



Code of Character, Conduct, and Support

November 2020 Update

Engaging Schools

- Educational Non-Profit
- National Organization
- Collaborates with educators on creating schoolwide communities of learning
- 4 Core Professional Services:
 1. Codes of Character, Conduct and Support
 2. Districtwide/Schoolwide Culture and Climate
 3. Engaged Classrooms
 4. Advisory Plus



Belief Statements

Students invest in school because of the presence of trusting and caring relationships with adults.

Establishing clear, fair, and standardized consequences and interventions increases equitable treatment of all students.

Each and every child is capable of changing their behavior with guidance, instruction, support, and coaching.

Students who are respected and treated fairly can understand and anticipate consequences, leading to improved self-management.

Effective classroom management creates order. “It is my job to create rituals, routines, procedures, and expectations to support a high-achieving, high-performing classroom.”

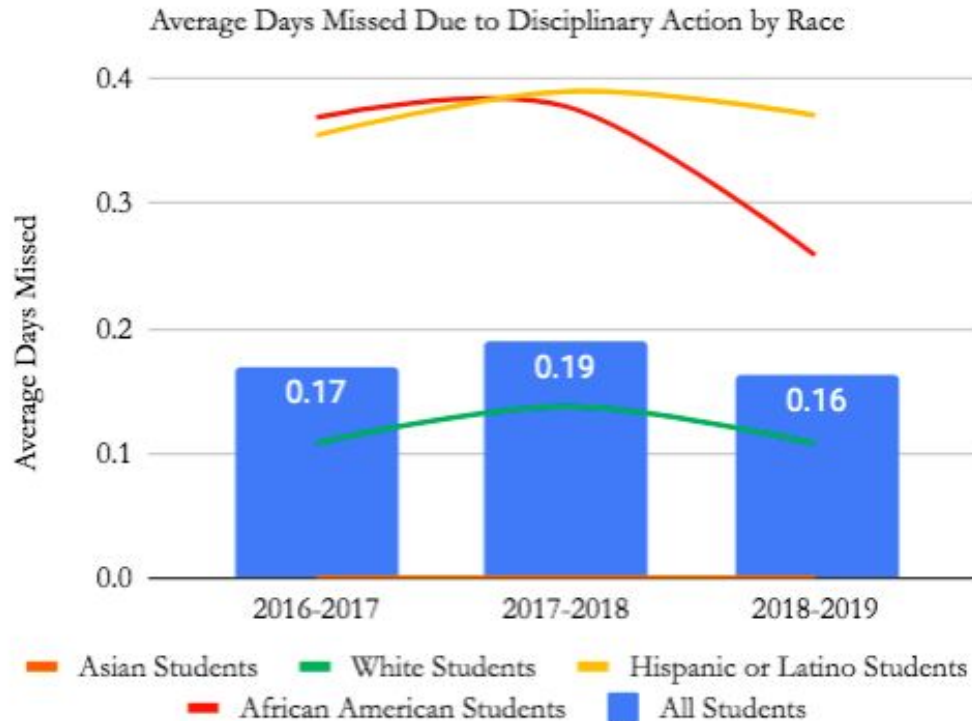
School leaders and staff have a responsibility to co-create structures, policies, and procedures that will shape a safe, orderly, and supportive school climate.

Listening to parents with deep regard and open hearts is the cornerstone of family engagement.

Adults have the responsibility to model the behaviors they want to cultivate in children and youth.



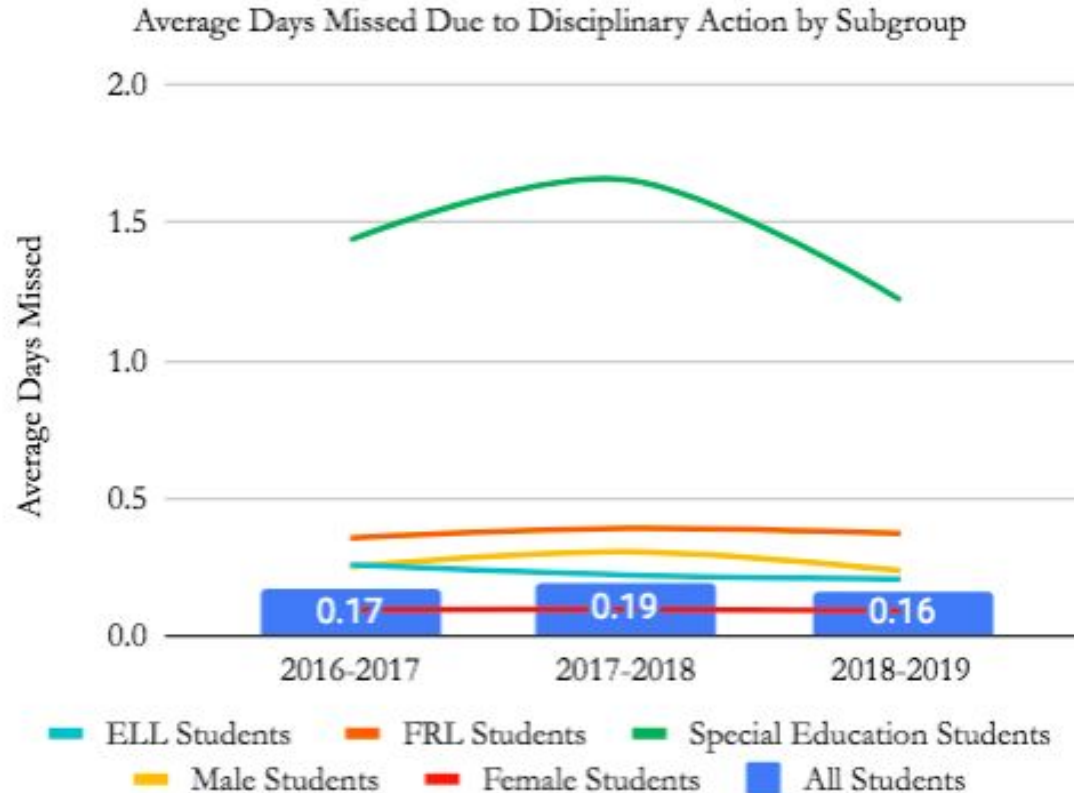
Disproportionality in Lost Instructional Time



African American and Hispanic/Latino students on average lost roughly **3 times** more instructional days than white students due to disciplinary action over the past three years.



Disproportionality in Lost Instructional Time



Special Education students on average lost roughly **9 times** more instructional days than General Education students due to disciplinary action over the past three years.



The National Conversation

Exclusionary punishments result in:

- Higher drop out rates
- Greater loss of instructional time
- Skipping school and lower attendance rates
- Unsupervised time during school hours that puts students at higher risk
- Students entering the juvenile justice system



Five Qualities that Inform a Code of Character, Conduct, and Support

- Qualities to Strive For
 - Accountable
 - Respectful
 - Equitable/Fair
 - Viable
 - Restorative



Critical Constituent Groups

- Initiative Leaders / Decision Makers
 - Superintendent
- DCT
- Content Creators and Champions
 - Task Force
- School Leaders
- Other Voices
 - Teacher Leaders
- Student Support Staff
- Union
- Families / Caregivers
- District Lawyer



District Code Team Composition

8 district leaders, including:

- Assistant Superintendents of Secondary and Elementary Education
- Assistant Superintendent for Equity, Diversity, and Community Development
- Assistant Superintendent for Human Resources
- Director of Multilingual Education
- Director of Special Education
- Director of Health and Wellness



District Code Team Responsibilities

1. Identify and invite Task Force members
2. Identify key stakeholder groups to provide feedback
3. Consult on a communication plan
4. Draft key sections of the Code to be reviewed by the Task Force
5. Vet the Code content and prepare the final draft for the superintendent, lawyer, and the board
6. Consult on Code launch plan



Task Force Composition

A cross-representation of:

- district leaders (District Code Team)
- school leaders
- teacher leaders
- student support staff
- parents
- community members



Task Force Responsibilities

1. Provide feedback on key sections of the Code drafted by the DCT
2. Consider feedback from key stakeholder groups throughout the revision process
3. Consider important competing needs and interests among stakeholder groups in a final revision
4. Complete a comprehensive review of the final draft of the recalibrated Code of Character, Conduct, and Support
5. Prepare and deliver presentations to the board and at public comment meetings



Task Force Meetings

- ✓ Meet and Greet: 6/29-6/30
- ✓ Session One: 9/29-10/1
- ✓ Session Two: 10/20-10/22
- ☐ Session Three: 11/17-11/19
- ☐ Session Four: 12/15-12/17
- ☐ Session Five: 1/12-1/14
- ☐ Session Six: 2/9-2/11



Sections Drafted

Code of Character, Conduct, and Support

- ✓ Table of Contents
- ✓ Introduction
- ✓ Goals
- ✓ Core Beliefs
- ✓ Core Concepts
- ✓ Student Rights & Responsibilities
- ✓ Parent / Caregiver Rights & Responsibilities
- ✓ Staff Rights & Responsibilities
- ✓ Districtwide Rules



Sections To Be Drafted

Code of Character, Conduct, and Support

1. Letter to the community
2. Index
3. Equity Statement
4. Promotion/Prevention Teacher Toolbox
5. Disciplinary Section
 - Determining Disciplinary Responses
 - Levels of Consequences and Aligned Interventions
 - Guide to Interventions
 - The Behavior Violation and Consequences Matrix
 - Guide for Temporary Student Removal
3. District Policies
4. Definitions and Explanations
5. School and District Directory



Timeline

