



Resilient Kids, Safer Schools

Updated Citywide Behavioral Expectations to
Support Student Learning (Discipline Code)

Presentation for Parents/Guardians

Office of Safety and Youth Development
September 2019

Resilient Kids, Safer Schools

Expansion of Social-Emotional Learning and Restorative Justice Across All City Schools



Curriculum

Partnership with Sanford Harmony program to expand social-emotional learning support to all NYC elementary schools.

Early Intervention

NYCDOE borough-based clinical responder team, with 85 clinical social workers to provide earlier intervention for students in need.

Restorative Justice

Expand Restorative Justice and the UFT's Positive Learning Collaborative (PLC) in middle and high schools and significant decrease in outdated, disproportionate punitive modes of controlling behavior.

Discipline Code

Realign the range of disciplinary responses to include less severe responses for some behavioral infraction codes. These changes will limit suspensions to fewer than 20 days in most cases, except in the case of violent acts or where required by federal law, and include updates to supports, interventions, and other clarifications.

NYPD Partnership

New vision for safety which prioritizes upholding the dignity of each of our students by reducing the use of in-school arrests for low level offenses and incidents that occur off school premises, increasing training of NYPD officers, and increasing collaboration between NYPD and school principals.

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- NYCDOE is committed to ensuring our schools are safe and orderly environments in which teaching and learning take place each day
- A safe and supportive school depends upon the efforts of all members of the school community to treat one another with mutual respect
- All members of the school community – students, staff and parents, must know and understand the behavioral expectations which all students are expected to live up to and consequences if these expectations are not met.

Creating and ensuring a safe, respectful, supportive learning environment for all is a shared goal of parents, teachers, school staff and administration

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- Purpose:
 - Provide clear behavioral expectations to which students are held accountable
 - Provide clear standards of behavior that ensure consistency and equitable treatment for all students
 - View behavioral incidents as an opportunity for student growth and learning supported by guidance interventions

The Discipline Code is reviewed annually and updated as needed

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- Design:
 - Developmentally appropriate
 - K-5 and 6-12 versions
 - Range of interventions and disciplinary responses
 - Bill of Student Rights and Responsibilities

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- Progressive Discipline
 - Understanding discipline as a **“teachable moment”** is fundamental to a positive approach to discipline
 - Progressive discipline uses **incremental interventions**, whenever possible, to address inappropriate behavior, with the ultimate goal of teaching pro-social behavior
 - **Disciplinary responses** are coupled, when appropriate with **support interventions**

*Progressive discipline seeks concurrent accountability **and** behavioral change*

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:
 - Understand why the behavior is unacceptable and the harm it has caused
 - Understand what they could have done differently in the same situation
 - Take responsibility for their actions
 - Be given the opportunity to learn pro-social strategies and skills to use in the future

Goal: Prevent the recurrence of negative behavior by helping students learn from their mistakes

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- Important Considerations:
 - Age and maturity of students involved
 - Prior disciplinary record (including nature of prior misconduct, number of prior instances of misconduct and the disciplinary and intervention measures applied for each)
 - Nature, severity and scope of the behavior
 - Circumstances/context in which the conduct occurred
 - Frequency, duration and intensity of the behavior
 - Number of persons involved in the behavior
 - Student's Individualized Educational Plan (IEP), Behavioral Intervention Plan (BIP) and 504 Accommodation Plan, if applicable

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- Support Interventions

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| ➤ Parent Outreach | ➤ Referral to Pupil Personnel Team |
| ➤ Intervention by Counseling Staff | ➤ Community Service (with parental consent) |
| ➤ Guidance Conference | ➤ Referral to Community Based Organization |
| ➤ Restorative Practices | ➤ Referral to Substance Abuse Counseling |
| ➤ Individual/Group Counseling | ➤ Referral to Counseling Services for Youth Relationship Abuse |
| ➤ Peer Mediation | ➤ Functional Behavioral Assessment/Behavioral Intervention Plan |
| ➤ Conflict Resolution | ➤ Individual Behavioral Contract |
| ➤ Short – term Behavioral Progress Reports | |

Citywide Behavioral Expectations to Support Student Learning – the Discipline Code

- Summary of Updates to Discipline Code – effective Sept 2019
 - More options for disciplinary responses, supports and interventions
 - Minimize interruption of academic instruction due to suspensions
 - Superintendent suspension not to exceed 20 days except in cases that involve serious or violent incidents, or those required by law
 - Align discipline code to existing policy – update Bill of Students Rights and Responsibilities to include student’s right to be addressed by name and pronoun corresponding to gender identity and use of bathroom and locker rooms in accordance with gender identity.
 - Update bullying information to clarify that bullying may be a single incident and provide additional information regarding reporting of incidents.