

**2025-2026
District Council**

All meetings will be held in the ECS Boardroom.

Optional Zoom Link:

[**Zoom Link**](#)

March 10, 2026



Members: K. Allen, M. Calianese, G. Pipes, L. Davis, E. Cole, K. Finter, K. Heath, K. Kavanaugh, B. Laber, K. McCarthy, ~~D. McManis~~, D. Pierson, ~~K. Ryan~~,

Topics/ Subject	Resources	Minutes
I. Warm Welcome a) Check-in b) <u>February 2026 Minutes</u>		
II. Engaging Learning Activities/Council Business	<u>VCS Code of Conduct</u> A. What types of feedback do we want to collect re: the revised Code of Conduct? B. What feedback or areas for improvement do we have for the code of conduct?	• How frequently are people referencing it? (What is the utilization of it?) • What types of information are you referencing? • Usability (Were we successful) Structure/Readability: Would they want any direct links to specific sections? <i>Any additional enhancements to aide in usability?</i> What areas are most frequently accessed? I know it is labeled as the student friendly version but should we make that language more inclusive? Capture student perspectives during an english class re:

		structure/how it is written Capture student feeling about the content (unpack in class) Give students a scenario - use the Code of Conduct to make a decision (prove the usability of it). (Application) User-friendliness (Access when you need it) Specific purpose (what, how did it help you)? As an administrator, did you find that parents didn't understand the CC? Did you have to spend time clarifying information? Teachers - (See above)- interpretation of CC VTA - Could they review/provide feedback? VASA/CSEA, too? New Educators - have they looked at the CC? Could Student Council review the Dress Code Section? (Specific for Feedback) Admin: Review the Levels of Behavioral Concern, Violations and Consequences TOSA (K-6 & 7-12) - Review - any additions/deletions PTSA- Parent Voice
--	--	---

III. Optimistic Closure: Round Table Next Meeting: 4/7/26		Possible Meeting Topics:
--	--	---------------------------------