



# Roll-out of Code of Character, Conduct, and Support




Board of Education Meeting  
Tuesday, September 25, 2018

**WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT**

*Encouraging All Students to Meet College and Career Readiness Expectations  
Supporting Students in the Development of 21st Century and Social/Emotional Learning Skills*

# SEL Vision Statement



Wheatland-Chili Central School 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.

# SCHOOL-WIDE SYSTEM FOR STUDENT SUCCESS: Response to Intervention

## Academic Systems

### Tier 3/Tertiary:

- Individual students
- Assessment based
- High intensity

Progress Monitoring

### Tier 2/Secondary:

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Progress Monitoring

### Tier 1/Universal:

- All students, all settings
- Preventive, proactive

## Social and Emotional Systems

### Tier 3/Tertiary:

- Individual students
- Assessment based
- High intensity

Social and Emotional Learning

### Tier 2/Secondary:

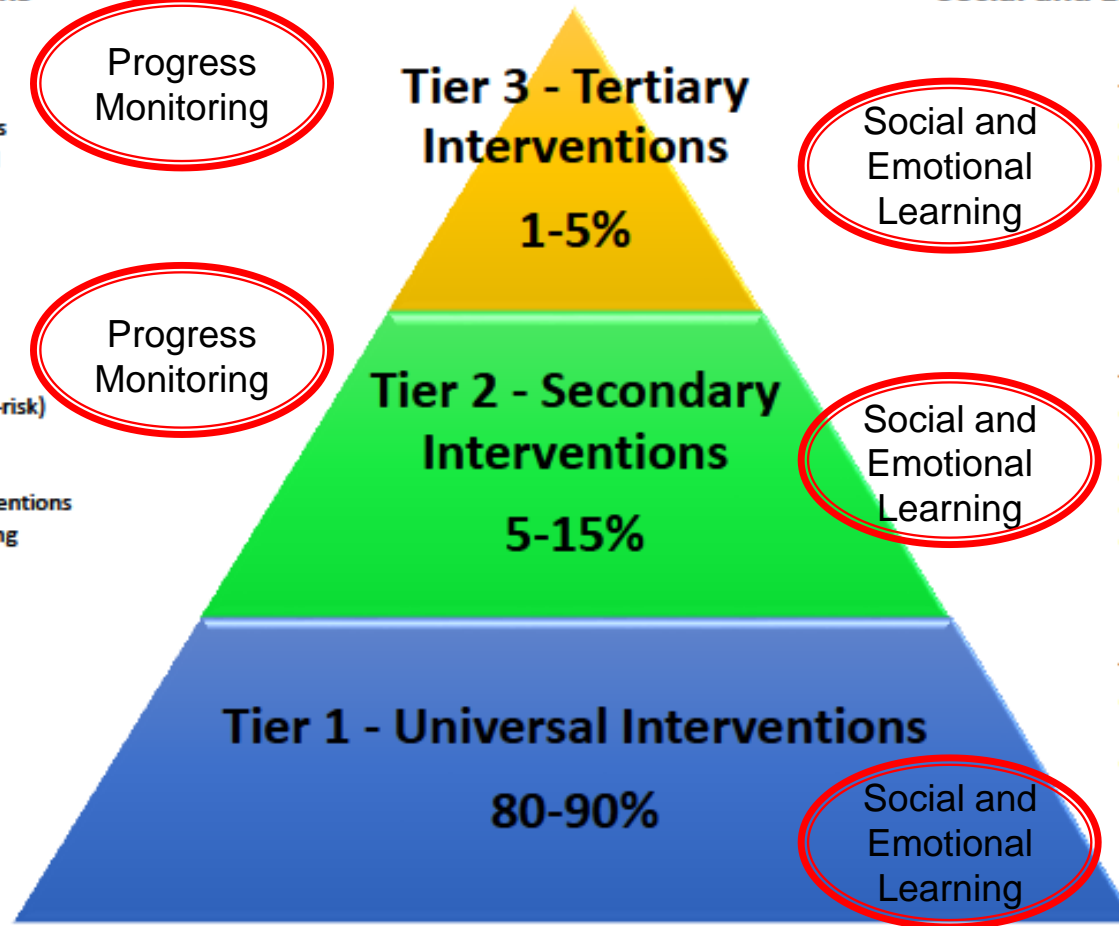
- Some students (at-risk)
- High efficiency
- Rapid response
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Social and Emotional Learning

### Tier 1/Universal:

- All students, all settings
- Preventive, proactive

Social and Emotional Learning





# Social and Emotional Systems



# How does SEL happen in schools?

- Explicit instruction
- Schoolwide practices/Climate
- Classroom practices
- Changes in policy and procedure



# Core Social and Emotional Competencies





# Progress on the four strategies

## ❖ Explicit instruction

- Second Step

## ❖ Schoolwide practices/Climate

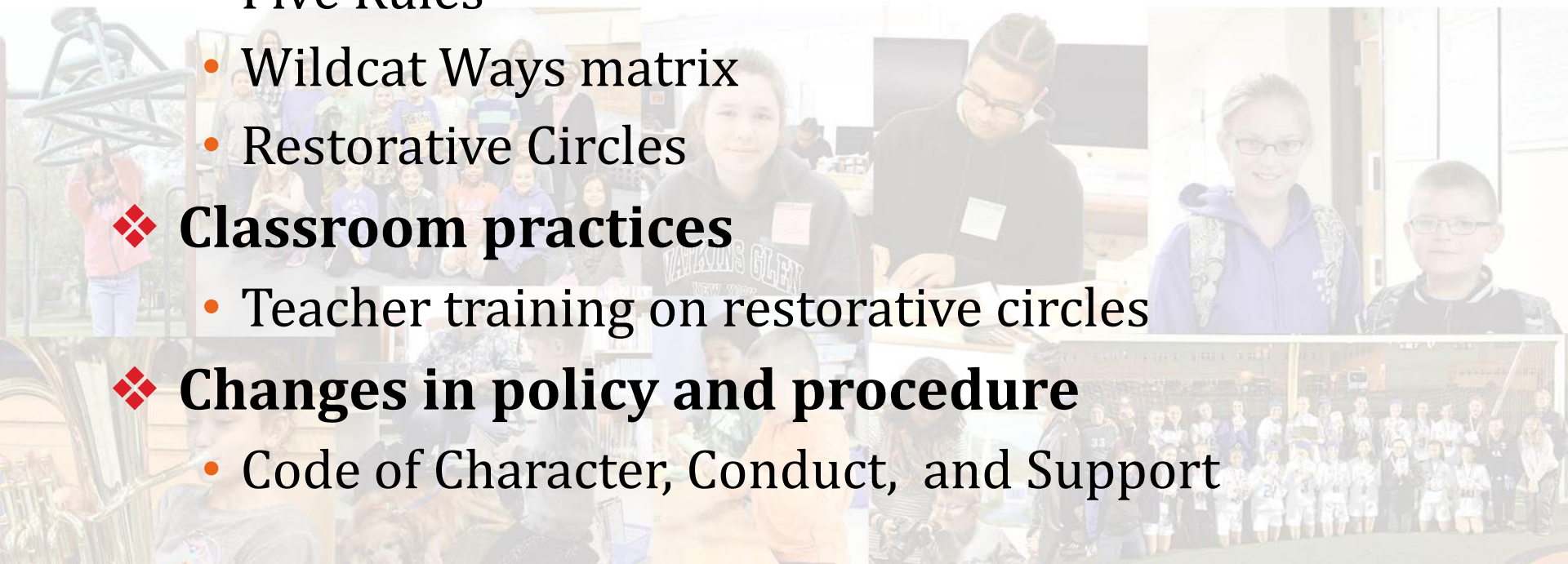
- Five Rules
- Wildcat Ways matrix
- Restorative Circles

## ❖ Classroom practices

- Teacher training on restorative circles

## ❖ Changes in policy and procedure

- Code of Character, Conduct, and Support





WHEATLAND CHILI CENTRAL SCHOOL DISTRICT

2018-2019

# CODE OF CHARACTER, CONDUCT, AND SUPPORT





# Restorative and Accountable Culture

	<b>Punitive</b>	<b>Restorative, Accountable</b>
Goals/ Outcomes	To punish (done <u>to</u> a student)	To make it right (done <u>by</u> a student)
The Process	School consequence	School sanction /consequence + intervention
The Teaching Practices	Harsh, arbitrary, authoritarian, patronizing	Supportive, instructional, collaborative

# Clarity precedes competence

WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

## 5 School Rules

- 1. Arrive to class on time.**
- 2. Stay in class and have a pass to travel in public spaces.**
- 3. Be safe and respect others' personal dignity and space. (Keep hands and feet to self.)**
- 4. Listen, acknowledge, and respond to directives and requests.**
- 5. Use appropriate and respectful language with peers and adults.**





**Social and  
Emotional  
Learning  
(SEL) Focus  
2016-2017**

**Year #1 of  
SEL Action  
Plan  
2017-2018**

**Code of  
Character,  
Conduct,  
and Support  
Planning  
August 2017**

**Restorative  
Practices  
Training  
August  
2017**

**Code of  
Character,  
Conduct,  
and Support  
Roll-out  
May 2018**

**Second  
Step and  
NewsELA  
Selection  
July 2018**

**Code of  
Character,  
Conduct,  
and  
Support;  
SEL Focus;  
and Trauma-  
Informed  
Schools  
Training  
August 2018**

**Year #2 of  
SEL Action  
Plan  
2018-2019**

# T. J. Connor Highlights

- ▶ Mini-lessons in the classrooms
- ▶ Roll-out of Second Step, K-5
- ▶ Focus on Five Rules



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# Middle/High School

- ▶ Class Assemblies
- ▶ Mini-lessons
- ▶ Roll-out of 6–8 Second Step and 9–12 NewsELA
- ▶ Focus on Five Rules
  - Return of hall supervision related to Rules #1 and #2

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# Next Steps

- ▶ October 5 Conference Day
  - Focus on Code of Character, Conduct, and Support roll-out
- ▶ Ongoing discussion at Faculty Meetings
- ▶ Ongoing meetings with Student Support Team staff to clarify processes and protocols

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