Shifts in Policies and Practices Require…

- Learning new **knowledge** / new understandings
- Adopting new **beliefs** about students, learning, and discipline
- Acquiring new **skill-sets** to engage in new practices

Introduction

Why Do We Have a Code of Character, Conduct, and Support?

The goal of the Wheatland-Chili Code of Character, Conduct, and Support is to ensure all students' right to an education in a safe, civil, caring, and supportive learning environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open and democratic society. The Wheatland-Chili Code of Character, Conduct, and Support serves as a guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school culture.

The Code addresses both development of character and conduct for all in the Wheatland-Chili community. An individual's character reflects her or his attitudes, attributes, and moral convictions which shape her/his conduct. As identified in the District's Core Values (on page 4), development of good character and social and emotional competencies are essential to academic success in school today, and future success in college, career, and life. The Code ensures that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-management and social and emotional efficacy, and enable students to improve and correct inappropriate, unacceptable, and unskillful behaviors.

Goals for the Code

The goal of good conduct is based on the principles of civility, mutual respect, citizenship, tolerance, honesty and integrity. We expect all students, teachers, other district personnel, and parents to engage in positive social behaviors, respectful and caring communication, and responsible decision-making – essential qualities of character that promote this goal.

The Board recognizes the need for Wheatland-Chili schools to:

1. promote healthy social and emotional development and personal accountability for all students at all grade levels,

2. clearly define rules and expectations for acceptable conduct on school property and at school functions that all adults are committed to support and model,

3. identify and implement fair, clear, standardized, predictable and timely consequences when students engage in unskillful, inappropriate, and/or unacceptable behaviors,

4. identify and implement restorative and accountable interventions that support students to improve their behavior and academic performance by strengthening their self-management and social and emotional competencies,

5. increase capacity and accountability of teachers, administrators and student support specialists to promote positive behaviors; prevent inappropriate, unacceptable, and/or unskillful behaviors; and intervene early and effectively when students are struggling with academic, attendance, behavioral, mental health, or family challenges, particularly students who are experiencing multiple barriers to school success, and

6. strive to ensure that no student is subject to harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression or sex, language or other reasons, by school employees or students on school property, on a school bus, or at a school function.

Core Principles that Guide the Code of Character, Conduct, and Support

The following principles form the foundation for creating safe, civil, caring, supportive and high achieving learning environments.

1. The District's social and emotional learning vision aims to create collaborative school environments built on positive and supportive relationships, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes. This district will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passions. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to:

    • manage their emotions,
    • set goals,
    • feel and show empathy for others, • create positive relationships,
    • make good choices.

2. All students are capable of achieving their personal best, and when necessary improving their behavior with guidance, instruction, support, and coaching.

3. Different students need different kinds and amounts of time, attention, instruction, and supports to behave responsibly and succeed academically.

4. Clear, fair, standardized, and timely consequences signal that a student's actions are deemed to be inappropriate, unacceptable, and unskillful. Restorative interventions involve the part of the process where students take responsibility for what they have said and done, reflect on the impact of their behavior, self-correct to right themselves, problem solve, make amends to repair the harm, learn new skills, and restore their good standing.

5. Restorative practices including facilitation of classroom and student support circles build community and help adults and students to make things right when the integrity of the community is challenged by harmful behaviors. Responsive listening and engaged dialogue are fundamental elements of circles, conferences, and other restorative interventions.

6. Students are more likely to behave appropriately when:

    • they understand the positive behaviors that are expected of them,
    • they feel that staff members care about them and will help them learn and grow,
    • all school staff consistently use shared language and practices, and
    • all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high quality work.

7. Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.

8. Adults – teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:

    • enabling them to discern right from wrong,
    • fostering in them the desire to do what is good, and
    • encouraging them to take responsibility for their words and actions.

9. Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful. Interactions between and among district and school staff, students, and parents must protect the dignity of each individual and ensure a tone of decency.

10. Every reasonable effort should be made to correct student misbehavior through guidance interventions that are accountable and restorative. It is important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Positive Mindsets Promote School Success

Mindsets are deeply held beliefs and thoughts that make up the mental attitude and inclinations that shape a person's interpretations and responses to events, circumstances, and situations. Mindsets drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. Positive mindsets set the stage for academic engagement and foster social and emotional competence. Self-identification with the values of schooling and the roles of a learner will influence the attitudes and perceptions a student holds in relation to her/his learning and academic performance.

When students feel that school and school work have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. Positive mindsets boost students' confidence about their day-to-day experiences and fire up hope in their future.

Positive Student Mindsets

- School and school work have value for me.
- I see myself as a learner.
- I belong to an academic community.
- I approach tasks with positive expectations and an open mind.
- I accept challenges, take academic risks, and push myself to excel.
- My ability and competence grow with my effort.
- I express curiosity, enthusiasm, or personal interest in what I am learning.
- I cultivate personal talents, values, and positive qualities of character.
- I have hope in a positive future I can make for myself.
- When I make mistakes, I can correct them.

Adult Mindsets that Support Students

- I make an effort to understand others' thinking and feelings.
- I seek to understand a situation before I make a judgment.
- I care more about the future than the past. I want to move forward.
- I problem solve to reach solutions that meet important needs and interests of everyone involved.
- I depersonalize a student's words and actions before I respond.
- I model the character traits and behaviors that I want to cultivate in students.
- I consider a student's best interests in any decision.

Teachers have the _responsibility_ to:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen students' self- image and promote confidence to learn every day.

2. Be prepared to teach every day.

3. Demonstrate interest in teaching and concern for student achievement.

4. Know school policies and rules, and enforce them a fair and consistent manner.

5. Maintain confidentiality in accordance with Federal and State law.

6. Communicate to students and parents:

    a. Course objectives and requirement

    b. Marking/grading procedures

    c. Assignment deadlines

    d. Expectations for students

    e. Classroom discipline plan

7. Communicate regularly with students, parents and other teachers concerning growth and achievement.

8. Participate in school-wide efforts to provide adequate supervision in all school spaces.

9. Address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

10. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom setting.

11. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or DASA coordinator (Dignity for All Students Act) in a timely manner.

12. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.

13. Teach appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.

School Teams and Individuals Who Are Responsible for Providing Schoolwide Discipline and Student Support

To support a restorative and accountable orientation and the effective implementation of the Wheatland-Chili Code of Character, Conduct, and Support, each school will establish the following teams.

School Climate Team: The team is composed of administrators, student support team members, special education staff, teachers, parents, students and non-certified staff members who hold the vision for a safe, civil, and respectful school climate and culture, assess the status and progress of major school climate initiative, present data to the entire staff, and coordinate and organize activities and events that support a positive school climate and positive student behavior.

Student Support Team: The team includes all student support staff (administrators, counselors, social workers, special education case managers, etc.) who work collaboratively as one coherent team-sharing data, using the same common language, committing to the same goals and approach to discipline and student support, and engaging in the same set of practices that support personal, social, and academic efficacy and improved student behavior. They also review student cases on a weekly basis to ensure that all students have equitable access to services and interventions that they need. The Student Support Team uses student data and "early warning" criteria (see glossary) to identify students at greatest risk in order to implement targeted behavioral and mental health interventions that are timely and predictable.

To support a restorative and accountable orientation and the effective implementation of the Wheatland-Chili Code of Character, Conduct, and Support, each school will ensure that administrators and student support team members are identified to serve in these roles.

Administrators: The principal and administrators serve as champions of all discipline and student support activities and supervise the work of the teams essential to an integrated system of schoolwide discipline and student support.

Student Support Coach: A student support team member (counselor, social worker, psychologist, student behavior assistant, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring.

Transition Coach: A student support team member (counselor, social worker, psychologist, student behavior assistant, youth advocate, youth development specialist, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who are returning from a short-term or long-term suspension, alternative program, or juvenile facility.

120 Minute Orientation to an Accountable, Restorative Approach to Discipline and Student Support

10 min   **Gathering: Quote Café Focusing on Discipline and Student Support**

5 min   **Outcomes:** A deepened understanding of core beliefs and concepts that inform an accountable and restorative approach to schoolwide discipline and student support.

Essential Question: What are the core beliefs and concepts that inform an accountable and restorative approach to schoolwide discipline and student support?

Agenda Review

15 min   **Goals and Vision for Discipline and Student Support**

- **Solo:** On a post-it, jot down your goals for discipline on separate post-its. (In other words, what outcome do you want for a child when you respond to inappropriate, unskillful, or unacceptable behaviors?)
- **Table Groups:** Share your responses with your table mates. Then cluster post-its that express a similar theme.
- **Pairs:** One partner reads "Goals" on page 1 and one partner reads "Guiding Principles" on page 2. Then together look for connections between what you read and what is on the post-it notes.

Big Ideas that Live within Effective Systems of Discipline and Student Support

20 min   **Punitive v. Accountable and Restorative Approach**

- **Table Groups:** Create a T-Chart using a giant post-it, and, with your table group, jot down words and phrases that describe a punitive and a restorative, accountable orientation to discipline and student support

Discipline Approaches

Punitive	Restorative & Accountable

- **Table Groups:** Pass out the yellow card sort. Take turns reading each card aloud and as a group decide the statement describes a punitive or restorative and accountable orientation. Place the in the appropriate column on your big T-Chart post-it.
- **Whole Group:** Share summary points.

20 min   **Aligned Consequences and Interventions for Behavioral Infractions**

- **Trios:** Stand up, bring a marker and pages 7 and 8 with you, and find two partners from another table. Thinking about responses to discipline, define "Consequence" and "Intervention".
- **Whole Group:** Invite a few responses with whole group and share summary points. Scan pages 7 and 8 and highlight the importance of "First Response" section.
- **Trios:** Walk to one of the situations on the posters around the room. Together decide whether a **first response** or an **immediate consequence and intervention** is most appropriate and jot down a specific response from the lists on pages 7 and 8.

20 min	**Multi-tiered System of Promotion, Prevention, and Interventions**

- **Whole Group:** Look at page 4, "Multi-Tiered System of Academic, Behavioral, and Mental Health Supports" in the Core Document set. What do you appreciate about the graphic? Share summary points.
- **Table Groups:** Pass out the green card sort and the MTSS placement. Your task is to read the cards aloud and then decide whether the card should be placed in Tier 1, Tier 2, or Tier 3.
- **Whole Group:** What are you noticing about the placement of the cards?
- **Table Groups:** Using your sticker dots, place three green dots practices that are universal in your district – these practices are implemented consistently with fidelity in every school. Place three yellow dots on practices that implemented effectively in some schools, but not others. Place three red dots on practices that require more professional development, more capacity, and/or more resources to be put in place effectively.

15 min	**Promotion of Social and Emotional Development for Every Student**

- **Whole Group:** Look at pages 7, 8, and 9, "Learning and Life Competencies" in your Core Document set. Share origins and research related to LLCs.
- **Solo:** Scan through the LLCs. Pick two or three desired target behaviors (the blue statements) that were your "go-to's" in middle and high school.
- **Pairs:** Stand up, bring your LLCs with you, and find another partner. Use these questions prompts for your conversation:
    - Who and how were you supported to acquire the target behaviors (blue statements) you identified as your "go-to's"?
    - Look at the competencies (the orange headers). Identify 2 or 3 that feel essential for college, career, and life success.
    - In what ways are these skill sets linked to an accountable and restorative approach to discipline and student support?
    - What will it take in your district for teachers to be more intentional about modeling, teaching, practicing, and assessing these behaviors in the classroom?

5 min	**Organizing and Integrating**

Pairs: At your table with a partner, share your responses to this prompt. *"Before this session about discipline and student support, I was thinking/ feeling_____. Now I'm thinking/feeling_____.*

5 min	Written Feedback (See page 10)

First Responses to Low Impact Behaviors - Prevention

Prompts, cues, proximity, reminders, positive directives that invite cooperation and self-correction; Interruption of negative, inappropriate speech and support to self-correct; prevention and de-escalation of confrontations.

Behavior Check-ins and Restorative Question Conferences during class time to solve a problem, make a choice, and self-correct

Developmentally appropriate, sensory, motor, and space modifications that match behavior and root causes to appropriate modifications

Helping students who are easily triggered or emotionally charged to calm themselves

Submission of "Observation Notes" with no removal from classroom or other location to track possible persistent low-impact behaviors.

Collegial Consultation with Student Support team member to observe student and generate possible strategies to reduce unwanted behaviors and practice desired target behaviors

Blue-Note Time Out

Classroom Buddies

Schoolwide Consequences

Submission of Behavior Referral when:

  1) Behavior infractions require documentation, but do not require the immediate send-out of student from the location of the incident.

  2) Behavior infractions require immediate attention including student send-out from the location of the incident.

Parent notification via phone, email, text message or letter by staff member and/or administrator, conference with teacher, student support coach and student and/or parent,

Assignment to Student Support Center for interventions that match student's needs (No in-school or out-of-school suspension),

Send-out from classroom or other location with Referral to Student Support Center or ISS, conference with administrator, parent, student (may include student advocate or student support team member),

Incident Investigation (Due Process)

Assignment of Administrative Detention.

Immediate student send-out from classroom or other location that results in temporary assignment to Student Support Center or In- School Suspension.

Parent notification and conference with administrator, student and parent.

Partial in-school suspension (ISS) during the day, one day ISS, or two day ISS

Principal facilitated school hearing

One to five day out-of-school suspension

Recommendation for long-term suspension of more than five days through Superintendent's Hearing

Interventions

Teacher Facilitated Interventions

Academic and Behavior Problem Solving and Planning Conference

Restorative Actions

Re-Set PASS to meet with Student Support Team member before minor problem becomes major disciplinary incident

Classroom Quiet Corner / Peace Place for grades K - 5

Grade level team case conferencing and plan

Student Support Facilitated Interventions

Academic and Behavior Problem Solving and Planning Conference

Student Check-in / Check-out (CICO)

Mobile triage

Problem solving circles and restorative group conferences

Student-student and student-teacher mediation

Individual and small group counseling

1:1 and small group behavior replacement interventions, SEL skill building programs, and conflict resolution

Assessment of function based thinking / Root causes analysis

Assignment of student support coach

Six week student success plan

Reflection, Repair, and Re-Connect after student send-out

Individualized case management for students with IEPs and 504 plans

Child / Team family meetings

Violence Reduction Plan

Intensive Crisis Management Plan (ICMP)

Therapeutic Crisis Intervention (TCI) (with proper certification of provider)

Referral and coordination as appropriate with community-based supports and agencies

Comprehensive long-term student success plan

Reconfigured schedule and educational plan at home school

Alternative placement intervention and plan

Written Feedback

DIRECTIONS: PLEASE RESPOND TO EACH QUESTION BY MARKING AN "X" IN THE APPROPRIATE BOX TO THE RIGHT

As a result of this session, I am walking away with…	Strongly Agree	Mostly Agree	Somewhat Agree	Somewhat Disagree	Mostly Disagree	Strongly Disagree
1. A deeper understanding of the goals and principles behind effective discipline and student support						
2. A clearer understanding of the differences between a punitive and an accountable and restorative approach to discipline.						
3. A clearer understanding of the role and differences between consequences and interventions						
4. A clearer understanding of promotion, prevention, and intervention within a multi-tiered system of support						
5. New information about the role of "Learning and Life Competencies" in the classroom and within schoolwide discipline and student support						

6. What is your one sentence response to this question: *"In what ways does a restorative and accountable approach to discipline and student support benefit students, teachers, administrators, and/or families?"*

7. What was an important new learning for you?

8. After today's session, I feel better prepared to…

9. What did you appreciate about the facilitation and/or what suggestions might you offer?