

Student Health and Safety Committee
Thursday, March 2, 2023 4:30 PM
Derby Middle School Cafetorium
73 Chatfield Street or via ZOOM
<https://us02web.zoom.us/j/87331295264>

Meeting ID: 873 3129 5264

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Meeting ID: 873 3129 5264

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1. Call to Order

Speaker(s): Mr. Gildea

1.A. Opening Ceremonies

Speaker(s): Mr. Gildea

1.B. Roll Call

Speaker(s): Mr. Gildea

1.C. Additions/Deletions to the Agenda

Speaker(s): Mr. Gildea

2. Public Participation

Speaker(s): Mr. Gildea

3. Approval of Minutes

Speaker(s): Mr. Gildea

4. Elementary School Discipline Matrix and Action Plans

Speaker(s): Mr. Gildea, Dr. Ciccarini, Mrs. Misset

5. Adjourn

Speaker(s): Mr. Gildea

Student Health and Safety Committee

January 5, 2023

CALL TO ORDER

Mr. Gildea: Good evening everyone.

ROLL CALL

Present: Mr. Gildea, Mr. Foley, Ms. Cannata.

Absent: Mrs. Caruso

Representing the Administration: Dr. Matthew J. Conway, Jr., Superintendent of Schools, Mrs. Olson, Principal, Derby High School

Meeting opened at 4:30

The group held a discussion on the discipline w/age matrix. Here were the recommendations.

Based upon the Committee and Administration discussion, the following changes will be recommended:

- Level 1 Dress Code Violation- Policy Committee to work with student group to update Dress Code Policy
- Level 3 Offense – Bullying – move from a Level 3 to a Level 4 offense
- Level 3 Offense – Smoking (including e- cigarettes and vaporizers) – move from a Level 3 to a Level 4 offense
- Level 4 Offense – Arson – add “unwanted burning” for further clarification – Previous offense was listed as “Arson” and new terminology will be “Arson and unwanted burning”
- Level 4 Offense – Assault – change consequences from OSS to Expulsion hearing
- Level 4 Offense – New addition- Unauthorized electronic recording of students and / or staff members with similar consequences list as other level 4 offenses

Adjourn:

Motion to adjourn the Student Health and Safety Committee meeting made by Mr. Foley, Second by Ms. Cannata. All in favor, Motion Carried. Meeting Adjourned at 5:30 p.m.

Mr. Gildea	Yes
Ms. Cannata	Yes
Mrs. Caruso	Absent
Mr. Foley	Yes

Analysis of the Elementary Behavioral Expectation Chart

Staff Feedback, Questions to Consider & Next Steps

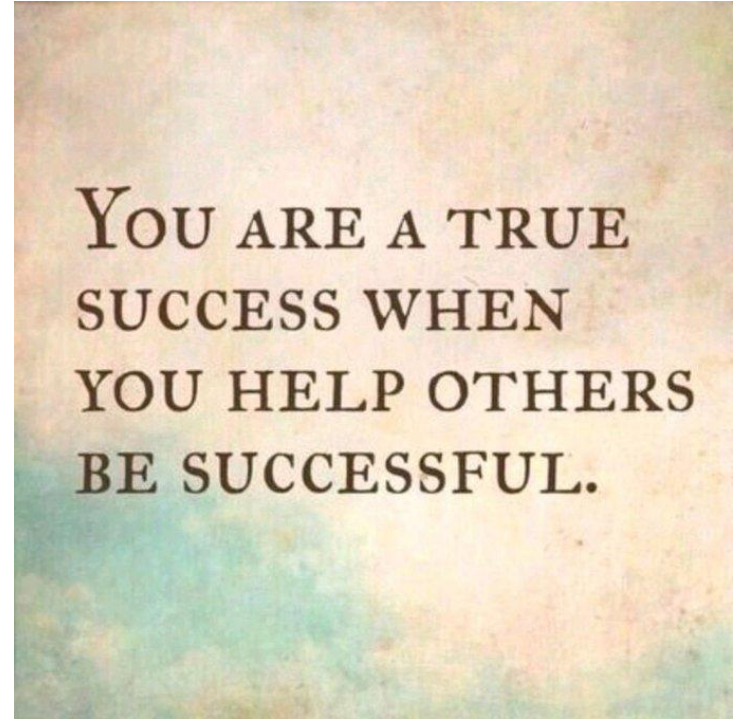


Gathering Staff Feedback

Both the Irving and Bradley staff were asked to provide feedback on the current Elementary Behavioral Expectation Chart.

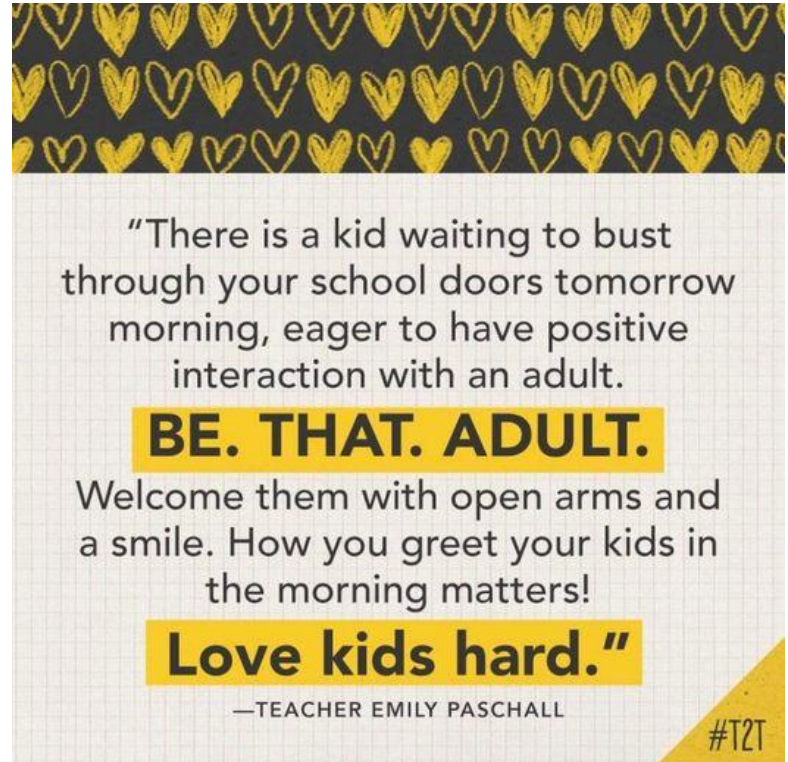
Guiding questions were:

- What classroom interventions do you currently use?
- How do you determine if a behavior is minor or major?
- What are some things you like about the current model?
- What are some things you would like to see changed in the current model?



Current Classroom Practices

- Home/School Communication
- Planned ignoring or distraction from the behavior
- Conferencing with students
- Identifying behavior triggers
- Token boards, praise/positive reinforcement, class reward system
- Motor breaks/sensory room
- Modeling appropriate behaviors
- Reflection sheets
- Loss of privileges
- Collaboration with pupil service personnel
- Office referrals
- Data collection



Determining Minor from Major

MINOR

- Student is unable to use self-control and listen
- Refusal to complete work
- Refusing to participate in an activity

MINOR/MAJOR

- Disrespectful behavior
 - Need more clarity
- Inappropriate behavior
 - Need more clarity

MAJOR

- Compromises safety
- Repeated minor behaviors
- Disruptive to the whole class
- Property destruction
- Verbal aggression
- Physical aggression
- Violation of internet safety
- Leaving assigned area without permission (personal safety)

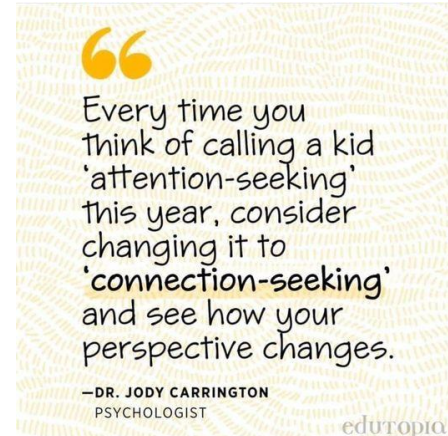
Pros of the Current Behavior Chart

- Offenses are broken down by levels
- Actions are progressive
- It follows a protocol
- It covers a lot of different areas
- Behaviors are specific
- Common language that all staff can use
- Objective and clear
- There are expectations for all students
- Most consequences are natural
- Suggestions of calling home/communicating with families



Cons of the Current Behavior Chart

- Is it followed with fidelity?
- Not enough immediate consequences
- There is no root cause analysis
- More opportunity for learning and growth instead of punishment, especially for lower level offenses
- Not all situations are black and white
- Perhaps there needs to be a separate chart for younger students
- “Possible action” is open to interpretation
- There is no flow chart
- No after school detention used
- ISS and OSS are seldom used
- Student conference and phone call should be combined
- The chart is reactive instead of proactive
- These consequences may not be effective for all students
- Consequences are repetitive across levels of behavior
- Does not indicate who is responsible for following through on consequences
- Need clearer definitions of certain behaviors, i.e. classroom disruption



Common Suggestions or Recommendations

- Is there a way to separate the grade levels, i.e. K-2, 3-5, etc.
- It would be helpful to have specific people assigned to each action/step
- Improve communication of consequences with staff who are submitting office referrals
- Consider that different staff have different levels of tolerance of behaviors
- How can staff handle behaviors without relegating “power” to admin
- Staffing for ISS and OSS
- Do we need to revisit the counseling model
- How do we ensure consequences are not “pleasant”

Possible Goals Based on Suggestions

- Build consistency within and across the elementary schools
- Create a matrix that makes determining level of behavior, person responsible, progressive actions, and documentation clear and easy to understand
- Create a matrix that is easy for students and parents to understand
- Provide the appropriate balance between teacher autonomy and power and administrative support to handle student behaviors
- Provide developmentally appropriate and meaningful actions that will alter student behavior
- How do we help staff identify and address specific student behaviors
- Provide staff with practical Tier I strategies to be more proactive and less reactive
- Use professional learning to build staff capacity in addressing student behavior

Next Steps

- Recruit interested staff from both schools to be part of a revision committee
- Seek feedback from students
- Seek feedback from families
- Seek feedback from staff
- Review models from other school districts
- Revise the current behavior chart
- Present final draft to the Student Health & Wellness Committee
- Present to the whole Board of Education



WCPS Elementary Behavior Matrix

WCPS Elementary Behavior Matrix

Always contact parents. Collaborate with the special education department for students with IEPs.

Leadership Team may adjust consequences based on specific circumstances (developmental level, intent, impact on others, etc.)

All major behaviors should be documented in IC.

Follow predetermined behavior intervention plans if applicable. Consider the mental health needs of the student.

For intermediate students, use the [WCPS Middle and High Behavior Matrix](#) if appropriate.

Regulations on when to contact [law enforcement](#). Guidance on when to contact [law enforcement](#).

INFRACTION	SEVERITY	DEFINITION	ACTION		
			Teacher Handled	Office Referral	IC Coding Options
Inappropriate Language	Minor	Curse words or racial name-calling used as social language or communication within peer group.	X		
	Major	Curse words (in any language) used in a disrespectful context towards peers or adults, racial name calling used in a derogatory manner towards peers or adults, hand or mouth gestures suggestive of derogatory language, sexual gestures made with objects or food.	X	X	N25: Profanity or Vulgarity
Defiance/ Noncompliance/ insubordination	Minor	Intentional ignoring of teacher directives (including classwork), mumbling/backtalk/callouts, body language that is suggestive of noncompliance. Intentionally ignoring teacher directives. (Telling a teacher no, you can't make me, refusal to comply).	X		
	Major	Confrontational talking back, arguing, intentional refusal to cooperate with teacher directives, unassigned location NO. (Ongoing intentional refusal to cooperate with teacher directives). Purposefully avoid supervision (i.e, hiding, skipping, leaving school grounds).		X	N19: Insubordination N08: Disrespectful Behavior

Possible Template

Infraction	Severity	Definitions	Designation/Actions/Tracking					
			Teacher Handled	Actions	PS Log	Office Handled	Actions	PS Log
Behavior Category (ex. Classroom Disruption)	Minor	Examples of behaviors	x	Progressive list of actions	Communicaiton Log/Code			
	Major	Examples of behaviors				x	Progressive list of actions	Discipline Entry/Code

This is one option based on feedback gathered so far.

This possible format would identify the infraction, severity (minor or major), role of the adult, action, and communication.

Questions/Considerations

- Do we need to breakout matrix by K-2 and 3-5 to allow for developmental differences in actions and developmentally appropriate consequences?
- How do we differentiate between behaviors caused by lack of engagement v. those that may require more intensive interventions?
- Can we provide proactive measures as the first section of the chart?
- How do we effectively staff in school consequences such as ISS, detention, etc?
- Are there opportunities to increase staff providing mental health supports?
- Are there partners in the community who can better support the school system?



Elementary School Behavioral Expectation Chart

(Approved by the Derby Board of Education, April 20, 2017)

Disciplinary Actions are Progressive

Discipline Level:	Offense:	Possible Disciplinary Action:
Level 1 - Infractions or behaviors that demonstrate a lack of respect for maintaining an orderly teaching and learning environment	Dress Code Violation	Phone call home to notify parent that student will be required to obtain a change of clothes from nurse's office – multiple violations would result in parent conference.
	Excessive Tardiness	Student Conference Parent Phone Call Letter Home Parent Conference and Consult Related Service Providers (school and community)
	Bus Misconduct	Student Conference Parent Phone Call Parent Conference Loss of Bus Privilege (1-30 days)
	Classroom Disruption <ul style="list-style-type: none"> • Inappropriate language • Rough play • Defiance/Disrespect • Property misuse • Harassment/Teasing 	Student Conference Parent Phone Call and Consult Related Service Providers Parent Conference After-School Detention In-School Suspension (1-3 days)

	Electronic/Technology Violation	<p>Student Conference</p> <p>Parent Phone Call</p> <p>Parent Conference</p> <p>Suspension of Electronic Device Privileges</p>
	Other inappropriate conduct as determined by administration	<p>Student Conference and Consult Related Service Providers</p> <p>Parent Conference</p> <p>After-School Detention</p> <p>In-School Suspension (1-3 days)</p>
Level 2 - Infractions or behaviors that demonstrate a lack of honesty, respect, and courtesy toward the school community	Repeated Level 1 Offenses	<p>Parent Conference and Consult Related Service Providers</p> <p>In-School Suspension (1-3 days)</p>
	<p>Skipping Detention</p> <ul style="list-style-type: none"> • After-School Detention • Lunch Detention 	<p>In-School Suspension (1-3 days)</p> <p>Out of School Suspension (1-3 days)</p>
	Cafeteria Misconduct	<p>Student Conference</p> <p>Lunch Detention (Alternative Setting)</p> <p>After-School Detention</p> <p>In-School Suspension (1-3 days)</p>
	Disrespectful behavior towards staff or other students (including abusive language and/or profanity)	<p>Student Conference</p> <p>Parent Conference and Consult Related Service Providers</p> <p>After-School Detention</p> <p>In-School Suspension (1-3 days)</p>

	Insubordination (student/adult)	<p>Student Conference</p> <p>Parent Conference and</p> <p>Consult Related Service Providers</p> <p>In-School Suspension (1-3 days)</p>
	Other inappropriate conduct as determined by administration	<p>Student conference</p> <p>After-School Detention</p> <p>In-School Suspension (1-3 days)</p>
Level 3 - Infractions or behaviors that jeopardize the health, safety, and welfare of individuals in the school community.	Repeated Level 2 Offenses	<p>Out of School Suspension (1-5 Days)</p> <p>Potential Police Referral</p>
	Leaving school grounds without administrative permission (Grades 3-5)	<p>Parent Conference with:</p> <p>In-School Suspension (1-3 days)</p> <p>Out-of-School Suspension (1-3 days)</p> <p>Potential Police Referral</p>
	Graffiti/Vandalism	<p>Parent Conference with:</p> <p>Restitution for Damage</p> <p>Logical Consequence</p> <p>In School Suspension (1-5 days)</p> <p>Out of School Suspension (1-5 days)</p> <p>Potential Police Referral</p>
	Fighting/Physical Contact	<p>Parent Conference with:</p> <p>In School Suspension (1-5 days)</p> <p>Out of School Suspension (1-5 days)</p> <p>Potential Police Referral</p>

	Bullying	<p>Student Conference with follow-up Parent/Child Meeting</p> <p>Consult Related Service Providers</p> <p>Youth Bureau Referral</p> <p>In School Suspension (1-5 days)</p> <p>Out of School Suspension (1-5 Days)</p> <p>Potential Police Referral</p>
	Verbal assault or threatening physical harm	<p>Parent/Child Meeting with:</p> <p>In School Suspension (1-5 days)</p> <p>Out of School Suspension (1-5 Days)</p> <p>Potential Police Referral</p>
	Smoking (including e-cigarettes and vaporizers)	<p>Parent/Child Meeting with:</p> <p>In School Suspension (1-5 days)</p> <p>Out of School Suspension (1-5 Days)</p> <p>Potential Police Referral</p>
	Theft of school or personal property	<p>Student/Parent Conference with:</p> <p>In School Suspension (1-5 days)</p> <p>Out of School Suspension (1-10 Days)</p> <p>Potential Police Referral</p> <p>Restitution for Missing Item(s)</p>
	Other serious misconduct as determined by administration	<p>Student/Parent Conference with:</p> <p>In School Suspension (1-5 days)</p> <p>Out of School Suspension (1-10 Days)</p>

Level 4 - Infractions or behaviors that may significantly jeopardize the health, safety, and welfare of the school community	Repeated Level 3 offenses	Out of School Suspension (3-10 Days) Potential Police Referral May be Recommended for Expulsion
	Use or possession of illegal substances (including alcohol) at school/school related activities	Out of School Suspension (10 Days) Police Referral May be Recommended for Expulsion
	False Alarm/ Bomb Threat	Out of School Suspension (3-10 Days) Police Referral May be Recommended for Expulsion
	Assault	Out of School Suspension (3-10 Days) Police Referral May be Recommended for Expulsion
	Arson/Any Unwanted Burning	Out of School Suspension (3-10 Days) Police Referral May be Recommended for Expulsion
	Hate Crimes	Out of School Suspension (3-10 Days) Police Referral May be Recommended for Expulsion
	Other severe misconduct as determined by administration	Out of School Suspension (3-10 Days) Potential Police Referral

		May be Recommended for Expulsion
Level 5 - Infractions or behaviors leading to a possible felony arrest	Repeated Level 4 Infractions	Out of School Suspension (10 days) DCF Referral Recommended for Expulsion
	Use or possession of weapon, facsimile, or dangerous instrument (on school grounds)	Out of School Suspension (10 days) Police Referral DCF Referral Recommended for Expulsion
	Possession of illegal substance with intent to sell	Out of School Suspension (10 days) Police Referral/DCF Referral Recommended for Expulsion