



# Code of Conduct Revision Initiative Task Force Meeting 3

September 9, 2019

Facilitated By MJ Austin



*Ancora Imparo - "I am still learning."*



# Reflect & Connect

**Please sign in.**

**Please create a name tent:**

Please write your name and your role (parent, staff title, community partner, etc..)





# Reflect & Connect

**Solo:** Choose a post card that reflects one behavior / social skill students demonstrate to be good students and good citizens.

**Groups:** Share your responses with your table mates.



# Essential Question

What recommendations for revisions to the Code of Conduct and disciplinary and student support practices will serve each and every student effectively and equitably and meet the multiple interests of all stakeholders?

**See agenda in your folder**



# Outcomes

- Update on the Code Revision Process
- Prioritize key words and phrases that reflect your vision.
- Make recommendations for Introduction section and the Rights and Responsibilities section of the Code
- Review Standardized Rules and Consequences for Physical Aggression, Bullying, Bias Related Incidents, Inappropriate Sexual Behavior/Harassment

# 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 – April, 2020)
- Phase III - Capacity Building, Induction and Launch (September 2019 - December 2020)

# Code Revision Stakeholders Involvement

## District Code Team

## Task Force Team

FOCUS GROUPS	INPUT GROUPS	VETTING GROUPS
Parents Middle/High Students Equity Task Force Other Community Partners	School Administrators District and School Student Support Staff Exceptional Students Staff Teachers	Superintendent's Cabinet School Administrators District Lawyer

## Code Revision Professional Learning Sessions

Superintendent's Cabinet'	Principles and APs Teachers	Student Support Staff Non-Certified Staff
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# What Happens with our Written Data?

We will be distributing your written input in relevant “chunks” that are related to the tasks you will be working during each meeting.

For this meeting we are giving back the data related to your *First Thoughts* for the code and Goals for discipline.

# Prioritizing Language that Reflects Your Vision and Goals

**Format:** Solo and Table Groups

**Directions:** Work question by question using your **Capturing First Thoughts and Goals** document

**Solo:** Scan the section and highlight key words, phrases, or statements you want expressed in the revised Code

**Table Group:** For each section, identify a recorder who will **highlight in yellow** designated number of words, phrases, or statements that your table wants to see expressed in the revised Code.

# Prioritizing Language that Reflects Your Vision and Goals

- **What is your goal for discipline?** (Highlight 7 words, phrases, or statements)
- **A revised code of conduct would...** (Highlight 10 phrases or statements in EACH box)

<b>Better support schools to</b>	<b>Better support teachers to</b>
<b>Better support students to</b>	<b>Better support parents to</b>
<b>More of...</b>	<b>Less of...</b>

# Code Chunking for Drafting Recommendations

1. Goals
2. Why do we have a Code of Conduct / Why Knowing about the Code Matters
3. Core Values
4. Core Principles
5. Student and Adult Mindsets
6. Promoting a Positive School Climate and Culture
7. Students Rights
8. Student Responsibilities
9. Parent Rights
10. Parent Responsibilities

# Five Groups ~ Two Drafting Rounds

<b>Round 1</b>	<b>1 &amp; 2</b>	<b>3 &amp; 4</b>	<b>5 &amp; 6</b>	<b>7 &amp; 8</b>	<b>9 &amp; 10</b>
<b>Round 2</b>	<b>7 &amp; 8</b>	<b>9 &amp; 10</b>	<b>1 &amp; 2</b>	<b>3 &amp; 4</b>	<b>5 &amp; 6</b>

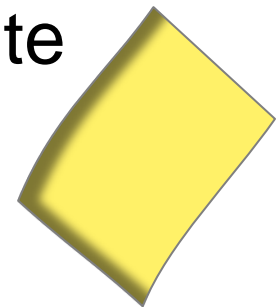
# Drafting Recommendations

**Format:** Solo and Table Groups

**Directions:** Refer to your group's designated samples for each round (1,2) (3,4) (5,6) (7,8) (9,10)

1. **Solo:** Mark up what you like in your sample(s)
2. **Table Groups:** Do a go-round sharing phrases or statements that you think are essential and explain your reasoning.
3. On a poster-size "clean" copy, highlight in yellow "keepers". Add any edits in red thin marker.

Place post-its where you want to write something new.





# Standardized Rules and Consequences

**Review the Standardized Rules and Consequences for;**

- Physical Aggression
- Bullying
- Bias Related Incidents
- Inappropriate Sexual Behavior/Harassment

**Share with your table;**

1. What is something you appreciate about this document?
2. What questions do you have? (Please write on post-its)



# Organizing and Integrating

Please stand up and find a partner from another table. Please share your responses to this prompt:

“Share a new learning or insight from tonight’s session that feels particularly compelling as the revision process moves forward.”





# Written Feedback

Please find the document, “Written Feedback for Task Force Meeting 3”.

Please take five minutes to complete the form.

*Thank you*