
Policy: Discipline Policy & Code of Conduct | CR1005 Discipline & Code of Conduct

Purpose of Policy:

The Preuss School UC San Diego has developed a scholar Code of Conduct and Discipline Policy. These delineate expectations for behavior as well as restorative strategies to correct behavior. With respect to discipline, in practice, the School follows a restorative justice and progressive discipline approach.

Content of CR1005 Discipline & Code of Conduct:

Scholar Code of Conduct

(Developed by Preuss scholars)

Individually, we strive for achievement. Together, we are The Preuss School. We, the Scholars of Preuss, have goals to succeed and have the persistence to do quality work in a rigorous academic atmosphere. The quality of our leadership allows us to be our own role models, which helps us to become motivated as a student body. As scholars of The Preuss School:

1. We respect ourselves and don't put others down.
 - Respect your mind and body and encourage yourself to be the best.
 - Don't put yourself or anyone else down in any way.
2. We are positive leaders and not negative followers.
 - Try to set positive examples for others and be your own leader.
3. We never give up.
 - Strive to achieve goals without quitting. Give everything your best shot.
4. We treat staff and parents with the utmost respect.
 - Listen to parents and staff without back talk or negative attitude.
5. We are persistent with our quality work.
 - Enforce good work habits and do high-quality work.
6. We do not slack off.
 - Be persistent with turning in homework, stay on task, pay attention, etc.
7. We take the responsibility to be on time.
 - Tardiness is not accepted.
8. We lend a helping hand to those who need it.
 - Be helpful to peers in need of help.
9. We can achieve what we put our minds to.
 - If you set a goal, you can achieve it with effort.
10. We solve our disagreements in a calm and civil manner.
 - No fights, no verbal abuse, no physical confrontations, etc.
11. We know when it's time to work, and when it's time to play.
 - Class time is used for working. Class time is educational, not a time to banter with others.
12. We don't exclude others from our groups, under any circumstance.
 - Cliques and groups will not exclude scholars in any way.
13. We are well organized and prepared for class.

- Come to school ready to learn with proper materials (pencil, pen, paper, etc.).
- 14. We follow the dress code.
 - The selected dress code colors are khaki (a light tan) for skirts, shorts, or pants and maroon or navy for polo shirt tops. Outer garments (such as jackets and sweaters) are also to be navy blue, and must be embroidered with “The Preuss School UC San Diego” or have prior administration approval. White, black, or brown shoes, without open toes, must be worn.
- 15. We respect others’ property and do not do graffiti of any kind.
 - Do not vandalize, or disrespectfully abuse the property of others.

We are proud to represent The Preuss School.

The Principal’s Advisory Council developed this Code of Conduct.

Framework for a Positive School Environment

Self-Discipline, Courtesy, Commitment to Learning, Honesty, Respect, and Appreciation: These are qualities that will create a community at The Preuss School UC San Diego in which all scholars, parents, and staff can achieve their best.

1. All members of The Preuss School UC San Diego community are expected to show RESPECT for themselves, peers, school, and the community at all times.
2. Scholars are expected to show RESPECT and cooperate with all school adults. They should follow any directions given by school adults.
3. Scholars are expected to show RESPECT for people and property. This includes using appropriate language at all times and keeping the campus clean and neat.
4. Scholars are expected to RESPECT the right of others to learn without distraction or disruption.
5. Scholars are expected to be where they are supposed to be at all times.
6. Scholars are expected to be in class on time and prepared to work.

Scholar Expectations and Commitments

1. All people will behave appropriately
2. Behavior is a matter of choice
3. A scholar will accept responsibility for his/her actions
4. Teachers have the right to teach
5. Each scholar has the right to learn
6. No scholar should prevent a teacher from teaching or another scholar from learning

Staff Expectations and Commitments

1. Offer an academically rigorous curriculum based on standards
2. Guide scholars to make appropriate choices
3. Communicate with scholars and parents in a positive manner
4. Formulate and implement classroom rules and consequences
5. Review the assignment calendar on a weekly basis
6. Prepare and distribute a course syllabus

Parent Expectations and Commitments

1. Reinforce your scholar’s desire to learn
2. Know, understand, and support the rules your scholar is expected to follow
3. Ensure that your child is at school

4. Provide a quiet place at home for your child to study, read, and complete homework assignments
5. Review homework each night and signing the planner each day
6. Send your child to school with a good night’s sleep, in good health, and with a clean dress code attire
7. Seek school assistance if you have questions or concerns about your scholar’s progress or about our policies

Ability is what you’re capable of doing. Motivation determines what you do.
 Attitude determines how well you do it.
 - Raymond Chandler

Restorative Responses and Preventative Practices

*This policy was adopted and revised from the SDUSD’s Restorative Discipline Policy (BP 5144)

School Site Implementation

In order to successfully implement and maintain restorative communities, sites will uphold the following principles:

- Engaging scholars in relevant instruction, with clear agreements about interactions with one another.
- Creating safe spaces throughout the campus and in classrooms for all scholars and using a restorative justice approach after incidents take place that threaten their sense of safety.
- Repairing and restoring relationships between scholars and/or adults after harm has taken place to re-establish safe spaces for all.
- Encouraging all school staff to build positive relationships with scholars and be actively engaged in their scholars’ academic lives and learning.
- Increasing awareness of scholar behaviors that are associated with trauma, crisis, disabilities, cultural norms or medical conditions, and understanding the triggers for those behaviors in order to better address the needs of the scholar.
- Promoting high standards of behavior by teaching, modeling, and monitoring behavior.
- Pairing school discipline with meaningful social emotional learning that offers scholars the necessary guidance to learn from their mistakes and positively contribute to their school community.
- Ensuring scholars have a trusted adult “champion” to support them through a restorative suspension or expulsion process that is fair, thorough and involves parents. Champions are side by side with scholars every step of the way and receive training on restorative practices as well as trauma-informed care.
- Promoting safe and respectful use of technology, both on campus and at home

Office/ Leadership	Office/ Admin	Classroom
<ul style="list-style-type: none"> ● Alternative-to-suspension Programs ● Anti-bias training ● Community partnerships <ul style="list-style-type: none"> ○ Restorative Justice Partners ● Counseling services ● Culturally responsive practices & implicit bias training ● Mental health supports 	<ul style="list-style-type: none"> ● Active supervision ● Administrators visible and available to scholars and parents ● Review discipline policy at Opening of School and at Back-to-School Night ● Counseling interventions ● Inclusive solution-seeking 	<ul style="list-style-type: none"> ● Grade level/classroom explicit teaching of social emotional learning (SEL) in pursuit of academic achievement: <ul style="list-style-type: none"> ○ Integration of SEL into academics ○ Instruction of SEL competencies integrated with

<ul style="list-style-type: none"> ● MTSS systems and structures <ul style="list-style-type: none"> ○ Breathing ○ Check in/Checkout ○ Conflict Resolution ○ Coping Skills ○ Group based contingency ○ Problem Solving ○ Role Play ○ Self-Monitoring ○ Social Stories ○ Taking a Break ○ Visual supports ● Restorative justice training <ul style="list-style-type: none"> ○ Affective Statements ○ Community Partners ○ Empathetic Listening ○ Restorative Questions ○ RJP Readings & Excerpts ○ SEL Centered RJP Activities ○ Virtual Community Circles ● Trauma-informed care training ● Wrap around supports 	<p>process</p> <ul style="list-style-type: none"> ● Parents as partners ● Peer mentors <ul style="list-style-type: none"> ○ Peer Mediation ○ Chelsea’s Light Peer Counselors ● Positive reinforcement system <ul style="list-style-type: none"> ○ Praise/Appreciation ● Relaxation Room or Wellness Center ● School-wide explicit teaching and reinforcement of digital citizenship ● School-wide explicit teaching and review of social emotional learning competencies: <ul style="list-style-type: none"> ○ Assemblies ○ Morning messages ○ Monthly themes ● School-wide PBIS ● Site staff mentors ● Scholar-led climate & culture initiatives ● Therapy ● Trauma-informed care response from educators ● Wellness check 	<p>each other</p> <ul style="list-style-type: none"> ○ Reflective activities ○ Behavior Reflection ○ Past Self Reflection ○ Social Media ● Opportunities for leadership ● Positive reinforcement system <ul style="list-style-type: none"> ○ Praise/Appreciation ○ Positive notes or phone calls to parents/guardians ● Restorative community building: <ul style="list-style-type: none"> ○ Community Circles ○ Empathetic Listening ○ Knowing scholar name ○ Greeting scholars at the door ○ Giving scholars opportunities to share about themselves ○ Goal Setting and reflection ● Scholar-developed social contracts and classroom rules: <ul style="list-style-type: none"> ○ Clearly defined/posted ○ Written in positive language ○ Explicit teaching/review of agreements and/or expectations ○ Visual supports (daily schedules, visual boundaries) ○ Teacher-initiated reminders and redirection ● Wellness check
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The Restorative Response Matrix was developed to assist school administrators and educators and provides general guidance for supportive practices and responses to behavior.

Levels of Support:

- Level 1: A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require immediate Administrative notification. Aeries documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.
- Level 2: A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures (Aeries and/or email) and parent/guardian communication is required to ensure scholars

receive the support needed to understand and correct behavior. A Level 2 behavior may result in a class or school suspension.

- Level 3: A Level 3 behavior is one which requires immediate administrative involvement and written documentation in Aeries. Level 3 behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual scholar and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required. A Level 3 behavior may result in a suspension or expulsion.
- Level 4: A Level 4 behavior requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 behaviors involve immediate suspension and a mandatory recommendation for expulsion. Formal documentation and parent/guardian communication are required. A Level 4 behavior is formally know as a Zero Tolerance behavior. A Level 4 bevhavior may result in an immediate suspension or expulsion.

Scholar Behavior Incidents - Behaviors demonstrated by the scholar that require intervention. These will be logged in Aeries.

Level 1

Restorative Response Matrix

Defining the Behavior - A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require immediate Administrative notification. Aeries documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

Scholar Behavior Incident	Supportive Practices and Response
<ul style="list-style-type: none"> ● Academic dishonesty ● Disruption ● Inappropriate cell phone use ● Inappropriate use of technology ● Lack of understanding of physical boundaries ● Lying ● Minor conflict (verbal, no contact or bodily harm) ● Minor interruptions/distractions ● Misuse of school property or equipment ● Not following classroom agreements/procedures ● Not having classroom materials ● Off task behavior ● Tardiness ● Use of profanity, not directed at individual 	<ul style="list-style-type: none"> ● Check in/Checkout ● Correction techniques: <ul style="list-style-type: none"> ○ Prompt ○ Redirect ○ Reteach ○ Provide choice ● Mindfulness strategies/ curriculum ● Peer mentors ● Restorative conferencing ● Role-play ● Seat change ● Scholar and parent/guardian interviews ● Social Stories ● Teaching of self-regulation strategies: <ul style="list-style-type: none"> ○ Breathing ○ Individual reflective time ○ Journaling

	<ul style="list-style-type: none"> ○ Peer support ○ Problem solving strategies ○ Speaking to an adult ○ Taking a break ○ Thinking of alternative solutions ● Use of affective statements by educator and/or scholar ● When-then strategies
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Level 2

Restorative Response Matrix

Defining the Behavior - A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures (Aeries and/or email) and parent/guardian communication is required to ensure scholars receive the support needed to understand and correct behavior. A Level 2 behavior may result in a class or school suspension.

The reporting staff member may:

- 1) Request a correction that involves other staff members OR
- 2) Request administrative input on the incident OR
- 3) Notify the administrator

Scholar Behavior Incident	Supportive Practices and Response
<ul style="list-style-type: none"> ● Attempted to cause property damage[^] ● Caused minor injury, except in self-defense[^] ● Caused or attempted to cause damage to school property or private property[^] ● Committed an obscene act or engaged in habitual profanity or vulgarity[^] ● Committed sexual harassment (1st offense)*[^] ● Continued Level 1 behavior[^] ● Engaged in an act of bullying/ cyberbullying (1st offense)[^] ● Habitual disruption ● Habitual inappropriate use of technology ● Harassed, threatened or intimidated peers[^] ● Harassed, intimidated, or threatened pupil or district personnel[^] ● Knowingly received stolen school property or private property[^] ● Possessed or used tobacco, or products containing tobacco or nicotine (1st & 2nd offense)[^] 	<ul style="list-style-type: none"> ● Any lower-level interventions from Level 1 ● After school counseling or support group ● Classroom suspension - 1 to 2 days <ul style="list-style-type: none"> ○ Administrator-assigned intervention ● Change in schedule/class (when applicable) ● Create a safety plan ● Daily report card on behavior ● Loss of privilege ● Mini-course/training (e.g., conflict resolution, anger management) ● Modification of IEP, if applicable <ul style="list-style-type: none"> ○ Create a behavior intervention plan (BIP) ● No contact agreement ● Parent/guardian outreach ● Participation in mentoring program ● Peer mediation ● Referral to after-school program ● Referral to community-based services ● Referral to school-based health/mental health clinics ● Referral to support staff (e.g. counselor, psychologist, nurse) ● Saturday Enrichment Academy

<ul style="list-style-type: none"> ● Stolen or attempted to steal school or private property^ ● Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind (1st offense)^ <p>^Requires administrator involvement and a Discipline incident code entered in Aeries *Must be reported to UC San Diego's OPHD</p>	<ul style="list-style-type: none"> ● Self-charting of behaviors ● Short-term behavioral progress reports ● Social skills training ● Scholar/teacher/parent or guardian conference ● Substance-use intervention group or module ● Teacher/scholar Conference ● Written apology
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Level 3
Restorative Response Matrix

Defining the Behavior - A Level 3 Behavior is one which requires immediate administrative involvement and incident log in Aeries. Level 3 Behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual scholar and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required. A Level 3 behavior may result in a suspension or expulsion.

Scholar Behavior Incident	Supportive Practices and Response
<ul style="list-style-type: none"> ● Aids or abets infliction or attempted infliction of physical injury ● Assault/battery on a school employee^ ● Caused, attempted to cause, threatened or participated in an act of, hate violence ● Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense (non-deadly force) ● Caused major property damage ● Committed or attempted to commit robbery or extortion^ ● Committed sexual harassment (2nd or continuing offense)* ● Continued Level 2 behavior^ ● Engaged in, or attempted to engage in, hazing ● Engaged in an act of bullying/ cyberbullying (2nd+ offense)^ ● Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding ● Made terroristic threats against school officials or 	<ul style="list-style-type: none"> ● Any lower-level interventions from Level 1 or 2 ● Community service ● Functional behavioral assessment, if applicable ● Implementation of restorative conferencing with scholar champion ● In-school counseling ● Increase access to mentor ● Re-entry practices ● Substance-use intervention group <p>When Level 3 behaviors occur and alternative-to-suspension programs or other lower level interventions have been utilized, an out-of-school suspension can be assigned:</p> <ul style="list-style-type: none"> ● Out-of-School Suspension—1 to 5 days <p>^Indicted Level 3 behaviors can be recommended for Expulsion and MAY be reported to UCSD Police</p> <p>*Must be reported to UC San Diego's OPHD</p>

<p>school property, or both</p> <ul style="list-style-type: none"> ● Possessed/sold/furnished a knife/dangerous object ^ ● Possessed an imitation firearm ● Possessed or used tobacco, or products containing tobacco or nicotine (3rd offense) <p>Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind</p> <ul style="list-style-type: none"> ● Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished an imitation of it ● Unlawfully possessed or unlawfully offered, vapes, arranged, or negotiated to sell drug paraphernalia ● Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma ● Willfully caused serious injury, except in cases of demonstrated self-defense (no-lethal force) 	
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Level 4

Restorative Response Matrix

Defining the Behavior - A Level 4 Behavior is one which requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 Behaviors require a mandatory recommendation for expulsion. Formal documentation in Aeries and parent/guardian communication is required. A staff member observing or being informed of a level 4 incident will notify administration immediately to start a process that compiles all interventions provided to the scholar and initiates investigation. A Level 4 behavior is formally known as a Zero Tolerance behavior. A Level 4 behavior may result in an immediate suspension or expulsion.

Scholar Behavior Incident	Supportive Practices and Response
<ul style="list-style-type: none"> ○ Committed or attempted to commit a sexual assault*^ ○ Continued Level 3 behavior ○ Possessed/sold/furnished a firearm^ ○ Possessed/sold/furnished an explosive^ ○ Brandished a knife to another person^ ○ Unlawful possession or sale of a controlled substance^ <p>*Should also be reported to San Diego's OPHD</p>	<ul style="list-style-type: none"> ○ Conference with scholar, parent and administrator to explain options for scholar ○ Intervention program ○ Outside counseling and services ○ Recommendation to alternative educational placement ○ Referral to UCSD Police supports <p>When scholars have been provided with information on the</p>

<p>^ MUST be reported to UC San Diego Police</p>	<p>expulsion process, supports available, and information on alternative instructional options, the following shall take place:</p> <ul style="list-style-type: none">○ Mandatory 5-day suspension and○ Recommendation for expulsion
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