



FPS Approach to Students Behavior

OVERVIEW



- Proactive Approaches
- Tiered Systems of Behavioral Support
- Investigatory Procedures
- Responses
- Our Evolution in Student Discipline
- Key Findings
- Record Keeping
- Recommendations Moving Forward

FOUNDATIONAL PRINCIPLES

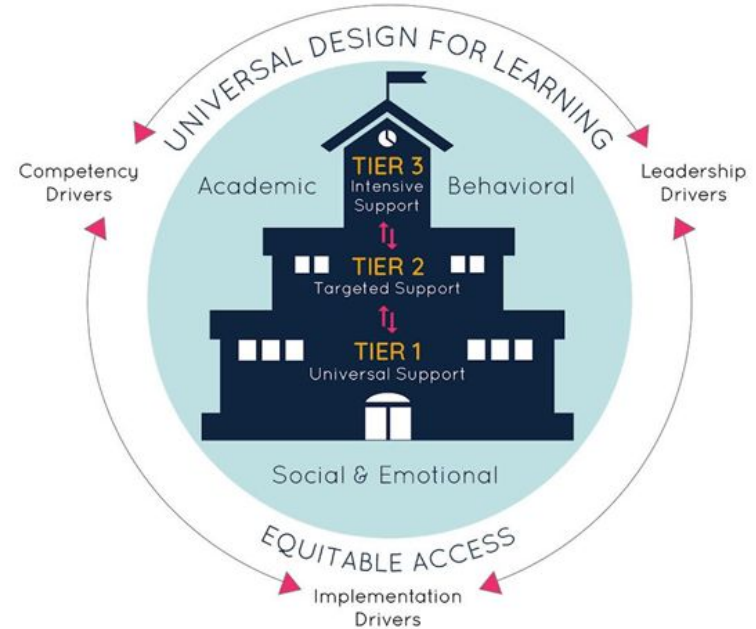
1. Provide a safe learning environment for all members
2. Incorporate the theme of respect in classrooms through curriculum and school activities with the support of the school/district-based teams and our community.
3. Promote a growth mindset when mistakes are made. We aim to support students as they learn from their mistakes and provide structure for them to make things right.



- ★ Confident & Self-Aware Individuals
- ★ Empathetic and Productive Citizens

DEVELOPING A SYSTEM OF BEHAVIORAL SUPPORT

- Spring 2020 – AP PLC (*Shifting Gears*)
- Summer 2020 – Reframed our Code of Conduct to become Code of Character, Conduct, and Support
 - Describes specific positive behaviors alongside behaviors that are not acceptable in the school community.
- Fall 2021 – Began tiering behaviors and matching them with responses



TIER 1: PROACTIVE APPROACHES FOR ALL STUDENTS



- Whole-Group Meetings
 - Advisory, Morning Meeting, Team Time, Connections
 - Student Handbook Assemblies
- In Classrooms
 - Class Meetings
 - Social-Emotional Learning Routines

Focus on setting clear expectations for a respectful school environment

Focused on establishing a positive learning environment

TIER 1: RESPONSES TO BEHAVIORS

Sample Behaviors

- Does not comply with classroom rules, norms, and procedures
- Does not respond to school staff directions, questions, or requests
- Makes excessive, distracting, or disruptive movements or noises
- Does not work cooperatively in small and large groups
- Initiates or joins in “sidebar” conversations, interrupting, blurting out, and talking out of turn
- Occasional incidents of arguing, refusal, or back talk

Managed by the teacher

- Responses may include:
 - Student Conference
 - Warning
 - Phone call/Email home
 - Teacher Detention
 - Reflective/Restorative Component

TIER II: RESPONSES TO BEHAVIORS



Sample Behaviors

- Persistent Tier I behavior
- Verbal aggression towards staff or students: Name calling, profanity, insults, offensive language, or threatening gestures
- Unsafe explosive outburst or rage
- Disrespectful behavior
- Non-compliance to reasonable requests
- Potential safety concerns

Office referral to Administrator

- Responses may include:
 - Student Conference
 - Student Support Team referral
 - Phone call/Email home
 - Parent/Guardian Meeting
 - Office Detention/Reflection
 - In-school Suspension
 - Reflective/Restorative Component

TIER III: RESPONSES TO BEHAVIORS



Sample Behaviors

- Persistent Tier II behavior
- Safety Concerns
- Bullying and Harassment
- Excessive violence and more serious behavior

May include multiple responses of the following:

- Investigation
- Student Support Team referral
- Phone call home
- Parent/Guardian Meeting
- Office Detention(s)/Reflection
- Reflective/Restorative Component
- Referral to School Counselor
- In-school Suspension
- Short-term/Long-term Out-of-School Suspension
- Education/Training
- Consult with SRO (if criminal)

INVESTIGATIONS

1

Promptly respond to reported incident
Provide supportive measures
Contact parents/guardians
Consider all available information including the nature of the allegation(s) and the ages of the students involved

2

Preserve evidence (e.g. emails, text messages, social media posts, documents, etc.) pertinent to the allegations.

- When appropriate consult central office administration, school resource officers, and/or legal counsel about the investigation.

3

Examine the initial claim and develop investigation strategy based on information available at the time.

- Conduct separate interviews with alleged witnesses, target(s), aggressor(s), staff, student, and adult witness(es), and others pertinent to the allegation as necessary

4

Interviews may be conducted by the administrators along with others staff members as determined by the principal and in consultation with the school counselor if this makes the victim more comfortable

5

Remind all parties of the importance of the investigation, their obligation to be truthful, and that retaliation against someone involved in an incident is strictly prohibited and may result in disciplinary action

6

Review the facts/evidence gathered throughout the investigation. Reference school code of conduct, school handbooks, and District Policy and relevant state and federal laws.

7

Determination

Make a determination considering if there is sufficient evidence to substantiate the claim.

8

Notifications

- Share results of the investigation within the confines of student privacy laws
- If there is a finding determine what actions are being taken to prevent further incidents

CONSIDERATIONS WHEN ADDRESSING INCIDENTS



Due Process Rights

Students are provided a hearing with opportunity to dispute charges and explain circumstances and opportunity to share mitigating factors prior to short term/long term suspension

Confidentiality

Legal requirements regarding the confidentiality of student records administrator cannot report specific information to the target's parent/guardian about the disciplinary action taken unless it involves a "stay away" order or other directives that the target must be aware of in order to report violations.

Restorative Justice

Holistic approach to discipline balancing the use of suspension and other punitive measures that remove students from instruction with opportunities for learning, growth and repair.

EVOLUTION OF STUDENT DISCIPLINE



In the past

Handbooks list
a series of
violations

July 2014

MGL CMR 603 55.03

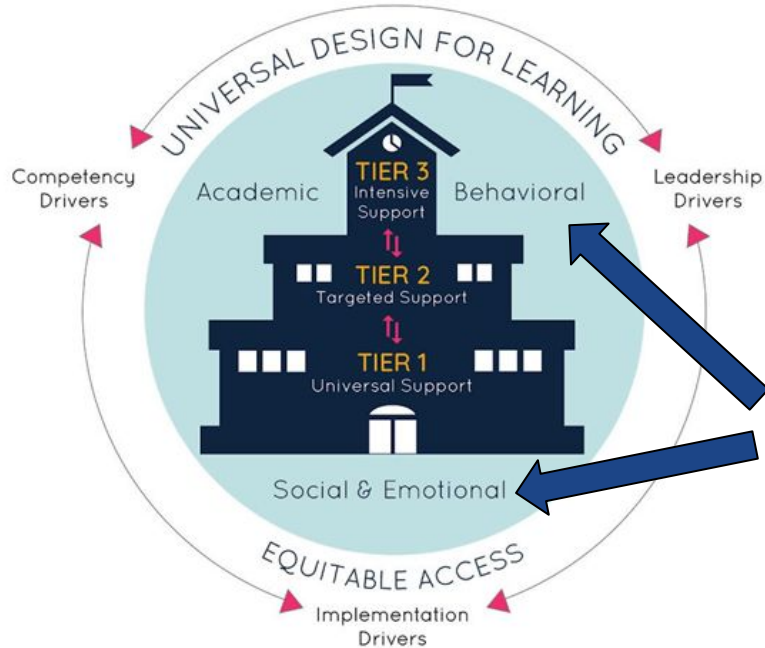
In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

2015

Massachusetts' DESE [State Advisory on Student Discipline under Chapter 222 of the Acts of 2012](#)

“...limit the use of long-term suspension as a consequence of student misconduct except under very limited situations.”

TRACKING AND MONITORING



Tier III (suspendable offenses)

- K-12 – Aspen

Tier II

- 9-12 – Aspen
- K-8 – School-based tracking systems

Tier I (Proactive)

- Attendance sheets/Completion of mandatory trainings

Tier I (Responses)

- Locally kept teacher notes

BEHAVIORAL TRENDS



AREAS OF FOCUS



K-12

- Continue development of tiered system of behavior response
- Incorporate findings from Equity Audit as related to student discipline
- Analyze student data to prioritize areas of focus

K-8

- Further align school-based practices internal tracking systems to become level-based
- Leverage Student Advisory to educator all student on Bullying, Harassment, and Discrimination (Second Step/Responsive Classroom Resources)

AREAS OF FOCUS



Staff Training

- Provide annual Bullying, Harassment and Discrimination Training incorporating updates to policies
 - All Staff, New Teacher Orientation, etc.
- Share Bullying Intervention Plan
 - Seek stakeholder feedback
 - Publish to website along with other grievance procedure when finalized