

# 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



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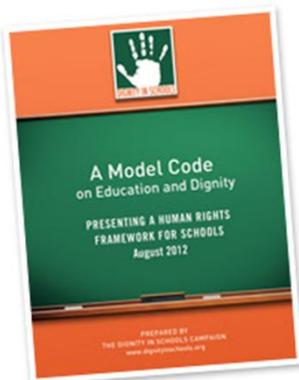
## OUR WORK

- 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



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## 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

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## 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)



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## MODEL CODE RELEASE

- Train the trainers workshop and launch event in Los Angeles - August 2012
- Trainings happening across the country through 2013



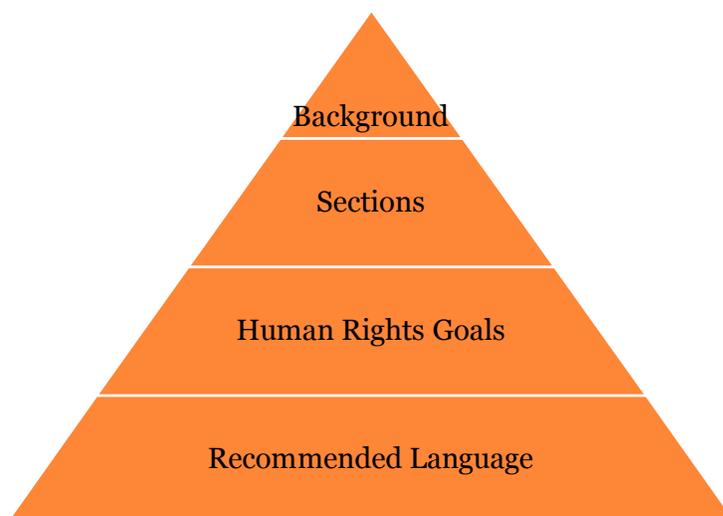
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## 5 CHAPTERS OF THE MODEL CODE = 5 Human Rights Principles

- |                                  |   |
|----------------------------------|---|
| 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                       |

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## STRUCTURE OF EACH CHAPTER



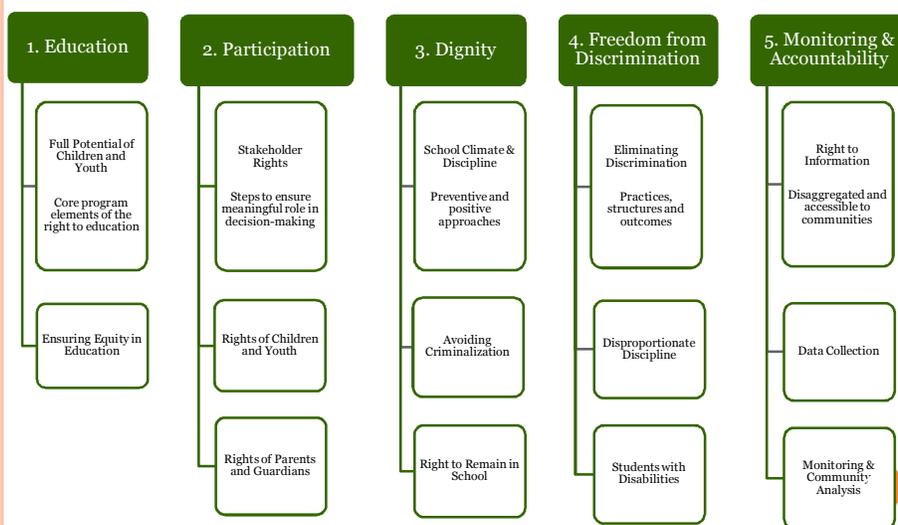
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## WHO CAN USE THE MODEL CODE?

- 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

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## 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

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## 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

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## 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

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## Question and Answer

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## 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

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## 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

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## 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)
- Contact Natalie at DSC or check out the DSC website for more information about efforts to implement the model code across the country – where it is being used, how, and by whom

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## CONTACT INFORMATION

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