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

<table>
<thead>
<tr>
<th>How do we want to feel when we come together?</th>
<th>What actions will we take to ensure we feel that way?</th>
<th>How will we react when someone makes us feel other than the way we want to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heard</td>
<td>Make it about our kids</td>
<td>Pause and take a breath</td>
</tr>
<tr>
<td>Respected</td>
<td>Ask questions</td>
<td>Remember this is for and about the kids</td>
</tr>
<tr>
<td>Energized</td>
<td>Be prepared</td>
<td>Know what your purpose is for speaking</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Be self-aware and other-aware</td>
<td>Model the tone and respect you want to feel</td>
</tr>
<tr>
<td>Validated</td>
<td>Be guided by facts</td>
<td>Speak in “I feel…” statements</td>
</tr>
<tr>
<td>Secure</td>
<td>Know it’s ok to disagree</td>
<td>Model the change not only with words but also actions</td>
</tr>
<tr>
<td>Safe</td>
<td>Practice empathy</td>
<td>Ask for clarity and support</td>
</tr>
<tr>
<td>Challenged</td>
<td>Listen to understand, not to respond</td>
<td>Ask clarifying questions</td>
</tr>
<tr>
<td>Understood</td>
<td>Be supportive and affirming</td>
<td>Reflect back to the other person “I’m hearing you say…” and “I feel…”</td>
</tr>
<tr>
<td>Helpful</td>
<td>Keep confidentiality</td>
<td>Pause, take a breath before reacting</td>
</tr>
<tr>
<td>Engaged</td>
<td>Be willing to change perspectives and understand other points of view</td>
<td>Gather more information and ask for the story behind the emotion</td>
</tr>
<tr>
<td>Curious</td>
<td>Be accountable for our actions, words and behaviors</td>
<td>Go back to a point of agreement</td>
</tr>
<tr>
<td>Accepted</td>
<td>Challenge ideas, not people</td>
<td>Address it—that’s not our norm</td>
</tr>
<tr>
<td>Proud</td>
<td>Show kindness by being firm on issues and soft on people</td>
<td>Don’t leave without sharing your thinking</td>
</tr>
<tr>
<td>Productive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open-Minded</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table:**

- **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?
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

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>No contact</td>
<td>• 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).</td>
<td>• Administrator or dean calls to inform guardian of outcome for their child and assure guardian it was handled within the code of conduct.</td>
</tr>
<tr>
<td></td>
<td>• When the investigation is ongoing, just let the guardian know you are still investigating.</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
Next Time in SEEAT Subcommittee One...