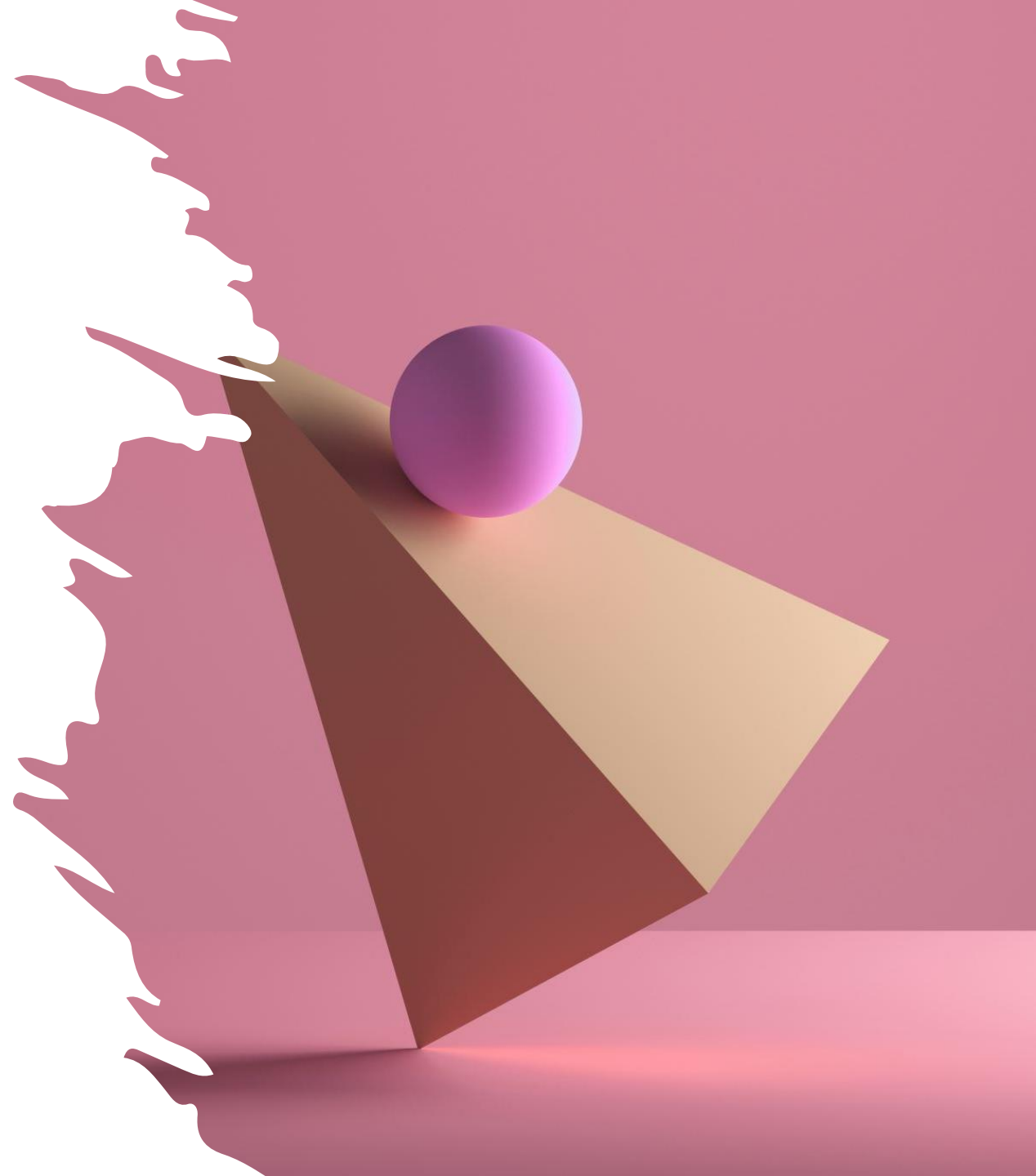


SEEAT Subcommittee One: Inclusive Environment

Session Two - family contact during code of conduct level
three and four disciplinary investigation



Creating a
culture of
belonging

DEI GOAL: *We will work towards creating an environment in which all students, regardless of identity, feel a sense of belonging, by creating common procedures and practices for all schools that reflect a positive and supportive approach in hiring procedures, student discipline, classroom materials, and academic success.*

2023-2024 Collective Agreements



How do we want to feel when we come together?

Heard
Respected
Energized
Optimistic
Validated
Secure
Safe
Challenged
Understood
Helpful
Engaged
Curious
Accepted
Proud
Productive
Open-Minded



What actions will we take to ensure we feel that way?

Make it about our kids
Ask questions
Be prepared
Be self-aware and other-aware
Be guided by facts
Know it's ok to disagree
Practice empathy
Listen to understand, not to respond
Be supportive and affirming
Keep confidentiality
Be willing to change perspectives and understand other points of view
Be accountable for our actions, words and behaviors
Challenge ideas, not people
Show kindness by being firm on issues and soft on people

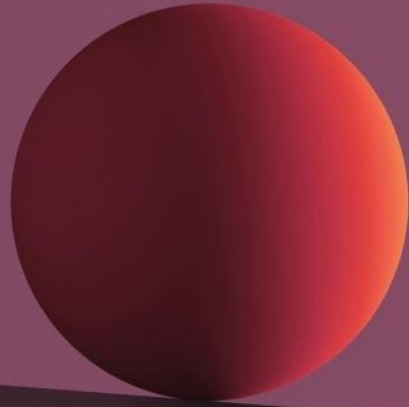


How will we react when someone makes us feel other than the way we want to?

Pause and take a breath
Remember this is for and about the kids
Know what your purpose is for speaking
Model the tone and respect you want to feel
Speak in "I feel..." statements
Model the change not only with words but also actions
Ask for clarity and support
Ask clarifying questions
Reflect back to the other person "I'm hearing you say..." and "I feel..."
Pause, take a breath before reacting
Gather more information and ask for the story behind the emotion
Go back to a point of agreement
Address it—that's not our norm
Don't leave without sharing your thinking



Share a school discipline
memory



Subcommittee One

Codifying Systems and Structures Around Code of Conduct
Violations

When do we investigate?

Upon receiving any information regarding a serious (potential level three or four violations) incident or allegations of a student violating the Code of Student Conduct, the dean, AP, principal, or another administrator or their designee must investigate.

Incidents do not need to occur on school property or during school hours for an investigation to take place. Incidents that occur on school transportation, at school functions, on school devices, or that present a clear threat to individual members of the school community must be investigated.



What is the purpose of a disciplinary investigation?

The purpose of the investigation



Is not to pass judgement or determine guilt beyond a reasonable doubt



Is to determine student well-being, student mindset, and what needs to happen to rebuild safety and trust; and is to determine (to the best of our ability) violations of the code of conduct

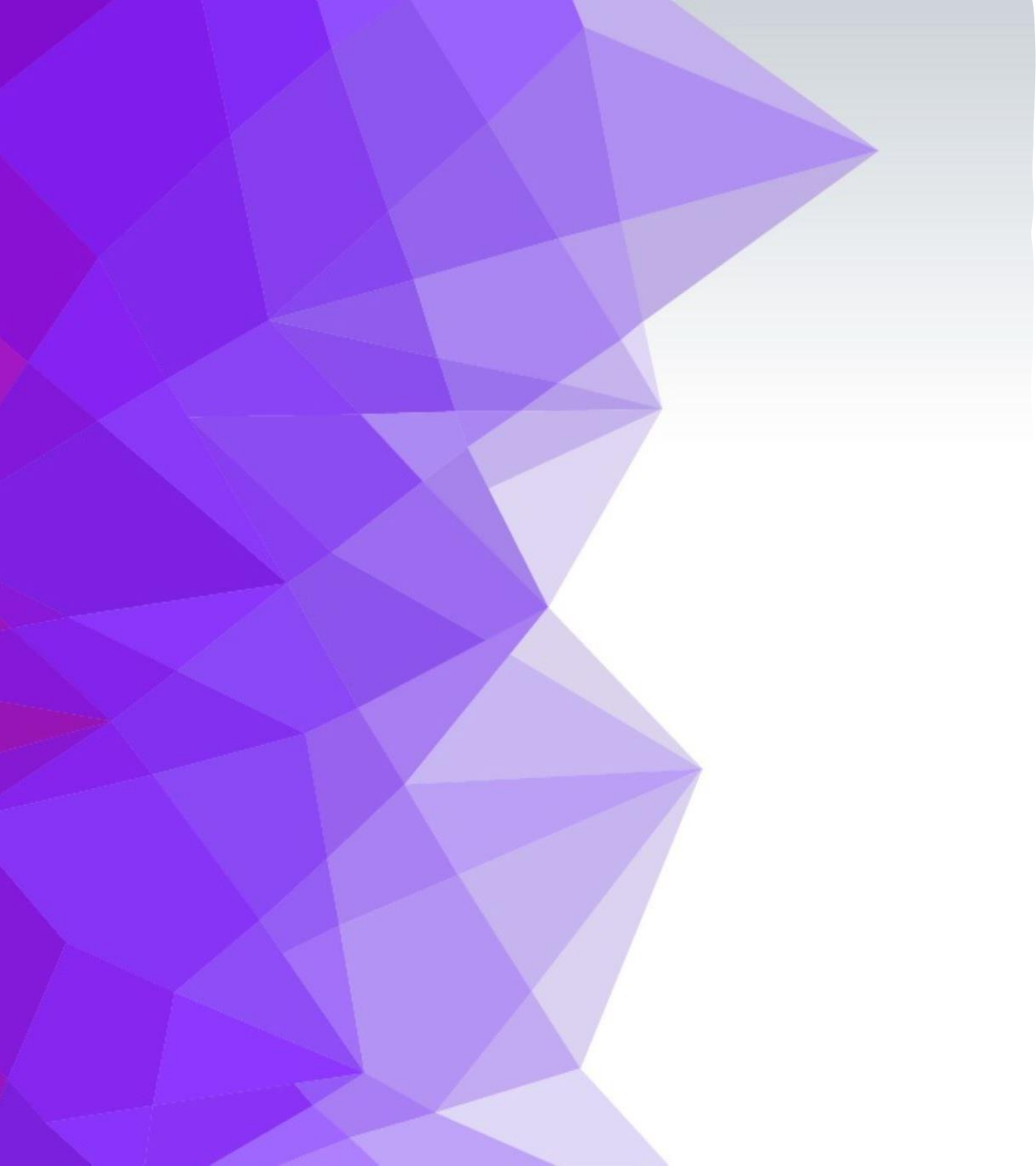


What is the role of the family
in an investigation?



Scenario One

A 5th-grade girl has reported that a boy in her class has been verbally bullying her for the past week. He has continuously called her fat, ugly, and other derogatory terms. He also mocks her in class when she asks questions, coughs, etc. The boy has admitted to this and says he did so because the girl annoyed him.



What would you expect to hear and when?

Guardian of the instigator?

Guardian of the target?

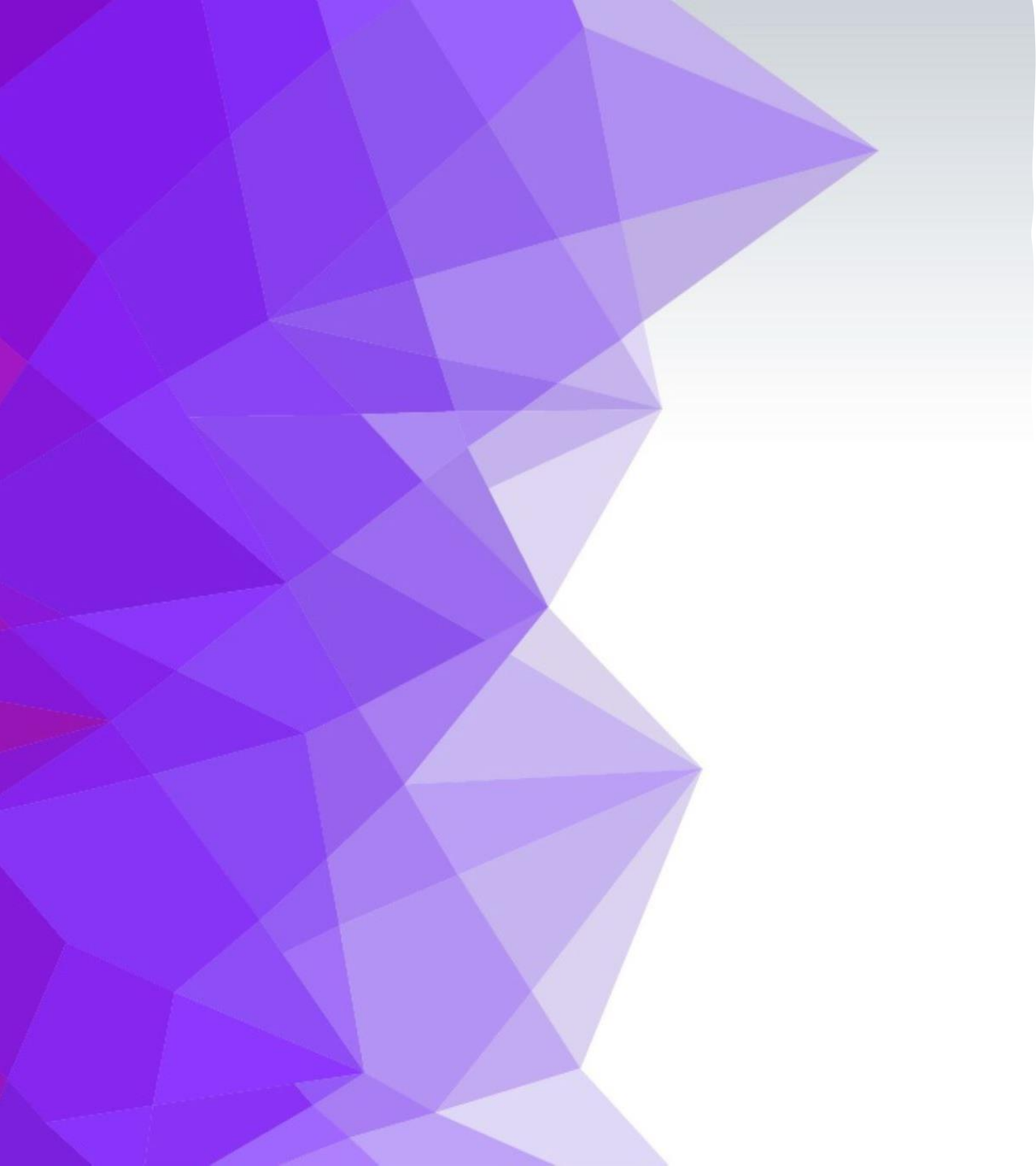
Guardian of the witness or interviewed student?

*don't forget we cannot share consequences or instigator identity with anyone except the family of the instigator



Scenario Two

A 10th-grade student tells another student a joke that contains an antisemitic trope. The joke is overheard by a teacher and several other students in the hallway and is reported by the teacher and one student to administration. The student who told the joke has never been in trouble with the administration before.



What would you expect to hear and when?

Guardian of the instigator?

Guardian of the target?

Guardian of the witness or interviewed
student?

*don't forget we cannot share consequences or
instigator identity with anyone except the family of the instigator

Current Model: Family Contact Benchmarks

Before

No contact

During

- Within the same day of the conversations, call after interaction(s) with any involved student to let guardians know why you spoke to their child and what next steps are (if the guardian does not pick up, just ask them to call you back).
- When the investigation is ongoing, just let the guardian know you are still investigating.

After

- Administrator or dean calls to inform guardian of outcome for their child and assure guardian it was handled within the code of conduct.
- If a guardian asks to see evidence (i.e. video or screenshot), they are invited in to see it in the main office – we do not send it.

Next Time in
SEEAT
Subcommittee
One...

