



# Code of Conduct Revision Initiative Task Force Meeting 6

December 9, 2019



# Gathering

Think about a class from your middle or high school experience where you were engaged in learning?

What were you doing? What was the teacher doing and saying? What do you remember about that class?



# Outcomes

- Revised matrix reviewed and questions and recommendations offered
- Initial thoughts on data collected from various constituent groups and January meeting previewed



# Agenda

- ❑ Review of goals and timeline for Code revision
- ❑ A look at how current code policies impact determination of disciplinary responses
- ❑ Considerations for creating a more precise discipline matrix
- ❑ Soliciting your feedback on consequence levels, behavior violation descriptors, and aligned consequence levels for each violation
- ❑ Summary points from constituency group data



# Some Key Code Revision Goals

- Establish a more accountable, equitable, and restorative approach to discipline and student support
- Reduce disproportional use of referrals and suspension among student groups
- Provide timely, fair, and standardized consequences and interventions to all students
- Support every student's development of social and emotional competencies that support school and life success



# Code Revision Timeline

- Phase I - Code Assessment (January - March 2019)
- Phase II - Code Recalibration (March, 2019 – April, 2020)
- Phase III - Capacity Building, Induction and Launch (September, 2019 - December 2020)

# Looking at the Data

**Packet:** Page 1, *Top Five ODR Violations (Office Disciplinary Referrals)*

**Format:** Pairs and Whole Group

**Directions:**

1. Pair question prompts:

- What is similar and different about the “top five” data from E, M, and HS?
- What 2 or 3 data points that grabbed your attention or that you found surprising?



# Looking at the Data

**Packet:** Page 2, *Top Five OSS Violations (Out-of-school Suspension)*

**Format:** Partners and Whole Group

**Directions:**

1. Partner question prompts:

- What is similar and different about the “top five” data from E, M, and HS?
- What 2 or 3 data points that grabbed your attention or that you found surprising?





# Looking at the Data

**Packet:** Page 3 and 4, *Non-Discretionary and Discretionary Discipline Responses*

## Definitions:

**Non-discretionary** → decision not influenced by one's own judgment, bias, or interpretation; meaning is very clear; everyone in the community holds the very SAME definition or understanding

**Discretionary** → decision is more influenced by one's own judgment; meaning is vague; people in the community hold different definitions and understandings that determine the decision



# Looking at the Data

**Packet:** Page 3 and 4, *Non-Discretionary and Discretionary Discipline Responses*

**What are examples of discretionary discipline responses?**

- Responses to behavior violations described as insubordinate, disruptive, disorderly, disrespectful
- Responses to other behavior violations in which the descriptor is too vague or covers too many different types of incidents Example: FIGHTING – can include anything from a shoving match to a fight in which a student is seriously injured



# RESPONSE TO DISCIPLINE

Our goal is to change response to behavior to **NON-DISCRETIONARY.**

**Non-discretionary:** decision not influenced by one's own judgment, bias, or interpretation; meaning is very clear; everyone in the community holds the very SAME definition or understanding

# Looking at the Data

**Format:** Whole Group

**Directions:**

Whole group question prompts:

- On pages 3 and 4: *What data grabs your attention? Why?*
- Bottom of page 4: *Why might discretionary responses to discipline incidents generate disproportional use of referrals and OSS for students of color and students with disabilities?*



# What Makes Current Behavior Violation Levels Problematic?

**Packet:** Page 5, *Current Code Violation Levels*

**Format:** Partners and Whole Group

**Directions:**

Partners: Looking at page 5, discuss...*Why might Level IV consequences lead to disproportional and inconsistent responses to similar behavior violations?*

Whole Group: Share out a few responses.



# Concerns about Current Matrix

The current matrix of violations and consequences...

1. is challenging to read
2. is too discretionary (anywhere from in-school to 10 day suspension for all violations assigned to Level III-IV consequences)
3. includes violation descriptors that are too broad (i.e. fighting/physical aggression)
4. includes vague “D” words (disruptive and disorderly) which can be interpreted differently by any two individuals and generate inconsistent responses

# Concerns about Current Matrix

The current matrix of violations and consequences...

5. does not cluster similar violations in one place
6. does not include separate descriptors for similar violations within the same cluster
7. Designates short-term suspension for suspensions up to 10 days (Level IV)
8. includes vague descriptors and very broad consequences that often, do not lead to effective, targeted interventions that promote improvements in student behavior.



# Approaching Disciplinary Responses Holistically

Although today's focus is on consequences, the revised Code will place even more emphasis on restorative and accountable interventions.

## Definitions:

**Consequences** signal that a student's actions are deemed to be inappropriate, unacceptable, unsafe, or unskillful. Consequences should be timely, predictable, standardized and fair given the severity and frequency of the behavior infraction. Consistent consequences ensure that students, families, and staff know "what will happen when....".





# Approaching Disciplinary Responses Holistically

Although today's focus is on consequences, the revised Code will place even more emphasis on restorative and accountable interventions.

**Restorative and accountable interventions** involve practices and processes that enable students to restore relationships, restore self, and restore community. The student is accountable to own what they have said and/or done, reflect on the impact of their behavior, take responsibility to self-correct, problem solve, make amends and repair the harm, learn and demonstrate target behaviors, restore their good standing, and make things right.



# Reviewing Recommended Levels of Consequences from the District Code Team

**Packet:** Page 6, *Recommended Levels of Consequences*

**Format:** Solo and Whole Group

**Directions:**

1. Do a close read of the recommended Levels of Consequences.
2. Whole Group Discussion
  - *What are some of the things you appreciate about the differentiation of Consequence Levels?*
  - *What might be one or two benefits of recalibrating consequence levels in this manner?*



# Reviewing Recommended Levels of Consequences from the District Code Team

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# Reviewing Recommended Levels of Consequences from the District Code Team

**Packet:** Page 6, *Recommended Levels of Consequences*

**Format:** Solo or Partners (You choose.)

**Directions:**

If you have any concerns or questions about the violation levels please write your comments on a post-it, attach to page 6. Thank you.

# Preview of Recommended Violations and Consequences Matrix

## See Matrix Document

**Format:** Solo and Whole Group

## Directions:

1. Solo: Take 7 minutes to read page 1 and preview the whole document for each violation.
2. Whole Group Discussion Questions:
  - Choose two or three statements from page one that feel essential for all parents and staff to understand.
  - What do you appreciate about the format of the violation/consequence matrix?
  - How might this more precise matrix help reduce inconsistent and disproportional disciplinary responses?



# Review of Recommended Violations and Consequences Matrix

## See Matrix Document

**Format:** Solo or partners (You choose.)

## Directions:

1. Take about 25 minutes to review the recommended matrix looking closely at the violation descriptors and the aligned consequences for each violation.
2. If you are in agreement with what you read, keep reading and move to the next violation.
3. If you have a concern, question, or recommendation, please write it on a post-it and place it directly on the document.

# Discussion of Specific Violations

**Format:** Whole Group

**Directions:**

You are welcome to share out a specific violation you want to discuss with the group.

1. Present the violation you want to discuss.
2. What are your interests in discussing this particular violation? Any particular concerns about the violation descriptor or the aligned consequences?
3. Check for consensus around any recommended language or any edits or modifications.
4. We will take your thinking back to the District Code Team.



# Input Form Principals about the Matrix

- Briefings with all principal groups during December and January
- Why is their input so critical?



# Constituent Groups

E,M,HS principals

Exceptional Children Staff

Social Workers and Counselors

Equity Advisory Council

Board of Education

Middle and High school students

Family/Caregiver

Teachers/Faculty

Code and Task Force Teams





# Summary Points from Constituent Group Data

Take 5 minutes and review the questions asked of each constituent group. How might these questions support a revised Code that address the concerns of each group?



# Summary Points from Constituent Group Teachers all levels

## ***Capturing First Thoughts...***

*If a revised code served as a living document in every school, you would see and hear less of...*

- *Office referrals*
- *Punitive actions*
- *Inconsistency*



# Summary Points from Constituent Group Families/caregivers

***Are there any situations where current discipline policies feel unfair?***

- *Out of school/in school suspension*
- *Disproportionality of students receiving referral for discipline for children with disabilities and students of color*
- *Culture and racial bias in discipline referrals*



# Summary Points from Constituent Group Students

**If you could change one thing about discipline rules and policies, what would be at the top of your list?**

- *Dress code*
- *Bullying/harassment*
- *Student teachers/relationships*
- *Students disrupting learning*



# Next Steps

## January 13 Task Force Meeting #7

- Review first draft
- Discuss any updates or unresolved issues related to the Violation-Consequence matrix
- Focus on accountable and restorative interventions section of the Code



# Organize and Integrate

Please stand up and find a partner to chat with...

*Share an MIP (Most Important Point) from the session.*



*Thank you for your  
participation and  
feedback!*

