



Code of Conduct Revision Initiative Task Force Meeting 5

MJ Austin

November 18, 2019



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Gathering/Activator

Grouping Format: Reflection/Turn and Talk

Directions:

Share a childhood memory of a celebration or tradition.



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?

Outcomes

- Final recommendations for “Rights and Responsibilities”
- Draft recommendations to the “Getting Help with Problems” sections of the Code.
- Selection of title for the Revised Code of Conduct



Agenda Review

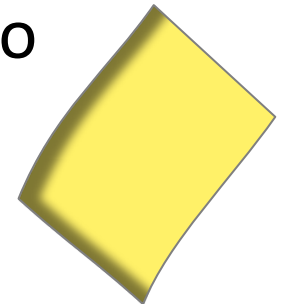
- Reflect and Connect
- Make final recommendations to Rights and Responsibilities section
- Offer recommendations to the *Getting Help Section of the Code*
- Select a title for the Code
- Organizing and Integrating
- Preview of next meeting
- Evaluation/closing

Parent Rights and Responsibilities Recommendations Continued

Format: Solo and Table Groups

Directions: Use “Rights and Responsibilities” doc

- 1. Solo:** Mark up what you like in the samples of **PARENT RIGHTS AND RESPONSIBILITIES.**
- 2. Table Groups:** Do a go-round sharing phrases or statements that you think are essential and explain your reasoning.
- 3. Table Groups:** On the poster size copy, **highlight “keepers” in yellow.** Add any **edits in red thin marker.** Place post-its where you want to write something new.





Summing Up Parent Rights and Responsibilities

Format: Whole Group

Directions:

Share out your responses to this question:
“What are the benefits of clearly articulating parental rights and responsibilities...

- for parents?
- for students?
- For staff?

Getting Help with a Problem Section

You will have the opportunity to make recommendations to two sections of “Getting Help” this evening.

(#1 – 6) School Problems

(#7 –13) Bullying, Cyberbullying, Harassment, Intimidation, Hazing, Bias Behavior

(#14 –20) Personal Problems

(#21–29) Academic Problems

(#30-38) Referrals to External Agencies and Institutions Counseling and Human Services Agencies

Move to a section you want to review, bringing post-its and a sharpie.

“Getting Help” Recommendations

Format: Solo and Section Group

Directions: Move to another section of “Getting Help”

Round 1:

- 1. Solo:** First, read your section to yourself. Please pay close attention to the language in the **yellow** highlighted sections.
- 2. Section Group:** In a go-round, discuss specific statements or portions of the text that you particularly appreciate - sharing why you think this is important to include in the Code.
- 3. Section Group:** Agree on underlining text you want to keep, crossing out text you want to eliminate, and attaching post-it notes to text you want to edit.

“Getting Help” Recommendations

Format: Solo and Section Group

Directions: Move to another section of your choice.

Round 2:

- 1. Solo:** First, read your section to yourself. Please pay close attention to the language in the **yellow** highlighted sections.
- 2. Section Group:** In a go-round, discuss specific statements or portions of the text that you particularly appreciate - sharing why you think this is important to include in the Code.
- 3. Section Group:** Agree on underlining text you want to keep, crossing out text you want to eliminate, and attaching post-it notes to text you want to edit.

Options for New Code Title

- Code of Character, Conduct and Support
- Code of Conduct, Character, and Support
- Community Compact of Character, Conduct, and Support
- Compact of Character, Conduct, and Support

Discussing Title Options

Format: Code Title Sub-Groups

Directions: Move to the poster with the Code title suggestion you prefer. With your Code Title Sub-Group, discuss:

- What message does this title communicate to students, families, and staff? How is it different than calling it “Code of Conduct”?
- What are the benefits of naming a Code this way for students, families, and staff?
- Share any proposed word changes.
- As a sub-group, agree on any word changes and re-write the title in large letters on the poster.

Reaching Consensus on a New Title

Format: Sub-Groups and Whole Group

Directions:

- 1. Each Sub-Group:** Present your case for this title to the whole group:
 - Your proposed title
 - The message it communicates
 - The benefits for stakeholders of using this title for the revised Code
- 2. Whole Group:** Any last thoughts and wonderings (5 minutes)
- 3. Whole Group:** Each person receives two dots to place on their preferred title.

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.”



Preview of Next Meeting

December 9, 2019

- Examine interests behind changing current discipline matrix (behavior violations and aligned consequences)
- Review recommended discipline matrix
- Consider how discipline matrix recommendations reflect an accountable, restorative, and equitable approach to discipline and student support.



Written Feedback

- Please find the document, “Written Feedback for Task Force Meeting 5”.
- Please take five minutes to complete the form.

Thank you