BPS STUDENT CODE OF CONDUCT

BASIC PRINCIPLES

Barrington Public Schools (BPS) is committed to preparing its students to be caring, competent, and critical thinkers who are engaged, contributing members of society. The key to achieving this outcome is the creation of a learning environment in which all students feel safe, supported, and respected. Therefore, BPS supports disciplinary policies and practices that engender a positive approach to student behavior through the use of preventative and restorative practices. These practices should also eliminate disparity/inequality in the use of punitive consequences and serve the "whole child" through attention to their social and emotional health.

BPS further recognizes the opportunity gap affecting significant portions of the student population in public schools throughout the United States, namely amongst African American, Latino, and English Language Learner students and students with disabilities. BPS seeks to identify and reduce any disparities in the implementation of discipline that negatively affects its own students in these communities and to ensure that its administration enforces disciplinary rules fairly, consistently, and without discrimination.

To achieve these goals, BPS emphasizes the use of school and classroom management strategies that keep students in school and in the classroom. Missing school for any reason has a direct impact on academic achievement, both short-term and long-term. Removal of students from the classroom environment for misbehavior is avoided.

BPS does not support a zero-tolerance approach to discipline. Moreover, an administrator may only impose an in-school or out-of-school suspension when other means of correction fail to work. BPS expects all administrators to document and evaluate all attempts to assess their efficacy prior to imposing or referring a student for a disciplinary sanction that results in the student's removal from an assigned classroom or the school site.

Other means of correction include, but are not limited to, conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior or anger management; participation in a restorative justice program or restorative circles; and positive behavior support approaches.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, eliminating unconscious bias, and establishing cooperative relationships with parents/guardians.

BPS has adopted the Response to Intervention (RTI) framework wherein each school is responsible for implementing a tiered system of academic and behavioral supports. These RTI strategies, programs, and interventions facilitate a consistent approach for positive, prosocial behavior management and enable all students to access the core curriculum, thereby minimizing the students' loss of instructional time due to disciplinary sanctions.

Tier 1: Community Building (Prevention/Relate)

Tier 1 is characterized by the use of social-emotional skills and practice (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following a behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

Tier 2: Restorative Processes (Intervention/Repair)

Tier 2 is characterized by the use of a non-punitive response to harm/conflict such as harm circles, mediation, or family-group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3: Supported Re-Entry (Individualized/Re-Integrate)

Tier 3 is characterized by 1:1 support and successful re-entry of youth following suspension, truancy, or absenteeism due to incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

BMS students are expected to follow all school and BPS rules and policies, as well as state and federal laws and mandates. In implementing this Code of Conduct ("Code"), BMS shall follow the definitions of misconduct set forth by and used to report to the Rhode Island Department of Education ("RIDE") as well as policies developed by the BPS.

The RIDE definitions can be found here:
https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Data-Collection-Tools/2016-17/DisciplineCollection.pdf

The Committee policy on Student Conduct and Discipline can be found here:
<Provide TITLE and LINK TO STUDENT BEHAVIOR POLICY HERE> Needs update.

The Code of Conduct and all BPS Policies are enforced within the BPS school buildings, on school grounds, on school buses, during virtual learning, and while attending or participating in school-sponsored activities or events (including without limitation athletics or extracurricular activities).

The following conduct is prohibited with the BPS school buildings, on school grounds, on school buses, during virtual learning, and while attending or participating in school-sponsored activities or events (including without limitation athletics or extracurricular activities). The misconduct noted with an asterisk (*) is further discussed below. Some misconduct is also covered in Committee policies, the links for which also appear below.

Absenteeism Policy - Click Here for Full Policy
Academic Honesty Policy - In Draft
Alcohol Sensor Policy Click Here for Full Policy
Appeals Policy -Click Here for Full Policy
Bullying Policy and Reporting Form Click Here for Full Policy
Free and Reduced Lunch Policy-Click Here for Full Policy
Non-Discrimination Policy - Click Here for Full Policy
Prohibiting Sexual Abuse and Harassment - Click Here for Full Policy
School Response to Dating Violence - Click Here for Full Policy
Smoking, Vaping, or Use of Nicotine Products - Click Here for Full Policy
Substance Use Policy - Click Here For Full Policy
Threat Assessment Policy - Click Here for Full Policy
Technology Acceptable Use - Click Here for Full Policy
Weapons and Assault Policy - Click Here for Full Policy