

# DIGNITY IN SCHOOLS CAMPAIGN

## A MODEL CODE ON EDUCATION AND DIGNITY



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# DIGNITY IN SCHOOLS CAMPAIGN (DSC)

- Challenges the systemic problem of pushout and advocates for the human right of every young person to a quality education and to be treated with dignity
- More than 50 organizations from 19 states
  - Youth and parent base-building
  - Legal and advocacy
  - Teachers and educators
  - Researchers



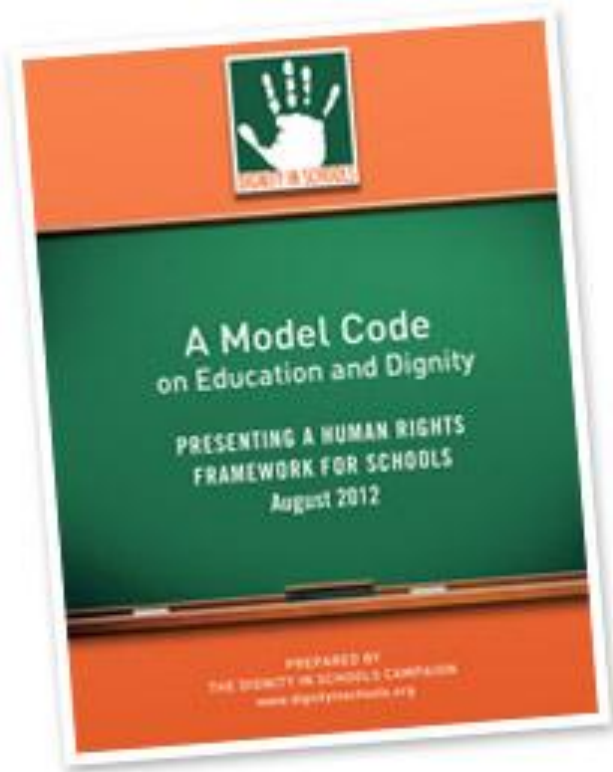
# OUR WORK

- Support members in local and state campaigns to end pushout and implement positive school discipline
- Advocate for federal policy change in Congress and with the Departments of Education and Justice
- Share information on solutions to pushout through our website, teleconferences, and national meetings



# WHAT IS THE MODEL CODE?

- Model policies for schools, districts and legislators to address school pushout and create safe and positive climates for learning
- Based on research, best practices and on the ground experiences of students, parents and educators
- Rooted in fundamental human rights principles that every child has a right to education and to be treated with dignity



# HOW WAS THE MODEL CODE DEVELOPED?

- Drafted and reviewed by members of the Model Code Working Group
- Reviewed at two American Bar Association summits
- Reviewed and edited at community engagement sessions with students, parents and teachers in 8 different states (CA, FL, GA, IL, LA, MS, NY, PA)



# MODEL CODE RELEASE

- Train the trainers workshop and launch event in Los Angeles - August 2012

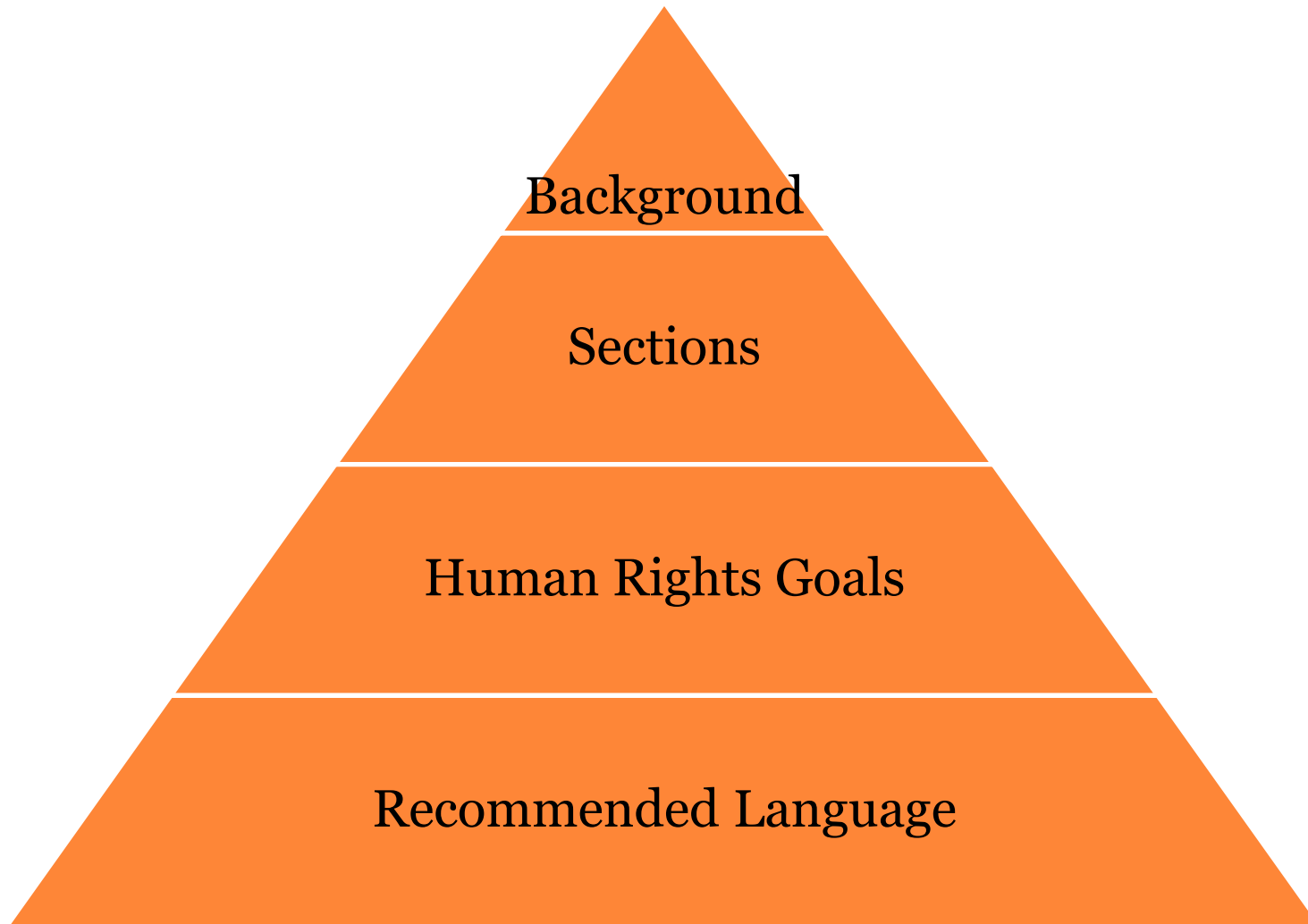


# 5 CHAPTERS OF THE MODEL CODE

= 5 Human Rights Principles

1. Education                      Support every child in reaching their full potential
2. Participation                    Ensure that students, parents and all stakeholders participate in decision-making
3. Dignity                            Shift discipline away from punishing, to nurturing academic, social and emotional development
4. Freedom from Discrimination    Eliminate discrimination, harassment and disparate outcomes in education
5. Monitoring and Accountability    Ensure rights to information and data, and to monitor the school system

# STRUCTURE OF EACH CHAPTER

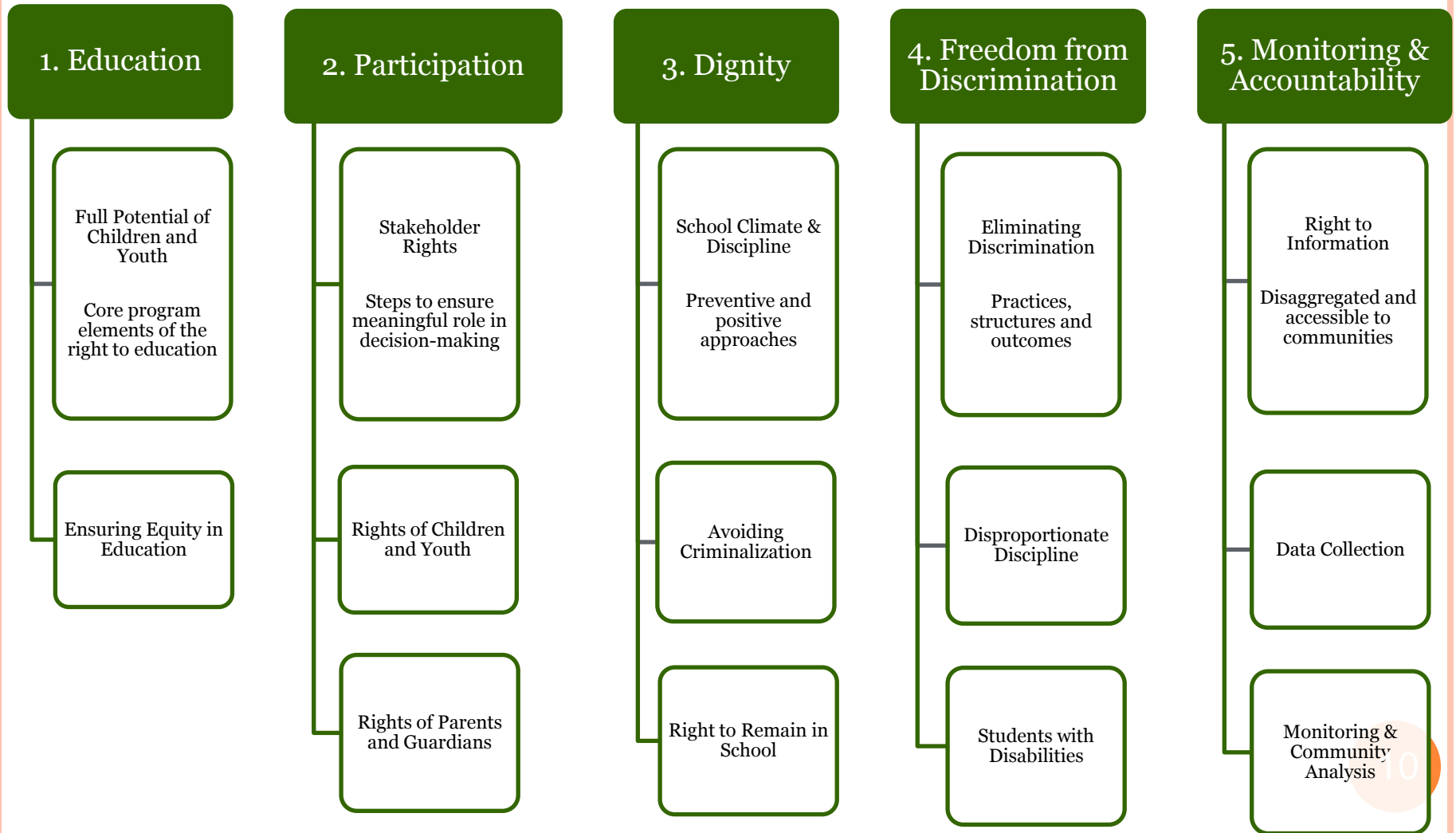




# WHO CAN USE THE MODEL CODE?

- Students, parents and communities can compare the Model Code to current practices and use it in efforts to change policy
- Educators and administrators can identify best practices to implement in their schools and call for implementation system-wide
- District and state-level policy makers can identify language for regulations and legislation, and use guidelines to implement and monitor changes to policy

# OVERVIEW OF THE MODEL CODE



# CHAPTER 3: DIGNITY

## 3.1 School Climate and Discipline

- 3.1.a Key Elements of School-Wide Preventive and Positive Discipline
- School-wide policy with student, parent & community participation
  - School climate – physical environment, school community, SEL
  - Positive discipline – graduated consequences, positive interventions
  - Limiting exclusion – only the most serious offenses
- 3.1.b Two Models for Preventive and Positive Discipline
- Model 1: School-Wide Positive Behavior Interventions and Supports
  - Model 2: Restorative Practices
- 3.1.c Guidelines for Exclusion
- 3.1.d Due Process

# CHAPTER 3: DIGNITY

## **3.2 Avoiding Criminalization in School Discipline**

### 3.2.a Law Enforcement

- Reduce reliance on police and School Resource Officers
- Prohibit involvement in school discipline matters
- Limits on arrests and searches
- Complaint mechanisms
- Training

### 3.2.b Drug Policy

### 3.2.c Immigration Policy and Protection of Vulnerable Students

### 3.2.d Dismantling Status Offense Laws

# CHAPTER 3: DIGNITY

## 3.3 Right to Remain in School

3.3.a Truancy Prevention and Correction

3.3.b Alternative Schools

- Same requirements and standards as traditional schools
- Voluntary placement for students seeking alternatives
- No involuntary placement for academic reasons
- Involuntary placement for discipline requires full hearing
- Progress reviews and monitoring

3.3.c Right to Education for System-Involved Youth

3.3.d Right to Resume Education after Expulsion

# Question and Answer

# USING THE MODEL CODE

- Policy advocacy and local implementation
  - Identify which sections of the Code are most relevant to your community or school
  - Compare the Code to the existing law or policy
  - Use “recommended language” from the Code to help shape and/or support your policy changes
  - Share the Model Code (or sections) with decision-makers
  - Use guidelines in the Model Code to assist with implementation

# RESOURCES FOR USING THE MODEL CODE

- Executive Summary and Full Model Code
- Community Toolkit
  - Tips for sharing the Code with policy-makers, students, parents, educators and communities
  - Sample activities for holding workshops on the Code
  - List of resources (reports, model laws and policies, etc.) to help in implementing the Code
- Other Community Tools
  - Facilitator's guide for workshops
  - Overview and Fact Sheets on Chapters of the Code



# NEXT STEPS

- Share the Model Code with others

<http://www.dignityinschools.org/our-work/model-school-code>

- Hold a Model Code training in your community

Email [fernando@dignityinschools.org](mailto:fernando@dignityinschools.org)

- Participate in the DSC Week of Action 9/29-10/6

<http://www.dignityinschools.org/our-work/week-of-action>

- Sign the Solutions Not Suspensions call for a moratorium on out-of-school suspensions
- Participate in an event in your community
- Promote the Week of Action on social media

# CONTACT INFORMATION

[www.dignityinschools.org](http://www.dignityinschools.org)

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