

Student's Rights, Responsibilities and Code of Conduct 2018-2019



Students Rise. We All Rise.

Board Members

Dr. Iris Taylor

President

Angelique Peterson-Mayberry

Vice-President

Sonya Mays

Treasurer, Finance Committee Chair

Misha Stallworth

Secretary, Ad Hoc Policy Committee Chair

Dr. Deborah Hunter-Harvill

Academic Committee Chair

Georgia Lemmons

Member

LaMar Lemmons

Member

Dr. Nikolai P. Vitti

Superintendent



TABLE OF CONTENTS

English Language Assistance Services	5
Mission, Vision, Core Values	6
Superintendent Letter to Families	7
Introduction	8
Bill of Student Rights and Responsibilities	9
Bill of Parent/Guardian Rights and Responsibilities	10
On Time, Every Day, All Day	11
Special Considerations & Student Rights	12
Attendance Policy	13
Chronic Absenteeism	16
Appropriate Dress for Students K-12	16
Inappropriate Dress for Students K-12	17
Positive Behavior Intervention Support (PBIS)	18
Restorative Practices.....	19
Types of Restorative Practices	19
Classification of Infractions	21
Minor: Level 1 Infractions	22
Level 1 Disciplinary Actions per Occurrence	23
Intermediate: Level 2 Infractions.....	24
Level 2 Disciplinary Actions per Occurrence	26
Major: Level 3 Infractions	29
Level 3 Disciplinary Actions per Occurrence	31
Extreme: Level 4 Infractions	33
Level 4 Disciplinary Actions per Occurrence	34
Forms of Discipline	35
Assigning Interventions & Administering Discipline	36
Discipline of Students With Disabilities	37
Students With a Disability	37

Section 504	37
Disciplinary Actions for IDEA and Section 504 Students	37
Exception	38
Students Suspected of Having a Disability	39
Student Grievance	40
Expulsion Review and Hearings	41
Permanent Expulsion	42
Readmission	42
Readmission Guidelines and Hearings	42
Reinstatement Process	42
Rights of Students and Parents in Disciplinary Hearings.....	43
Glossary of Terms	44
Interrogations and Searches	47
Index of Reportable Incidents.....	50
Parent and Student Statement of Receipt (School Copy)	51

English Language Assistance Services

Detroit Public Schools Community District provides language assistance (oral interpretation and written translation) services to parents and guardians with limited English proficiency. The District accepts a parent's or guardian's assertion that language assistance is needed in speaking, reading or writing English without requiring additional corroboration. For free help, please contact your child's school or the District's Translations Coordinator at (313) 870-3776 or (313) 212-4312.

خدمات المساعدة اللغوية اللغة العربية

توفر مدارس ديترويت العامة مساعدة لغوية (ترجمة شفوية وترجمة مكتوبة) إلى الوالدين الذين لا يجيدون اللغة الإنجليزية بكفاءة. تقبل المنطقة على أحد الوالدين أو الوصي في تأكيد أن اللغة تحتاج المساعدة في قراءة أو كتابة باللغة الإنجليزية دون اشتراط إثبات. للمساعدة المجانية، يرجى الاتصال بمدرسة طفلك أو منسق الترجمة التابع للحي على (313) 870 3776 / (313) 212 4312.

Español – Servicios de asistencia de lenguaje

El Distrito de la Comunidad de las Escuelas Públicas de Detroit ofrecen servicios de asistencia lingüística (interpretación oral y traducción escrita) a padres y tutores con dominio limitado del inglés. El Distrito acepta las declaraciones de padres o tutores en las que expresan que necesitan ayuda con el idioma para hablar, leer o escribir en inglés, sin necesidad de una comprobación adicional. Para obtener ayuda gratuita, por favor comuníquese con la escuela de su hijo o el Coordinador de Traducciones del Distrito al (313) 870-3776 o (313) 212-4312.

Limba română – Servicii de asistență lingvistică

Detroit Public Schools Community District oferă părinților și tutorilor legali cu cunoștințe limitate de engleză servicii de asistență lingvistică (translație orală și traducere). Districtul aderă la principiul că asistența lingvistică vizând comunicarea verbală, citire și scriere în limba engleză este necesară și nu solicită coroborare suplimentară a acestuia. Pentru asistență gratuită, vă rugăm să contactați Coordonatorul Traduceri al Districtului, la numărul de telefon (313) 870-3776 / (313) 212-4312.

Lus Hmoob – Kev Pab Cuam Txhais Lus

Detroit Public Schools Community District muab kev pab cuam lus (txhais ua lus thiab txhais ntawv) pab cuam rau cov niamtiv thiab cov tsom kwm uas paub lus Askiv tsis zoo. Tuam tsev kawm lees paub niam txiv thiab cov saib xyuas uas tsis paub lus zoo yuav tsum tau hais nyeem thiab sau ua lus Askiv uas tsis tag yuav nrhiav lwm tus neeg sab nrauv pab ntxiv. Hais txog pab dawb, thov hu rau koj tus menyuam lub tsev kawm ntawv lossis Tuam Tsev Kawm Ntawv tus neeg txuas lus fab kev txhais lus (313) 870-3776 / (313) 212-4312.



BLUEPRINT 2020

Our Strategic Plan for Rebuilding Detroit's Public Schools

MISSION

We educate and empower every student, in every community, every day, to build a stronger Detroit.

VISION

All students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, our world.

CORE VALUES

Students First

Make decisions that are in the best interest of students. Use every resource strategically so that we can meet students' individual needs.

Excellence

Be relentless in your pursuit of greatness. Be bold and innovate. Learn from your mistakes. Hold yourself and others to high standards.

Integrity

Do the right thing, even when no one is looking. Be honest. Be trustworthy. Be accountable.

Equity

Diversity is an asset that makes us stronger. Advocate for the needs of others. Ensure that all members of our community have access to the tools and resources they need to be successful.

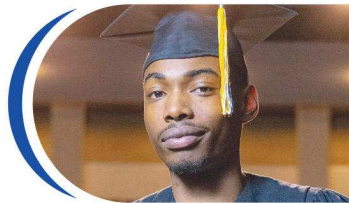
Service

Listen. Empathize. Respond. Own problems and help to solve them.

Tenacity

Embrace hard work and persevere in the face of challenges. Follow through on your commitments and strive to do your best, no matter what.

PRIORITIES



Outstanding Achievement

Dramatically improve the academic experience of all students to ensure they are college and career ready.



Transformative Culture

Transform our culture so that students, families, community members, and staff feel safe, respected, and connected.



Whole Child Commitment

Champion a whole child approach that unlocks students' full potential.



Exceptional Talent

Build an excellent team of dedicated staff to serve our students.



Responsible Stewardship

Manage and deploy our resources responsibly, transparently, and equitably to support our students' success.

Students Rise. We All Rise.

Letter from Superintendent

Dear Families:

We are pleased to present you with the Students' Rights, Responsibilities and Code of Conduct which details the expectations for all students who attend Detroit Public Schools Community District.

As you know, the safety and security of students in our buildings is of utmost importance. To make our schools the centers of excellence that we all expect them to be, we must ensure that students follow the Code and display positive behavior in and out of the classroom.

Please review this Code with your child and discuss the importance of the contents. Doing so will ensure that our students are aware of their rights as well as the behavioral expectations necessary for overall improvement. By following the guidelines set forth in this Code, students will be well on their way to establishing a safe and supportive school environment that contributes to their educational success.

We ask families to partner with the school and district staff to create a positive school culture. Therefore, after you review the Code, please sign the "Parent and Student Statement of Receipt" and have your child return it to school. Please keep a copy for your records.

Together we can transform the educational experiences for all students, empowering them to build a stronger Detroit and a better world.



Dr. Nikolai P. Vitti

Superintendent

Detroit Public Schools Community District

Introduction

Under Michigan law, every school district is required to adopt a Student Code of Conduct (“Code”), to ensure that every student in every school will be provided with a safe and secure environment in which to pursue the excellent educational opportunities available.

This Code governs student behavior at all district schools/programs, including career technical and vocational schools, alternative schools and self-governing schools. School administrators and staff are responsible for addressing student behavior and administering the Code at their locations. Disciplinary action taken at a student’s home school extends to career and vocational attendance and all other district programs and activities.

The jurisdiction of the Code covers infractions that occur on school grounds, on school buses or in other school vehicles, during school-sponsored field trips, when connected with school-related events and activities and when students are in route to or from school. Specific consideration will be given, when the incident involves the student’s proximity to the school, the length of time elapsed since the student was on school premises, whether there is a connection to an on premise altercation or confrontation and whether there is a disruption to the school environment or orderly operation of the school.

All staff are required to function in accordance with the Code. Thus, whenever an employee discovers a student engaging in unacceptable conduct, the employee is required to take prompt action in accordance with district policies. Prompt action may include directly addressing and correcting the student, intervening to stop the behavior, seeking the assistance of other staff persons and/or reporting the incident to an administrator.

It is the responsibility of both student and parent/guardian to know the rules of the Code and to support the fair and impartial administering of the rules. With age and maturity, students will be expected to assume greater responsibility for their actions.

Professional educators are expected to adhere to the Michigan Professional Educator’s Ethics¹ in their job performance and in the administration of the Code.

¹ The Michigan Professional Educator’s Code of Ethics can be located at https://www.michigan.gov/documents/Code_of_Ethics_Layout_128009_7.pdf

Bill of Rights and Responsibilities for Students

STUDENT RIGHTS:

- I. The right to a free public school education.
- II. The right to equitable academic resources.
- III. The right to inclusive teaching and learning environments in all classrooms.
- IV. The right to due process.
- V. The right to a socially, emotionally, and physically safe and positive school climate.
- VI. The right to effective teachers.
- VII. The right to be treated with respect and dignity by the school community.
- VIII. The right to positive school disciplinary policies and practices.
- IX. The right to participate in decisions that affect our education.

STUDENT RESPONSIBILITIES:

- I. Attend school regularly and punctually.
- II. Know and adhere to the Code.
- III. Abide by and follow other school rules, regulations, and policies.
- IV. Behave in a manner that contributes to a safe learning environment and which supports the rights of others to learn.
- V. Show respect for school property and respect the property of others, both private and public.
- VI. Know the Student Code of Conduct and abide by other school rules and regulations.
- VII. Express yourself in oral, written, electronic/and other modes of expression, in a manner, which promotes cooperation and support of the educational process.
- VIII. Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol.
- IX. Share information with school officials regarding matters, which may endanger the health and welfare of the school community.
- X. Work with school staff in developing broad extracurricular programs to represent the range of physical, social and cultural interests and needs of students.
- XI. Keep parents/guardians informed of school-related matters, including progress in school, social and educational events and ensure that parents receive communications provided by school staff to students for transmittal to parents.

Bill of Parent/Guardian Rights and Responsibilities

PARENT/GUARDIAN RIGHTS:

- I. The right to a free public school education for their child.
- II. The right to access information about their child.
- III. The right to be actively involved and engaged in the education of their child.
- IV. The right to file complaints and/or appeals regarding matters affecting their child's education.

PARENT/GUARDIAN RESPONSIBILITIES:

- I. Ensure regular, on time, daily attendance for the duration of the school year.
- II. Remain aware of child's performance by maintaining contact with the school through reviewing work, progress reports and other school notices, talking to the child about school, and meeting with school staff as requested.
- III. Enter the school building in a respectful manner treating all members of the school community with courtesy and respect, and refraining from disruptive behavior
- IV. Ensure the school is updated with accurate contact information including, but not limited to, home address, telephone number(s), and e-mail address.
- V. Respond in a timely manner to communications from school.

“On Time, Every Day, All Day”

There is a strong relationship between regular school attendance and academic performance. Students who are in class and on time daily have the best chance for school success!

Attendance expectations

- Students are expected to attend all classes each day.
- Students are expected to be on time for each class during the school day.
- Students are to remain in school the entire school day.
- Students are expected to maintain a ninety-six percent (96%) attendance rate.
- The District complies with the Michigan Compulsory School Law, which states that all students between the ages of six (6) and sixteen (16) are to attend school during the entire school year.

Absences

- Notify the school regarding your child’s absence
- Send a note regarding the reason for the absence when your child returns to school.
- A note should be received within three (3) days of your child’s return to the school.
- Make sure that all make-up work is completed and returned to the teacher.
- Three (3) early departures from school without an excuse are the equivalent of one (1) unexcused absence.

Tardiness

- Students who arrive later than the beginning of the school day or after the start time of class without an excuse and/or pass are considered tardy.
- Excessive tardiness disrupts the learning process and negatively impacts the student’s academic achievement.
- Three (3) instances of tardiness of more than fifteen (15) minutes after the start of class without an excuse are the equivalent of one (1) unexcused absence.

Truancy

- Students with more than ten (10) unexcused absences during the school year are considered truant.

Consequences for irregular attendance

- Possible failure in class or grade level.
- Investigation by the Attendance Agent.
- Referral of student for Department of Health and Human Services (“DHHS”) action.
- Referral of parents to the Wayne County Prosecutor for prosecution.

With your support, we can make a difference in your child’s academic success.

Special Considerations & Student Rights

Freedom from Discrimination, Harassment and Bullying: DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion. Questions? Concerns? For more information, contact the Compliance Officer at (313) 240-4377 or detroitk12.org/admin/compliance/.

The Right to Due Process: Due process safeguards must apply in instances where the behavior or rights of students are being evaluated. Students must be treated with fairness and with consideration of the total circumstances. Students have the right to be fully informed of the alleged breach of behavior and be provided an opportunity to respond to such charges. Any permanent record that results from the student's actions should clearly state whether the charges were or were not substantiated. The Code sets forth the procedural rules for student discipline.

Make-up Work: Students removed from school for any disciplinary action are entitled to make-up work. Make-up work will be provided to parents by the principal/designee within two (2) school days of the assigned discipline. Parents are responsible for picking up the assignments and returning the completed work for grading. Assignments must be completed and returned before new assignments are issued. All make-up work must be completed within five (5) school days of the student's readmission to school.

Attendance Policy

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six (6) to sixteen (16) to send the child to school during the entire school year, except under very limited circumstances specified in subsection (3) of MCL 380.1561.

The Board of Education (“Board”) as an agency of the State of Michigan is required to enforce the regular attendance of students. The Board recognizes that presence in the classroom enables students to participate in instruction, class discussions, and other related activities. Educators shall encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent or his/her designees. As such, regular and timely attendance, and classroom participation are integral to instilling incentives for the student to excel.

The classroom experience is of unique value and it cannot be duplicated by make-up work. Student interaction and the development of ideas through discussion are lost when a student is absent, tardy, or is dropped off late or picked-up early by a parent/guardian. A student's enrollment in a course is his/her commitment to attend all class sessions. Therefore, it is the intent of this policy to disallow students from being absent from class unless a situation exists which makes their absence absolutely necessary. The purpose of this attendance policy is to foster responsibility and reliability on the part of District students to attend all classes. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

Attendance Defined

- A. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day or engaged in a school-approved educational activity, which constitutes a part of the instructional program for the student.
- B. Class Attendance - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
- C. Tardiness - A student is considered tardy if they are not present at the moment the school bell rings for the class assigned. NOTE: If a student is not present when attendance is taken but is present later in the school day that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
- D. Early Sign-outs – Early release is discouraged within the final thirty (30) minutes of the school day.

Attendance is required of all students, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the school is in session.

The Principal or his/her designees shall require, from the parent or legal guardian of each student (or from an adult student) who has been absent for any reason, a written statement confirmation of the cause for such absence for excused reasons. The student's parent or legal guardian shall inform the school when a student will be absent for excused reasons as soon as possible. Failure to report and explain the absence(s) shall result in unexcused absence(s). The principal shall have the final authority to determine acceptability of the reason for the absence(s). The Superintendent and his/her designee(s) reserve the right to verify such statements and to investigate the cause of each:

- A. Single absence;
- B. Prolonged absence;
- C. Absence of more than 2 days duration;
- D. Repeated unexplained full and partial day absences and tardies;
- E. Repeated explained and unexplained early student pick-ups; and
- F. Repeated explained and unexplained late student drop-offs.

The Superintendent or his/her designees shall report infractions of the law regarding student attendance for students below the age of sixteen (16) to the proper internal and external authorities.

Excused Absences

Brief illness, appointments, and family business are considered absences for purposes of meeting attendance policy requirements. An absence will be considered an "excused absence" if a parent/guardian contacts the school, and provides a reason for the absence. The absence, as well as the reason for the absence, will then be documented in our attendance system. Excused absences may include, but are not limited to, the following:

- A. Personal illness of the student (medical evidence may be required by the Principal for absences exceeding five (5) consecutive days). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, s/he must be under the supervision of a health care provider in order to receive excused absences from school;
- B. Medically verified chronic illnesses – statement signed by physician;

- C. Family emergency;
- D. Recovery from accident;
- E. Legally documented court subpoena, a required court appearance, or placement in detention at a juvenile center in which the student continues his/her education;
- F. Professional appointments;
- G. Death in the immediate family;
- H. Observation or celebration of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service should be observed, or for pre-arranged religious instruction
(documentation of the religious affiliation of the student may be required by school officials);
- I. Academic activity or school sponsored field trip directly related to the instructional outcomes of one (1) or more course;
- J. Approved student activities such as Student Council, National Honor Society, class meetings, and academic/athletic competitions;
- K. A short-term family commitment with prior notification of the absence being provided to the school administrator;
- L. College visits;
- M. Out of school suspension from school; and/or
- N. Other individual student absences beyond the control of the parent or student, as determined and approved by the Principal (requires support documentation).

Long-term absenteeism, including excused absences, may lead to the failure of a course, the necessity to repeat a course, the possibility of retention, and/or the filing of a truancy petition.

CHRONIC ABSENTEEISM

Chronic absenteeism and habitual truancy are important predictors of school performance, including high school graduation. Average daily attendance rates often mask the number of students who are chronically absent - which equates to missing at least ten percent of the school year or approximately eighteen (18) school days for any reason.

Chronic absenteeism can be determined by comparing the number of absences in relation to the number of school days. Chronic absenteeism can be defined as excused, unexcused, and suspension days. These categories correlate to the multi-tier systems of support, and provide the recommended strategy to make positive impacts on chronic absenteeism.

Chronic absenteeism in the school district indicates the presence of a much larger salient issue. Thus, addressing chronic absenteeism will resolve other issues in the district as they relate to ensuring students have the resources to be successful, increasing student-family engagement, data driven resource interventions, and enabling college-career readiness.

Levels of Chronic Absenteeism

1. Students who miss 5% or less of total school days are considered to have **satisfactory attendance**. Students who miss 5%-10% of school days are at risk of becoming **chronically absent**.
2. Students who miss 10%-20% of total school days are considered **chronically absent**.
3. Students who miss 20% or more of total school days are considered **severely chronically absent**.

APPROPRIATE DRESS FOR STUDENTS K-12

All students, including students exempt from the student dress code, are expected to exemplify proper grooming standards in a manner that projects an appropriate image for the student, school, and District.

The District shall not require specific brands of clothing. All clothing items must be of an approved color from the common color selections presented in this dress code policy.

Slacks and Pants:

- Color: All slacks and pants must be a solid color: Khaki, navy blue, or black
- Style: Slacks and pants can be pleated or flat front, full length and appropriately fastened at the waist
- Belts: If the garment has belt loops a belt should be worn at all times

Tops:

- Shirts and blouses must have buttoned down or straight collars; turtlenecks and polo styles are permitted. All tops must be worn tucked inside pants, slacks, or skirts
- Color: All students shall wear approved colors required by the school
- Style: Long and short sleeves with a collar required. Turtlenecks and polo styles permitted
- Logos: Manufacturer trademarks, if any, must be one inch or less. DPSCD school logos are permitted and are not limited in size

Skirts and Jumpers/Skorts:

- Color: Khaki, navy blue and black, in a solid, single color
- Style: Skirts must be at least knee length

Jackets, Cardigans, and Sweaters:

- Color: Should match an accepted uniform color
- Style: All must be worn over a collared shirt, turtleneck or polo style top
- Jackets for middle school and high school students cannot have hoods

Footwear:

- Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or other closed toed/closed heel shoes. Students are also prohibited from wearing steel-toed boots or shoes to school.

INAPPROPRIATE DRESS FOR STUDENTS K-12

- Dresses, skirts, and skorts shorter than the student's fingertips when standing in a normal position with the arms down
- Clothing that is either revealing or provocative, showing abdomen region or cleavage, T-shirts or halter-tops, biker pants, or pants allowed to sag below the waistline or are excessively tight
- Bedtime attire such as pajamas, undershirts, or undergarments as outerwear
- Students' clothing or tattoos may not display statements or pictures that are related to the use of drugs, alcohol, tobacco products, or sex, or that promote hate and/or violence or signify gang affiliations
- Attire that may be considered weapons, including but not limited to chain belts or wallet chains
- Jewelry or similar artifacts that are obscene or may cause disruptions to the educational environment

- Hats, caps, bandanas, or do-rags, except headwear worn for legitimate religious and cultural purposes
- Flip-flops, house slippers, steel-toe-shoes or boots, or any other type of footwear that could constitute a safety hazard
- Hair rollers, hair curlers, plastic hair bags, hairnets, hair bonnets, sweat bands and skullcaps
- Shorts are not allowed

Positive Behavioral Interventions and Supports (PBIS)

To promote positive behavior, schools provide a range of prevention and intervention support services for students during and/or after school hours throughout the school year. When a student engages in misconduct, the list of interventions should be considered based on the type of behavior the student exhibited. Schools are required to provide and document support services at all stages of the disciplinary process, including during suspension. When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support services may include any of the interventions listed below or a combination of services that best meet the needs of the individual student.

Examples of Supports and Interventions ²	
<p>Parent Conference School staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.</p>	<p>Daily/Weekly Progress Reports Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.</p>
<p>Guidance Conference Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal, and social issues that might have caused or contributed to the behavior.</p>	<p>Development of Individual Behavior Contract The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student, teacher and parent/guardian.</p>

² Adapted from PBIS.org.

<p>Counseling, social work or other agency referral Where available, school-based counseling personnel and/or school-based mental health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to: assessments, individual, group and family counseling and/or therapy, teacher consultations, and educational strategies for parents and staff.</p>	<p>Referral to Resource Coordinating Team (RCT) Pupil Personnel Teams are school-based teams that use a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral and an individualized plan is created to help the student overcome his/her academic and/or other challenges.</p>
<p>Restorative Practices Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. Restorative practices include collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing.</p>	<p>Mentoring Program A mentoring program matches a mentor who may be a counselor, teacher, student, and/or administrator with a student in need of additional support. The object of this relationship is to help the student in his/her personal, academic, and social development.</p>

Restorative Practices

All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

A restorative approach to discipline changes the foundational questions that are asked when an incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions: What happened; Who was harmed or affected by the behavior; What needs to be done to make things right; How can people behave differently in the future?

Types of Restorative Practices³

Circle Process: Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, and address other issues as they arise.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building circles focus on:

- **Safety and Trust.** Community members need a sense of safety and trust to connect with one another.
- **Honor.** Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- **Openness.** Community members feel free to share their thoughts and feelings.
- **Respect.** To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another.
- **Empowerment.** A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles:

- Empower participants to take responsibility for the well-being of others;
- Prevent or deal with conflict before it escalates;
- Addresses underlying factors that lead youth to engage in inappropriate behavior; and
- Provides those who committed an infraction the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.
- A circle can also be used in response to a particular issue that affects the school community.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third party mediator (in a school, a student who has been trained to serve as a peer mediator) facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used where one individual has been victimized (for example, in cases of harassment or bullying) by another.

Formal Restorative Conference: A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle that have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A formal restorative conference may be used as an intervention in conjunction with a disciplinary response (e.g., a student participates in a formal restorative conference in conjunction with a teacher removal or a principal or superintendent suspension) or may be used as a disciplinary intervention to address misconduct that does not require teacher removal or suspension.

Classification of Infractions

Infractions of the Student Code of Conduct are grouped into four levels:

- Level 1: Minor
- Level 2: Moderate
- Level 3: Major
- Level 4: Severe

Each classification of an infraction is followed by disciplinary procedures to be implemented by the administrator or designee. The detail in the document is to ensure consistency among administrators with administering discipline for infractions. When disciplinary actions are used, teachers and administrators must follow appropriate procedures, including receiving and documenting the students' statement and additional witness statements, when applicable, in support of the action taken. Consequences should be delivered based on the charts included in the Code. Each time discipline is administered a written or verbal contact should be made to the parent/guardian by an administrator and a restorative practice should occur.

Minor: Level 1 Infractions

To ensure students are provided opportunities to function in an environment conducive to learning, it is necessary that Level 1 infractions are addressed through classroom management expectations. Therefore, prior to the first referral, schools shall ensure there is written warning documentation for each infraction. The warning documentation shall include but not be limited to:

- A. One on one documented conference with the student and teacher
- B. One on one documented communication between the parent and teacher
- C. Occurrence 3 shall require the infraction be written as the first referral to administration accompanied by written documentation of the previous occurrences and intervention strategies attempted.

A01 FAILURE TO FOLLOW INSTRUCTIONS/INSUBORDINATION

A student will not ignore or refuse to comply with directions or instructions given by district personnel or volunteers.

A02 REFUSAL TO IDENTIFY SELF

Refusing to show or wear an identification card and/or give correct name when requested by school personnel, or using another person's name or identity.

A03 USE OF ELECTRONIC COMMUNICATION DEVICES ("ECD") SMART PHONES, CELLULAR PHONES OR OTHER DEVICES THAT CAUSE DISRUPTION WHILE ON SCHOOL PROPERTY

Smart phones, cell phones, personal communication devices or other ECDs while on campus must be off and out of sight. Use of these devices for educational purposes must be approved by the principal and teacher and are otherwise prohibited during the school day. The district is not responsible for the loss, theft, damage, or vandalism to student cell phones or ECDs or any other student property.

A04 IMPROPER OR UNAUTHORIZED USE OF SCHOOL MATERIALS/EQUIPMENT

A student may only use school equipment, technology or materials when prior approval is given by an administrator or teacher.

A05 CHEATING/ACADEMIC MISCONDUCT

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.

A06 DISORDERLY CONDUCT

A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects or otherwise distracting others. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson or has to stop instruction to address the disruption.

A07 INAPPROPRIATE DISPLAYS OF AFFECTION

Students will not engage in inappropriate displays of affection, such as kissing, touching or rubbing.

A08 LOITERING/TRESPASSING

A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

A09 TARDINESS/UNAUTHORIZED ABSENCE

A student must be in his or her place of instruction at the assigned time without a valid excuse.

A10 APPROPRIATE DRESS/GROOMING

A student will adhere to the district's approved dress code policy.

Level 1 Infractions	1 st Referral	2 nd Referral	3 rd Referral	4 th Referral
A01 – FAILURE TO FOLLOW INSTRUCTIONS/INSUBORDINATION	Parent Conference Restorative Practice	Parent Conference Restorative Practice Behavior Contract with progress monitoring Detention	Parent Conference Restorative Practice Work Detail Class Suspension 2 days ISSP	Parent Conference Restorative Practice 4 days ISSP
A02 - REFUSAL TO IDENTIFY SELF	Parent Conference Restorative Practice	Parent Conference Restorative Practice Behavior Contract with progress monitoring Detention	Parent Conference Restorative Practice 1-2 days ISSP	Parent Conference Restorative Practice 2-4 days ISSP
A03 - USE OF ELECTRONIC COMMUNICATION DEVICES (“ECD”) SMART PHONES, CELLULAR PHONES OR OTHER DEVICES THAT CAUSE DISRUPTION WHILE ON SCHOOL PROPERTY	Parent Conference Restorative Practice Detention Confiscation of device and returned to student	Confiscation of device and return only to parent Restorative Practice Detention	Confiscation of device and return only to parent Restorative Practice 1-3 ISSP	Confiscation of device and return only to parent Restorative Practice 4-5 ISSP
A04 - IMPROPER OR UNAUTHORIZED USE OF SCHOOL MATERIALS/EQUIPMENT	Parent Conference Detention Restorative Practice	Parent Conference Detention Restorative Practice Behavior Contract with progress monitoring	Parent Conference Restorative Practice Counseling Referral/ Intervention 1-2 days ISSP	Parent Conference Restorative Practice 3 days ISSP
A05 - CHEATING/ACADEMIC MISCONDUCT	Parent Conference Restorative Practice	Parent Conference Restorative Practice Detention 1 day ISSP	Parent Conference Restorative Practice 2-3 days ISSP	Parent Conference Restorative Practice SOS
A06 - DISORDERLY CONDUCT	Parent Conference Detention Restorative Practice	Parent Conference Detention Restorative Practice Behavior Contract with progress monitoring	Parent Conference Restorative Practice Counseling Referral/ Intervention 1-2 days ISSP	Parent Conference Restorative Practice 3 days ISSP
A07 - INAPPROPRIATE DISPLAYS OF AFFECTION	Parent Conference Detention Restorative Practice	Parent Conference Detention Restorative Practice	Parent Conference Restorative Practice Counseling Referral/ Intervention 1-2 days ISSP	Parent Conference Restorative Practice Counseling Referral/ Intervention 3-4 days ISSP
A08 - LOITERING/TRESPASSING	Parent Conference Detention Restorative Practice	Parent Conference Restorative Practice Detention 1 day ISSP	Parent Conference Restorative Practice Counseling Referral/ Intervention 2-3 days ISSP	Parent Conference Restorative Practice Counseling Referral/ Intervention 3-4 days ISSP
A09 – TARDINESS/UNAUTHORIZED ABSENCE	Parent Conference Restorative Practice Detention	Parent Conference Detention Restorative Practice Behavior Contract with progress monitoring	Parent Conference Restorative Practice Counseling Referral/ Intervention 2-3 days ISSP	Use of Tardy Monitoring Sheet Parent Conference Restorative Practice Referral to Attendance Team 3-4 days ISSP
A10 – APPROPRIATE DRESS/GROOMING	Parent Conference Restorative Practice Detention	Parent Conference Restorative Practice 1 day ISSP	Parent Conference Restorative Practice Behavior Contract 2-3 days ISSP	Parent Conference Restorative Practice Behavior Contract 4-5 days ISSP

Refer to page 36 for information on Assigning Interventions & Administering Discipline.
Glossary can be found on page 44.

Intermediate: Level 2 Infractions

To ensure students are provided opportunities to function in an environment conducive to learning, Level 2 infractions will be addressed through classroom management expectations, but could result in ISS or OSS based on the severity of the violation after the first referral. Therefore, prior to the issuance of ISS or OSS after the first level 2 infraction please refer to the level 2 matrix located on page 23 of the revised school Code and make sure that the following has been accomplished:

- A. One on one documented conference with the student and teacher
- B. One on one documented communication between the parent and teacher
- C. Implementation and documentation of the infraction and intervention strategies attempted to address the documented behavior.

B01 *THREATS OF VIOLENCE/INTIMIDATION

Written, verbal or physical conduct, or electronic communication that is intended to place one or more persons in fear of harm. Refer to C7 - Bullying to describe conduct of a serious, severe or substantial, nature.

B02 PROFANITY/OBSCENITY TOWARD STUDENTS

Written, verbal or electronic communication with photographs or drawings directing profanity or insulting, obscene gestures toward any other student.

B03 PROFANITY/OBSCENITY TOWARD STAFF

Written, verbal or electronic communication with photographs or drawings directing profanity or insulting, obscene gestures toward any district staff member, contractors, adult volunteers or adults on District property.

B04 POSSESSION OF DANGEROUS OBJECTS

Possession of a dangerous weapon or firearm which has the capacity to cause injury other than those listed in infractions C01, D01, D02, and D03, for example mace, firecrackers, pepper spray, and other irritant sprays.

B05 THEFT OR RECEIPT OF STOLEN PROPERTY

Taking, conspiring to take, without permission of the owner or custodian, or receiving or possessing property known to be stolen valued at less than \$100.00.

B06 EXTORTION, COERCION OR BLACKMAIL

Obtaining money or property or anything of value from an unwilling person or forcing an individual to either act or refrain from acting by use of either physical force or intimidation.

B07 DEFAACEMENT OF PROPERTY

A student will not willfully deface or cause damage to property belonging to the school or belonging to school personnel or persons in attendance at the school. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of defacement.

B08 *INTERFERENCE WITH OR INTIMIDATION OF SCHOOL PERSONNEL

Preventing or attempting to prevent school personnel from engaging in their lawful duties through threats of violence, harassment or intimidation.

B09 INTERFERENCE WITH THE MOVEMENT OF PUPILS IN AND OUT OF SCHOOLS, BETWEEN SCHOOLS, OR BETWEEN HOME AND AN ASSIGNED SCHOOL

Any action that prevents or delays scheduled transportation of pupils to and from an assigned school that prevents pupils from entering or leaving schools at scheduled hours, or that causes fear or jeopardy to students while walking to and from an assigned school.

- B10 HARASSMENT**
Written, verbal, or physical conduct that is persistent or pervasive that causes emotional distress or does the following to one or more students directly or indirectly:
- Substantially interferes with educational opportunities;
 - Adversely affects the ability of students to participate in or benefit from school programs; or
 - Causes a substantial disruption to the orderly operation of schools.
- B11 GAMBLING**
Participating in games of chance or skill for money or profit.
- B12 VERBAL ABUSE**
Name-calling, racial or ethnic slurs or derogatory statements directed at, and offensive to, another person.
- B13 FORGERY/GIVING FALSE INFORMATION OR IDENTIFICATION**
Intentionally misrepresenting information to school district personnel, such as giving false information, false identification or signing another person's name to a document.
- B14 ABUSE OF TECHNOLOGY**
The act of tampering with or unauthorized use of computer hardware or software, including loading unauthorized software, making unauthorized copies of software, tampering with the hard drive, infection of computers with viruses, unauthorized internet access, unauthorized access to another's files, computers, or computer systems, and computer network "hacking." The use of the internet or Detroit Public Schools Community District technology, equipment or materials, including networks and servers to commit any offense is a violation under the Student Code of Conduct.
- B15 *FIGHTING – MUTUAL COMBAT, MUTUAL ALTERCATION**
A physical altercation between one or more students that does not cause serious injury but requires physical restraint.
- B16 *INITIATING A FIGHT**
Intentionally initiating a fight between others or with another student that results in a physical altercation
- B17 *RESPONSE TO A PHYSICAL ATTACK**
Any action of responding to a physical attack in a combative response that is not defined as self-defense. *Self-defense* is described as an action to block an attack by another person or to shield yourself from being hit by another person. If the retaliation meets this definition then there will be no consequence. Retaliating by hitting a person back is not self-defense and consequences outlined in the Code should be followed.
- B18 HAZING**
Any intentional, knowing, or reckless activity which endangers the physical safety, causes mental distress, embarrassment, humiliation or ridicule of a student done for the purpose of being initiated into, affiliated with, participating in or becoming a member of any organization, team, group, club, school activity, regardless of whether the activity is done with or without the consent of the person(s) being hazed.
- B19 FAILURE TO SERVE PREVIOUSLY ASSIGNED DISCIPLINE**
A student will serve out his/her discipline sentence. A student and/or parents/guardians will be previously notified of any discipline sentence.
- B20 LEAVING SCHOOL PREMISES WITHOUT PERMISSION**
A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.