disruptive or distracting behavior at school. All teachers and staff members will develop their own personal ways in developing positive relationships with students. It has been proven that students who have a positive connection with an adult in their school are less likely to engage in disruptive behaviors in class, are absent from school less and in all likelihood remain in school and graduate.

Teachers/staff members will do the following:

- a) Maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender identity, or sex.
- b) Communicate and keep parents/guardians informed on classroom policies, expectations on behavior, student progress and classroom discipline in a language that they understand and become a partner with our schools.
- c) Attend work, be punctual, prepared and always respectful to students, staff and parents.
- d) Involve families, students, staff members and the community in the process of fostering positive behavior and student engagement.
- e) Ensure clear, developmentally and age-appropriate consequences are applied to misbehavior in a way that supports personal growth and learning opportunities for students.
- f) Include appropriate procedures for students with disabilities and due process for all students in our school system.
- g) Maintain a safe working environment where all students can learn and develop good habits.

Student Expectations

Students will do the following:

- a) Be familiar with and abide by all district policies, rules and regulations regarding student conduct.
- b) Always dress appropriately at school and follow all school expectations regarding code of conduct.
- c) Be a contributing member in maintaining a safe, supportive and orderly school environment at all times.
- d) Be respectful to teachers, other students, staff members and other school personnel in the school building.
- e) Attend school, regularly on time, perform assignments, strive for quality work, and be prepared to learn in their classroom each day.

- f) Participate in class and complete all assignments on time in order to assist in the learning process throughout the school year.
- g) Conduct themselves as positive representatives of the school district before, during and after school hours.

Parent/Guardian Expectations

Parents/guardians will do the following:

- a) Make sure their children attend school regularly and on time. Parents need to notify the school at all times when their children are absent or late to school.
- b) Recognize that the education of their child(ren) is a joint responsibility of the parents/guardians and school community.
- c) Work with building administrators and school staff by developing an open line of communication to address any academic or behavioral problems their children may be experiencing.
- d) Serve as role models for their children by knowing school rules and expectations as well as encouraging their children to do the same.
- e) Teach their children to maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender identity or sex.
- f) Stay involved in the educational process as a parent. Attend parent-teacher conferences, read school communications, and maintain up-to-date home, work and emergency numbers with the school office. Parent involvement is expected and appreciated.

Community Members/Volunteer Expectations

Community members/volunteers will do the following:

- a) Assist school administrators and teachers in strengthening school/community relations through participation.
- b) Complete all background checks and have them on file with the school system.
- c) Be willing to work as a student mentor, PTA member or assist schools throughout the school year in times of need.
- d) Use appropriate language and positive behavior at all times within our school building or while attending a school sponsored activity.
- e) Always be a good role model for students in regards to dress, being professional, respectful and punctual.
- f) Be an advocate for School City of Mishawaka, our students, teachers and families.



Disciplinary Responses

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Behavioral Intervention Plan (BIP)	Correcting inappropriate or disruptive student behavior through a formal plan designed by staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialist/Coach	Student is prompted by school staff to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker, or other adult who has a positive relationship with the student.
Classroom-based Responses	Prompting students to reflect on their behavior using classroom strategies such as cool off, teacher-student conference, reflection chair, redirection (e.g., role play), seat change, call home, loss of classroom privilege, or apology letter.
Conflict Resolution	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents/guardians, teachers, school staff, and/or administrator engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom or office before school, during lunch, during a free period, or after school, for a set period of time. Schools should strive to notify parents/guardians before students serve an after-school or before school detention.
Expulsion	<p>The exclusion of the student from the student's regular school program, with notice to the parent/guardian, which may occur only under the following circumstances:</p> <ol style="list-style-type: none">1. The superintendent of schools' designee has determined that the student's return to school prior to the completion of the expulsion period poses an imminent threat of serious harm to other students or staff;2. The superintendent of schools' designee limits the duration of the exclusion to the shortest period practicable; and3. The school system provides the excluded student with comparable educational services and behavioral support services to promote a successful return to the student's regular academic program.

Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)	A Functional Behavioral Assessment is a process that uses data to identify patterns in the student’s behavior and the purpose or function of the behavior. School staff should take proper steps to correct or manage that behavior. The information is used to develop a Behavioral Intervention Plan for the student. A Behavioral Intervention Plan offers positive behavioral interventions, strategies, and supports designed by school staff to reduce or extinguish the inappropriate or disruptive school behavior, and teach the student how to exhibit the appropriate school behaviors.
In-school Intervention	Removing a student within the school building for an abbreviated period of time from their regular education program. The student may need a cool off/regrouping period, a meeting with a counselor, social worker or administrator.
Manifestation Determination	<p>Purpose of this Manifestation Determination Hearing is to determine whether or not the student with a disability’s conduct in question was:</p> <ul style="list-style-type: none"> ● caused by, or had a direct and substantial relationship to the student’s disability: or ● the direct result of the school’s failure to implement the student’s IEP. <p>The case conference must occur within 10 days of any decision to change the student’s placement for violating a code of conduct.</p>
Mentoring Program	Pairing students with mentors (e.g., counselor, social worker, teacher, staff member, fellow student or community member) who help their behavioral, academic, and social emotional development.
Parent Outreach	Informing parents/guardians of their children’s behavior and in the context of discipline, seeking their help in correcting inappropriate or disruptive behavior.
Parent/Guardian and Student/Teacher Conference	Involving students, parents/guardians, teachers, school staff, and/or administrators in discussion about the student's behavior and potential solutions that address social, academic, and personal issues related to the behavior.
Recommend for Further Action	Recommending a student to a school administrator(s) for long-term suspension, expulsion, and/or contact with law enforcement.
Referral to Alternative Education	Recommending a student to a school administrator(s) for placement in an alternative education school, alternative education program, and/or alternative education placement.
Referral to Appropriate Substance Abuse Counseling Services	In consultation with principal or designee, referring students to services, both in and out of school, such as a local health department or a community-based service for counseling related to substance abuse.

Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including afterschool programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.
Referral to Health/Mental Health Services	In consultation with principal or designee, referring students to school-based or community-based health and mental health services for the purpose of providing counseling and assessment to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior that negatively affect academic success, and discuss goals and learn techniques that help them overcome personal challenges. These services may include anger management classes and formal or informal behavior coaching or skills training.
Referral to MTSS (Multi-Tiered Support System) Team	In consultation with principal or designee, bringing together a student support team that may include school counselors, teachers, principals, social workers, health services, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after implementation of the plan created by the student support team, the team may request a placement review for alternative placement, conducted by the school system.
Removal from Extracurricular Activities/Loss of Privileges	Revoking a student's privilege to participate in extracurricular activities, including sports and clubs, or revoking a student's privilege to participate in school events or activities, such as attending a field trip or participating in a school dance. If the behavior warrants this consequence, any monies paid by the students for the missed activity should be refunded, if possible.
Restitution	Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. Compensation may be made monetarily or by a student's assignment to a school work project, or both.
Restorative Practices	Restorative practices are used proactively to establish and maintain a positive school climate and establish a structured approach to teaching appropriate social skills. Restorative practices employ interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and to develop a plan for the student who caused the harm to heal and correct the situation.
Saturday School (MHS only)	Requesting a student to report to a designated area within the school building on Saturday morning from 8:00-12:00 due to inappropriate behavior. Students will be expected to bring work from their classes to complete. Administrators should notify parents/guardians before students serve Saturday School.

**School-based
or Community
Meeting**

Bringing together students, school staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions.

**Suspension
(In-school)**

Students may be assigned to In-School Suspension (ISS) based on significant or habitual violations of the Rules for Student Conduct, but the student is still afforded the opportunity to continue to:

- appropriately progress in the general education curriculum;
- receive the special education and related services specified in the student's Individualized Education Program (IEP);
- receive instruction commensurate with the program afforded to the student in the general education classroom; and
- participate with peers as they would in their current education program to the maximum extent appropriate.

Students assigned to ISS receive credit for school attendance and completed class work. The usual assignment of days of ISS is from 1-5 days, but additional days/time may be assigned by not completing assigned schoolwork or continued misconduct.

**Suspension
(Out-of-School)**

The removal of a student from school for a time period between 1 and 10 school days for disciplinary reasons by the principal, with notice to the parent/guardian. Removal of a student for any part of a day constitutes a day of removal. A change in placement occurs when a student with a disability has been removed for more than 10 consecutive or cumulative days in the same year. A Manifestation Determination Hearing will be conducted within ten instructional days.

**Wednesday School
(MHS only)**

Requesting a student to report to a designated area after school on Wednesday from 3:20-5:20 due to inappropriate or disruptive behavior. Students will be expected to bring work from their classes to work on during this time. Schools should strive to notify parents/guardians before students serve.



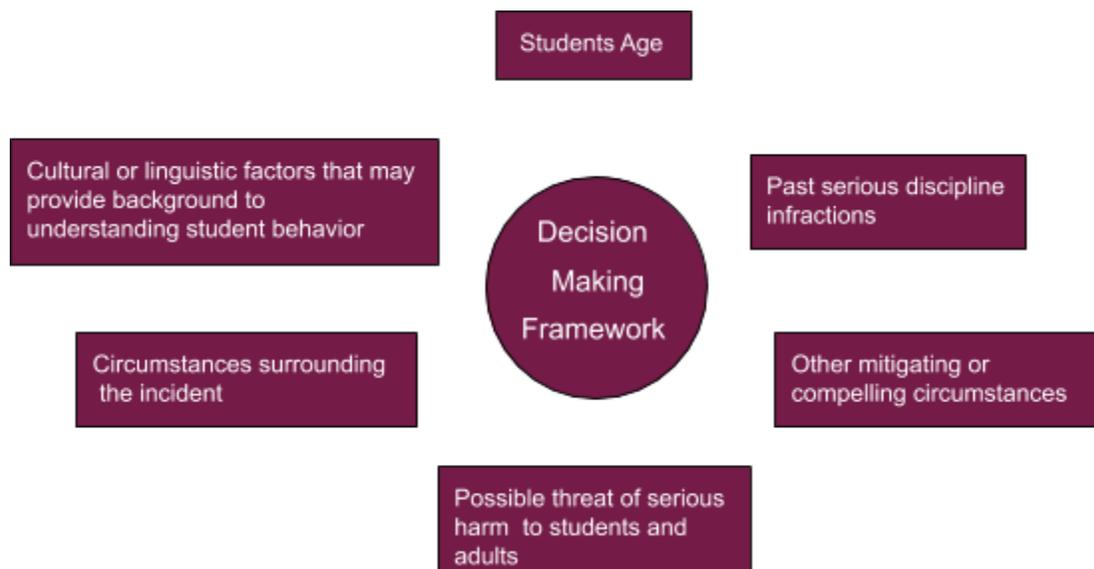
Factors Impacting Discipline Decision

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Decision Making Framework

SCM staff will make all disciplinary determinations using developmentally age appropriate criteria, warranting that the consequences applied are proportional and consistent. In evaluating the circumstances, all school staff members should review the “Levels of Interventions and Responses” with attention to the examples provided and acknowledge the following standard relating to the discipline of students.

1. The student’s age.
2. Past serious discipline infractions (including prior misconduct, and the number of times the misconduct has occurred).
3. Other mitigating or compelling circumstances (student may be receiving special education related services through an IEP or has a disability).
4. Possible threat of serious harm to students and adults.
5. The circumstances surrounding the incident.
6. Cultural or linguistic factors that may provide background to understanding student behavior.





Disruptive Behaviors: Levels of Responses

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Disruptive Behaviors: **Levels** of Interventions & Responses

When students act inappropriately, school staff and administrators need to respond reasonably and as consistently as possible. School City of Mishawaka describes four levels of responses to inappropriate and disruptive behaviors. Every inappropriate and disruptive behavior is designated to one or more levels of intervention and responses. All building administrators and staff members should only use the levels recommended for each student behavior.

If the inappropriate/disruptive behavior is assigned to two or more levels, then, when possible, the lowest level of disciplinary response should be used first. For example, if a student refuses to follow teacher directions, which falls into both Level 1 and Level 2, school administrators and staff should first use intervention strategies from Level 1 before advancing to Level 2, if necessary.

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVEL 1

1. Unexcused tardiness to school and/or class
2. Vulgar or offensive language or obscene hand gesture
3. Wearing clothing or displaying symbols that promote illegal activity or will interfere with the educational process
4. Disruptive behavior in the classroom, on school property or at a school sponsored activity
5. Littering
6. Loitering
7. Causing minor damage to school property or to the classroom.
8. Inappropriate affectionate behavior in a public place
9. Academic Dishonesty (1st offense)
10. Motor Vehicle Violation
11. Failure to wear the district issued ID badge appropriately (Middle School/High School)
12. The wrongful use of electronic devices that causes classroom disturbance (audio, text, photo), that impacts student/staff safety, or interferes with the learning process.
13. Failure to follow classroom/school rules or procedures

Examples of Classroom Interventions/Responses

Interventions are intended to teach ways to correct behavior so students can learn and establish safe and respectful behavior at school. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these responses in a graduated fashion, when age appropriate.

- Develop relationships with students
- Contact parent/guardian
- Daily progress sheet on behavior
- Verbal warning (reprimand)
- In-class cool-off/timeout
- Loss of classroom privileges
- Seat change
- Parent/student/teacher conference or Team Meeting
- Administrator conference
- Detention

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVEL 2

1. Insubordinate absences and/or unexcused excessive tardies from class or school, provided that students will not be suspended out of school.
2. Forgery
3. Defiance
4. Disrespect to students, teachers, staff and school administrators (verbally)
5. Misuse of school property
6. Confrontation involving physical contact (Pushing/shoving/kicking)
7. Not bringing materials to class repeatedly
8. Failure to report to the office
9. Throwing food in the cafeteria
10. Use & possession of tobacco, nicotine or paraphernalia (such as, but not limited to cigarettes, electronic vaping devices or other nicotine delivery systems), lighters, matches and other devices on school property or during a school sponsored event.
11. Eloping/AWOL (1st offense)
12. Technology or electronic device infraction
13. Defacing ID badge (Middle School and High School)
14. Continuing to repeat Level 1 behaviors after corrective measures

Examples of Administrative Interventions/Responses

Level 2 interventions can involve the school administration and should always focus on correct behavior by stressing the seriousness of the behavior while keeping the student in school whenever possible. Staff should use these responses in a graduated pattern.

- Reprimand by appropriate administrator
- Contact parent/guardian
- Parent/Guardian conference
- Detention(s)
- Conflict resolution
- Mentoring
- Revision of IEP (for students with disabilities)
- Restorative practices
- Wednesday School (High school)
- In-School Suspension (1-3 days)
- Restitution
- Out of School Suspension
- Referral to CASIE Center's Truancy Program
- Referral to St. Joseph Probate Court Truancy Program

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVEL 3

1. Gambling
2. Missing assigned detention (repeatedly)
3. Defiant (repeatedly challenging authority and/or habitual offender)
4. Refusing to work and/or completing assignments in class (repeatedly)
5. Foul or offensive language used in a confrontational manner
6. Insubordination (purposefully refusing to follow a request of a staff member)
7. Missing Wednesday School (high school)
8. Confrontation involving physical contact (fighting)
9. Use of electronic devices and/or social media that causes a disturbance (Example: videotaping confrontational situations)
10. Eloping or AWOL (Habitual)
11. Behavior that interferes with operation of transpo or school bus safety
12. Verbal Confrontation (threatening)
13. Inappropriate sexual behavior on school property or at a school activity
14. Refusing to serve consequences
15. Validated student to staff and/or student to student threat (age appropriate/severity)
16. Continuing or repeating Level 2 behaviors after corrective measures

Examples of Administrative Interventions and Responses

These interventions should involve school administrators because the interventions may involve short term removal from the school environment due to the severity of the behavior. It is imperative to address/correct student behavior before suspending a student out of school.

- Parent/Guardian Conference
- Discuss community mental health needs/resources/referral with parents/guardian
- Referral to Committee on Special Education (Case Conference)
- Wednesday School
- In-School Suspension
- Referral to Student Support Team (MTSS/RTI/Grade Level and/or Hallway Teams)
- Develop Functional Behavior Assessment and Behavioral Intervention Plan
- Behavior Contract
- Saturday School (high school)
- Out of School Suspension (1-5 days)

