

PCSD Code of Conduct Meeting 8/5/19

Meeting Notes

Facilitators: Patricia Vaughan-Brogan, Elizabeth Devaney, Shira May, Maureen Thayer, Nolica Murray-Fields

Welcome and Introductions

Pat shared information about the purpose and priorities of the Code of Conduct Committee (see presentation)

Opening Circle:

What is important to people?

- All perspectives
- Hear stories and situations
- Hear what others have for priorities, open mind and heart, listen
- Explore ourselves and mindsets
- Learn about ways for equity and fairness
- Clean, practical and embeds SEL and District values
- Infusion of SEL
- Understand Restorative Practices better, relation to discipline
- Secondary level-primary source, to create a document to level the field for all in difficult situations
- Learning and listening, strong communities
- How we can incorporate more RP into Code
- Document to be fair and equitable; how can we be preventative, culturally and linguistically responsible, embed and becomes our culture
- Aligns with values of welcoming and inclusive environments
- Consequences for racial slurs and language
- Understanding each other better
- Perspective, equitable, race gender, sexual orientation,
- Want to share stories and make Code better
- Share stories, kids to know about consequences to behavior and language,
- Students worked with Mr. Pero on anti-slur language
- Classroom – how to incorporate this into classroom instruction
- Student focused...to make sure it's inclusive
- How to bring it to the classroom
- Document is "clunky;"
- Is document equitable
- How does this apply to SWD

- Language that engages a supportive climate
- Common terms/definitions are needed

Norms:

1. Self-aware during processes, feeling comfortable to share
2. Assume best intentions
3. Open minded, everyone's experience is their truth
4. Safe environment; respect confidentiality-
5. Hard on issues, soft on people
6. Student centered always
7. Be clear what we will share out
8. What is the data telling us...data driven
9. Equity vs equality
10. Broad, yet specific, less confusing to read, clarity, less jargon
11. Make sure to hear all voices; "step up, step back"
12. Evidence based practices
13. Don't reinvent the wheel, or invent as needed if nothing exists
14. Minds on; take care of needs

Work of Other Districts

Elizabeth/Shira:

RCSD, firm in DC did work on legal language; gathered input from outside the District; parents stood at doors to ask what they saw as needs with Code of Conduct.

Some things they did not agree on and they had to leave it for now; their committee was larger than just Code of Conduct; RCSD disproportionality and criminality—the larger issues were climate issues and a subgroup on Code of Conduct.

Maureen: BOCES 1 Code of Conduct: started with values/desired behaviors; SEL foundation, restorative practices, responsive preventative; partnership

Language alignment; definitions, legal alignment;

Elizabeth: Wheatland Chili: about a year-long process; reframed as a code of conduct, character and support; incorporate SEL. Engaged outside organizations; leveled infractions and with specific actions.

Group activity:

Reading of *And How Are the Children?* Read and review

Definitions:

Nolica/Shira

Racism: definition; understanding oppression worksheet

Resource List:

Implicit Association Test (IAT) Harvard

White Fragility, Robin DiAngelo

Post Traumatic Slave Syndrome, JoyDegruy

Waking Up White, Debby Irving

Courageous Conversations About Race Glen Singleton

Blind Spot, Mahzarin Banaji and Anthony Greenwald

Not Light, But Fire, Matthew Kay

Why Are All the Black Kids Sitting Together in the Cafeteria?, Beverly Daniel Tatum

Restorative Practices overview:

Maureen: see handout

Evidence based practices to prevent and intervene

Key takeaways to share:

1. We started to develop relationships among members
2. Began to develop common language and definitions
3. Began to identify priorities for changes to the code of conduct
4. Will identify subgroups for work at the next meeting.