



Code of Conduct Revision Initiative Task Force Meeting 8

February 10, 2020





Outcomes

1. Reviewed each section of the Disciplinary Responses, Behavior Violations, Consequences and Interventions Section of the Code
2. Offered edits to the Glossary of Terms section related to Bullying, Harassment, Bias-Related Incidents and Other Acts of Physical or Verbal Aggression



Disciplinary Responses, Behavior Violations, Consequences and Interventions

- Determining Disciplinary Responses**
- Where and When the Code Applies**
- Levels of Behavior Consequences and Interventions**
- Pre-K to Grade 2 Considerations**
- Grade 3 – Grade 5 Considerations (including suspension for grades 3 – 5)**
- District-wide Rules**
- Violation Matrix**



Disciplinary Responses, Behavior Violations, Consequences and Interventions

Guide for Detention and Temporary Exclusion

- Detention
- Introductory Explanation
- Immediate Removal to AP, Dean, or Student Support Services Team Member
- Re-Set Center
- In-School-Suspension-Restoration (1-2 days)
- One to Four Day Out-of-School Suspension
- Boomerang
- Five Day Suspension and District Hearing Request
- Return to School After Long-Term Suspension

Discipline for Exceptional Children

Guide to Interventions

MTSS Team (Multi-Tiered Systems of Support)

Restorative Conferencing

Restorative Questions

Restorative Actions



Determining Disciplinary Responses

Resource: Disciplinary Responses Packet**

Grouping Format: Solo

Directions:

1. Take 3 minutes and scan page 2,
2. *Determining Disciplinary Responses*

**as you read the packet *highlight in yellow*
words you want in the *glossary*



Determining Disciplinary Responses

Resource: Page 2

Grouping Format: Whole Group

Respond to the following questions

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



Where and When the Code Applies

Resource: Disciplinary Responses Packet

Grouping Format: Solo

Directions:

1. Take 2 minutes and scan top of page 3, *Where and When the Code Applies*.



Where and When the Code Applies

Resource: Page 3

Grouping Format: Whole Group

Respond to the following questions

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



Levels of Consequences and Aligned Interventions

Resource: Disciplinary Responses Packet

Grouping Format: Solo

Directions:

1. Take 5 minutes and scan pages 3-6,
Levels of Consequences and Aligned Interventions.



Level of Consequences and Aligned Interventions

Resource: Pages 3-6

Grouping Format: Whole Group

Respond to the following questions

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



Pre-K to Grade 5 Considerations

Grades 3 – 8 Considerations

Resource: Pages 7-8 in packet

Grouping Format: Solo

Directions:

1. Take 3 minutes to scan Pre-K – Grade 2 Considerations pg. 7 and Grade 3-5 Considerations pg. 8.



Pre –K to Grade 5 Considerations

Resource: Pages 7-8 in packet

Grouping Format: Whole Group

Respond to the following questions

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



The Violation and Consequence Matrix

Resource: Disciplinary Responses Packet, pages 10-20.

FYI:

- Suggestions from the Task Force, Code Team and Principals have been incorporated.
- Please read the notes on page 10.
- Next steps for matrix
 1. Word smith team review
 2. Submission to Office of Superintendent for final vetting



Guide for Detention and Temporary Student Exclusion

Resource: Disciplinary Responses Packet

Grouping Format: Solo

Directions:

1. Take 3 minutes to scan *Detention* and the *Introduction to Temporary Student Exclusion* section on pages 21-22



Guide for Detention and Temporary Student Exclusion

Resource: Page 21 to bottom of page 22

Grouping Format: Whole Group

Respond to the following questions:

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



Student Exclusion Policies

Resource: Disciplinary Responses Packet

Grouping Format: Solo

Directions:

1. Take 5 minutes to scan *Student Exclusion Policies* on bottom of page 22 to middle of page 24.



Student Exclusion Policies

Resource: Bottom of page 22 to middle of page 24.

Grouping Format: Whole Group

Directions: Respond to the following questions:

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



Discipline for Exceptional Children

Resource: Disciplinary Responses Packet

Grouping Format: Solo

Directions:

1. Take 2 minutes and scan page 24 from middle of the page to the bottom, *Discipline for Exceptional Children*.



Discipline for Exceptional Children

Resource: Middle of page 24

Grouping Format: Whole Group

Respond to the following questions:

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



Guide to Interventions: MTSS, Restorative Conferencing, Questions and Actions

Resource: Disciplinary Responses Packet

Grouping Format: Solo

Directions:

1. Take 5 minutes to scan the bottom of pages 25 - 26.



Guide to Interventions: MTSS, Restorative Conferencing, Questions and Actions

Resource: Pages 25-26

Grouping Format: Whole Group

Respond to the following questions:

1. Why would staff appreciate having this section in the Code?
2. Why would parents appreciate having this section in the Code?
3. How might this section promote an accountable, restorative, and equitable approach?



Glossary of Terms

Here is what we have learned about the use and content of Code glossaries:

- Code glossaries can be 20 pages in length! *The remedy?* Fully explain or define as many terms as possible when they appear in the Code text.
- Most people never read the Glossary section, so limit the Glossary to terms that students, teachers, and families find most confusing and terms that help people gain a deeper understanding of an important
- The area where students, families, and staff seem to need the most clarity are issues that center on identity, fighting, bullying, harassment, and bias-related incidents.



Glossary of Terms

Resource: Glossary of Terms Packet

We offer a selective glossary that centers on issues of identity, fighting, bullying, harassment, and bias-related incidents.





Glossary of Terms

Resource: Glossary of Terms Packet

Grouping Format: Solo

Directions:

1. Take 20 minutes to read pages 1-7 in the Glossary of Terms Packet
2. As you read the definitions, ask yourself the following questions:
 - Is this the right set of terms?
 - Are there any related terms that are missing?
3. Use a red pen to make any comments and suggestions and give to MJ Thank you



Glossary of Terms –Other Suggestions

Resource: The Code Draft

Grouping Format: Small Group

Directions: Think about the content and scope of the Code draft. Are there any other essential terms related to other areas of the Code that should be further defined in a glossary section? Please write these on a post-it and turn in to MJ. THANK YOU.

Next Steps

Dr. Banks:

- February meetings
- March work plans



Thank you for your
participation and
input!

