



Code of Conduct Revision Initiative Overview Session

May 29, 2019

Facilitated By MJ Austin



Reflect & Connect

Please sign in.

Please create a name tent:

Please write your name, school, role/position.



M J Austin
Engaging Schools
Facilitator

Ancora Imparo - "I am still learning."



Gathering – Quote Cafe

Format: Trios

Directions:

Look at the statements on the walls, and choose one belief that resonates with you – a belief that you wish all school staff and parents would hold.

Form trios, take turns reading your quote to your partners and responding to the following prompts:

- What grabbed your attention about this quote?
- If all school staff truly believed and acted on this statement, how might student outcomes change, particularly for students who struggle in school?



About Engaging Schools

Educational Non-Profit

National Organization

Collaborates with educators on creating schoolwide communities of learning

3 Core Professional Services

1. Schoolwide Discipline and Student Support
2. Engaged Classrooms
3. Advisory Plus

The Partnership

Engaging Schools will collaborate with key stakeholders in the district to enable them to assess, revise, and adopt a student Code of Character, Conduct, and Support (CCCS) that will support a comprehensive Schoolwide Discipline and Student Support approach where each and every student is treated fairly and equitably and that feels supportive to parents, effective to all staff, and enforceable to administrators.

Code Revision Update

Chapel Hill-Carrboro City Schools partners with Engaging Schools in a systematic process to assess, refine, and implement with integrity their revised district Code of Character, Conduct, and Support (CCCS). The revised code will create a code that reflects our core practices, reduce educational disparities, and facilitate equal access to a quality education and opportunities for all students.

- Phase I - Code Assessment (January - March 2019)
- Phase II - Code Recalibration (March - September 2019)
- Phase III - Capacity Building, Induction and Launch

Code Revision Update

Phase II Code Recalibration: District Code Team

- Debby Atwater, Director of Digital Learning & Library Services
- Dr. Charlos S. Banks, Sr. Executive Director of Student Services
- Janet Cherry, Director of System of Care
- Dr. Elaine Watson-Grant, Executive Director Elementary Schools & Special Programs
- Vernon Hall, Coordinator of Social & Emotional Learning
- Lessley Mader, Executive Director of Exceptional Children
- Scarlett Steinert, Director of School Safety
- Nelson Surlles, Coordinator, Student Data & Research
- Lee Williams, Executive Director of Equity & Inclusion
- Dr. Quincy Williams, Executive Director Secondary Schools & Special Programs



Code Revision Update

Phase II Code Recalibration: Introductory Sessions and Focus Group Meetings

- Introductory Sessions Held: Student Support Staff, Cabinet, School Administrators
- Focus Groups Held: Students, Exceptional Children Lead Staff, Equity Advisory Leadership Team, School Administrators, Cabinet, School Counselors, Board of Education, Family Commission
- Additional Focus Sessions to be Scheduled: Students, Parents, Teachers, School Administrators and Community Members

Next Steps

Proposed Task Force Members

Board of Education Members (2)	School Administrators (3)
Teacher and Teacher Assistant (5)	Students (6)
Parents (3)	Family Commission (2)
School Counselor (2)	School Social Worker (1)
Mental Health Specialist (1)	Psychologist (1)
Behavior Support Specialist (1)	University Member (1)
Boomerang Representative (1)	
Youth Development Organization (1)	
Department of Social Services (1)	
Department of Law Enforcement (1)	
Coordinator, School Transportation (1)	
Juvenile Crime Prevention Council (1)	



Outcomes

Today, **you** will take away...

1. An overview of the Code of Conduct Revision Initiative
2. Key concepts that inform an accountable, restorative, and equitable approach to schoolwide discipline and student support.

Today, **we** will take away your first thoughts about revisions to the current code.

See agenda in your folder

Principles that Inform the Process for Revising the Code

- Keep the process transparent and keep all stakeholders informed about the work through various modes of communication
- Incorporate feedback and vetting procedures from all stakeholder groups throughout the revision process.
- Final recommendations must meet competing needs and interests of all stakeholder groups.

The Charge and Overview of Code Revision Initiative

Format: Solo, Pairs, and Whole Group

Directions:

1. Please review the document, “CH-CCS Launches a Code Revision Process”. Any clarifying questions or wonderings?
2. Scan the document, “Building a Commitment to Implement a Revised Code...”
3. Turn and Talk: Discuss two things you appreciate about the Code Revision scope, sequence, or process. Questions?
4. Walk through the document, “Suggested Scope and Sequence of Task Force Meetings”

Restorative, Accountable, and Equitable System of Discipline and Student Support

Format: Solo, table groups, and whole group

Directions:

1. Brainstorm 3 or 4 qualities of a restorative, accountable, and equitable system of discipline and student support. Use a Sharpie to write your responses in large print.
2. Table Groups: Cluster your post-its by category, theme. Then read the post-its out loud.
3. Solo: Scan the document, “Five Essential Qualities of Effective Discipline and Student Support”
4. Table Groups: How does this depiction align with your post-its?



Five Essential Qualities of Effective Discipline and Student Support

Format: Solo and Whole Group

Directions:

What language (words or phrases) do you particularly appreciate in the document?

Punitive v. Restorative

	PUNITIVE	RESTORATIVE AND ACCOUNTABLE
Goals/ Outcomes	To punish (done to a student)	To make it right (done by a student)
The Process	School sanction/ consequence	School sanction /consequence + intervention
Pedagogy	Harsh, arbitrary, authoritarian, threatening	Supportive, instructional, collaborative



Reducing Disciplinary Disparities

1. Establish clear, aligned, and viable consequences and interventions appropriate to specific infractions
2. Establish a few (4 to 6) enforceable schoolwide rules that address the most frequent behaviors for which students get referred, removed, or receive ISS or OSS.
3. Establish a crystal clear student removal protocol with explicit conditions for its use.

Turn and Talk: What are some of the benefits for students, families, and staff of putting these practices in place?



Reducing Disciplinary Disparities

4. Strengthen teacher awareness of biases that influence their “first response” to students and provide standardized “first response” strategies to address behavior concerns.
5. Implement three to five timely, predictable, and standardized interventions that are restorative and accountable.
6. Make a deliberate effort to engage students who struggle in opportunities that help them **CONNECT** to school and help develop their talents, interests, social competencies, and leadership skills.

Turn and Talk: What are some of the benefits for students, families, and staff of putting these practices in place?

Reducing Disciplinary Disparities

Questions????



Promotion, Prevention, and Interventions

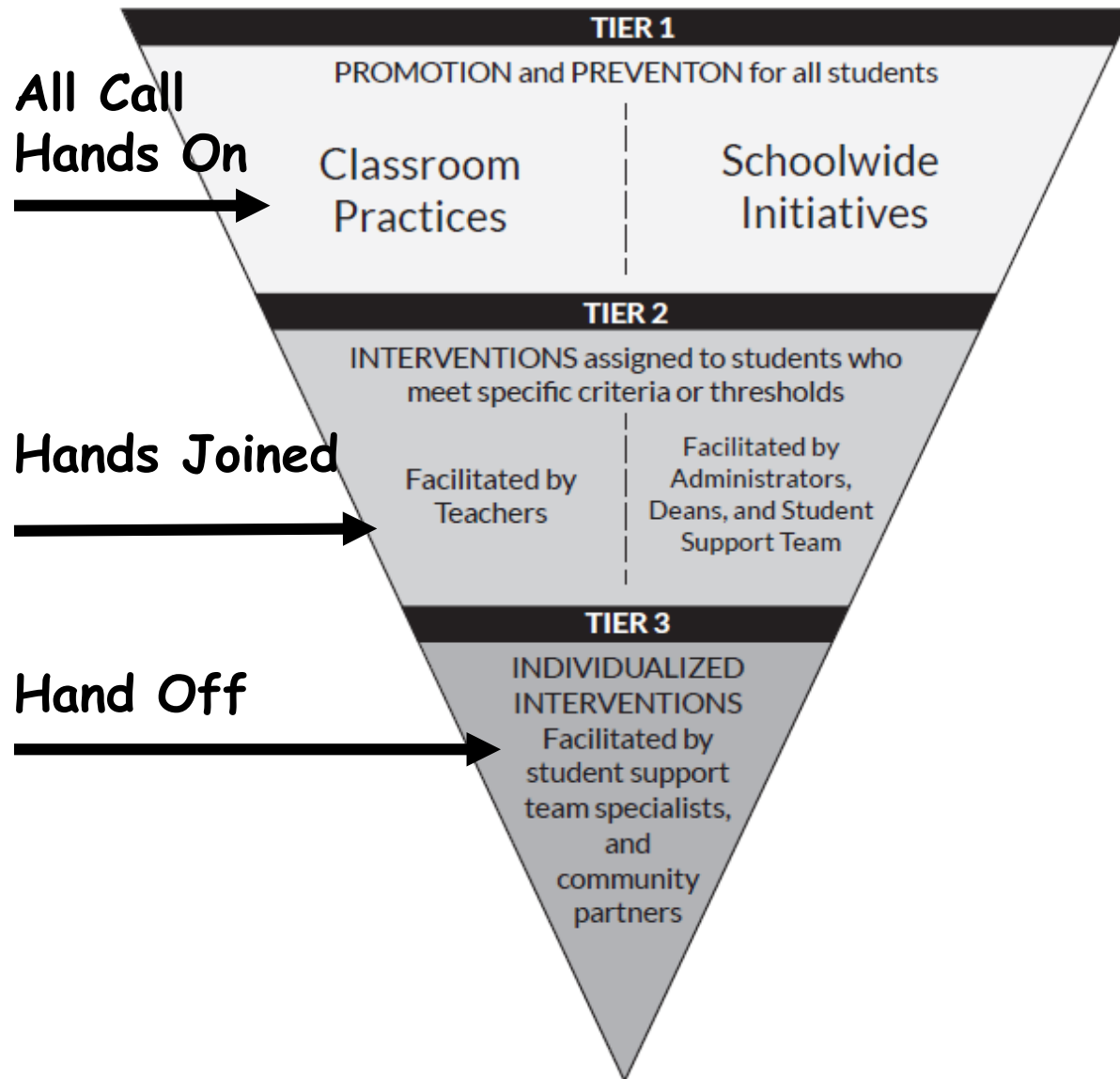
Code of Character, Conduct, and Support Lives within a Multi-tiered System of Promotion, Prevention, and Intervention

Format: Table Groups

Directions:

1. Find the document, “A Three Tiered System of Support”

A Three-Tiered System of Support



Promotion, Prevention, and Interventions

Format: Table Groups

Directions:

In your table group, discuss....

- What do you find interesting or helpful about the graphic?
- If a revised code places more emphasis on interventions, what will need to be in place 18 months from now?
- If a greater emphasis is placed on **promotion and prevention**, what are the implications for teachers?



Reflect and Connect

Choose a picture card that reflects a social-emotional competency that you would want every student in your district to develop and strengthen during their school experience.

(You will share your card with others in a few minutes.)



Social and Emotional Learning

Exemplary Codes emphasize the importance of helping students develop and strengthen social and emotional competencies and demonstrate good citizenship.

Learning and Life Competencies

- Find your LLC placemat
- LLCs cover four skill sets:
 1. self-awareness
 2. self-management
 3. social efficacy
 4. academic efficacy
- LLCs align with the developmental and cultural needs of students, mirror the academic and behavioral expectations held by teachers, and live naturally in the classroom and school setting.

Picture Cards → LLCs

Grouping Format: Solo and Whole Group

Directions:

- 1. Solo:** Find a competency on your LLC placement that most closely aligns with your picture card.
- 2. Whole Group:** Share out your card and the competency that it reflects.

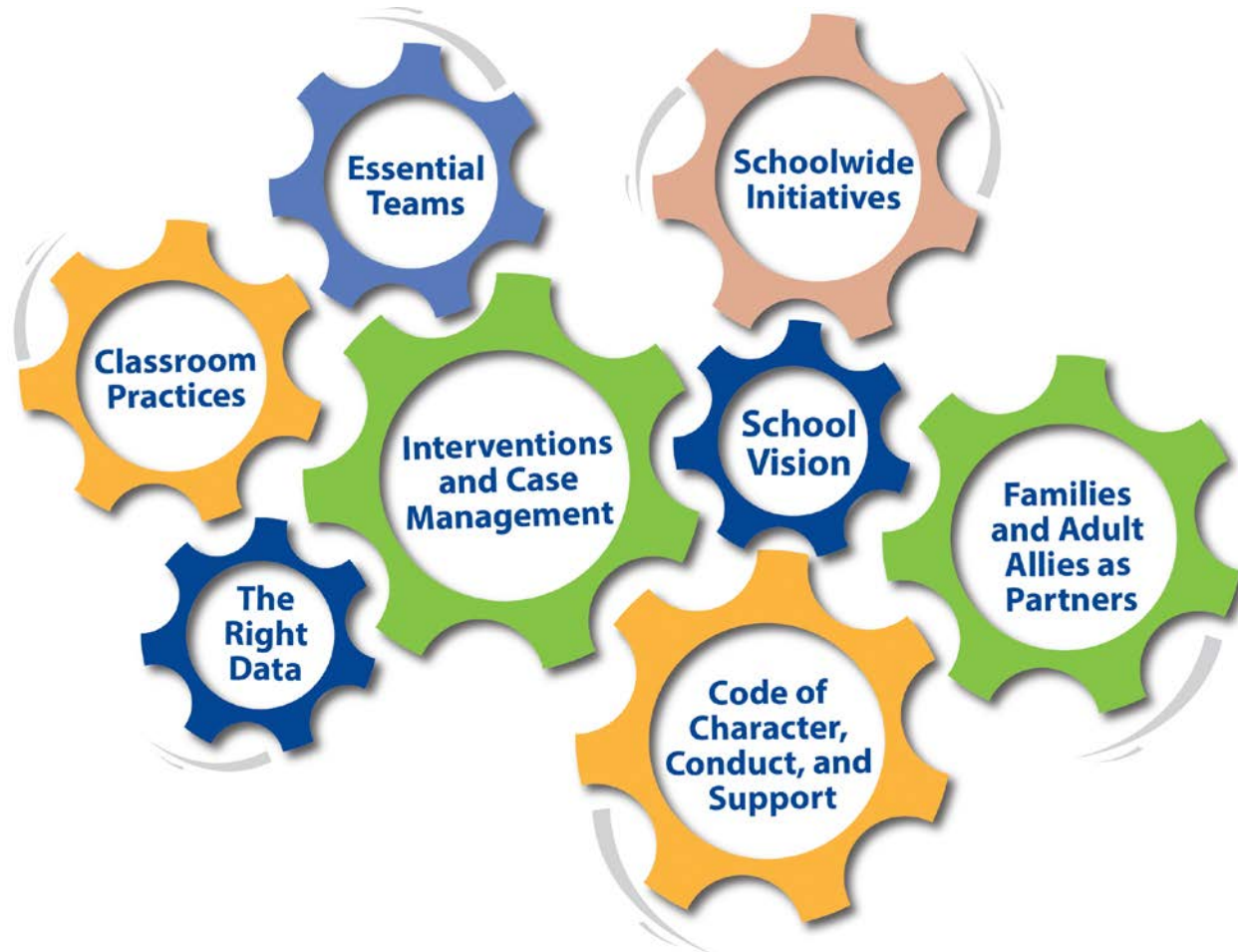
Social and Emotional Learning

Format: Pairs

Directions:

1. Scan the LLC competencies and target behaviors and identify 3 or 4 that you **know** are linked to improved academic performance and college and career readiness. What is your evidence?
2. Identify two or three behaviors students would develop and practice if interventions were truly restorative and accountable?
3. Share your thinking with your partner.
4. Share out a few responses with the whole group.

Discipline and Student Support Structures and Systems (The Gears) Are Interdependent



Gears are Interdependent

Format: Solo, Table Group, and Whole Group

Directions:

1. Scan the gears.
2. Think about the gears....Choose one gear that will change when Code revisions are in place. How will other gears be impacted when there are significant changes in the gear you selected?
3. Share out in your table group.
4. Invite a few responses in the whole group.



We Offer A New Title for the Code Code of Character, Conduct, and Support

Format: Whole Group

Question Prompt:

What message does this new title communicate to students, families, and staff? How is this message different from codes that use the more traditional title of “Code of Conduct”?

Capturing First Thoughts about Discipline and Code Revisions

Format: Table Groups

Directions:

1. Please find the document, “Capturing First Thoughts about Discipline and Code Revisions”.
2. Identify a recorder in your table group.
3. Please take 10 minutes to write in your responses to the questions.



Organizing and Integrating

Format: Trios

Directions:

Find two partners from other tables and share your responses to this question prompt:

“What was a highlight today that helped provide a big picture of the Code Revision Initiative?”



Written Feedback

Please find the document, “Written Feedback for Introductory Session.

Please take five minutes to complete the form.

Thank you