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SAC Steering Committee 21-22 SY

3rd Meeting - February 7, 2022 -
Topic: Discipline

Agenda



General Information



Data & Overview



Restorative Practices



Feedback



General Information

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Agreements

- Maintain Confidential, Safe Space
- Maintain Engagement
- May Experience Discomfort (Discomfort = Growth)
- Positive Intent
- We are all at different places, and that is okay.
- Embrace a Growth Mindset (We are not there, YET, but together we are making strides)
- We are in this TOGETHER, and we are better together
- Focus on outcome to better P-H-M
- Listen for understanding
- District Outcomes
- Diversity Makes us Great
- Be mindful of different perspectives
- Listen with intention
- Value and Celebrate Diversity, Equity, and Inclusion.
- Actively participate in meetings with the Steering Committee.
- Share input on upcoming decisions and best practices.
- Discuss and consider various perspectives on topics impacting the school district.
- Build positive relationships with parents/guardians and other members of the Steering Committee.
- Maintain professional and positive intent while addressing and brainstorming solutions.
- Stay within the topic framework for the meeting.



Board Resolution

July 1, 2020 Special Board Meeting

- Share resolution to do our part to end racism and racial inequality
- Announced a new Diversity Equity and Inclusion Officer position
- Announced the continuation of a Superintendent's Advisory Council for the 2020-21 school year with a focus on DEI.
- **The resolution was a commitment:**
 - To foster a safe, healthy, and inclusive environment
 - To ensure that all are treated with dignity and respect
 - To do our part to bring about positive change, end discrimination, and secure equality for all

Link:

<https://www.phmschools.org/parents/jul-2020/school-board-passes-resolution-bring-about-systematic-and-structural-change-ensure>

Resolution of P-H-M's Board of School Trustees

RESOLUTION OF THE PENN-HARRIS-MADISON BOARD OF SCHOOL TRUSTEES TO BRING ABOUT SYSTEMATIC AND STRUCTURAL CHANGE TO ENSURE DIVERSITY, INCLUSION, AND EQUALITY.

Wednesday, July 1, 2020

WHEREAS, the unjust killing of Mr. George Floyd on May 25, 2020 in Minneapolis, Minnesota, along with the preceding and unjust deaths of Ahmaud Arbery, Breonna Taylor and many others, has generated a much needed national discussion on the necessity of ensuring permanent racial equality and racial justice. The members of the Penn-Harris-Madison Board of School Trustees are saddened by and stand against these unjust deaths. WHEREAS, as we prepare to celebrate the United States of America's 244th year of independence, the Penn-Harris-Madison School Board of School Trustees is guided by the wisdom of one of this country's greatest leaders, Dr. Martin Luther King Jr.: "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly."

WHEREAS, we the members of the Penn-Harris-Madison Board of School Trustees and Administration, **acknowledge that we must urgently end acts motivated by racial animus and bias, remediate racial inequities, and end any form of racism in our schools.**

WHEREAS, the Penn-Harris-Madison Board of School Trustees **recognizes that working with the school community is a vital and necessary component of achieving the goals expressed in this Resolution.**

NOW THEREFORE, BE IT RESOLVED that we, the members of the Penn-Harris-Madison Board of School Trustees shall implement all reforms necessary to eradicate racism and racial injustice within the Penn Harris Madison School Corporation. We recognize and will fulfill our duty to foster a safe, healthy, and inclusive learning environment; to ensure that all are treated with dignity and respect; and to do our part to bring about positive change, end discrimination and secure equality for all.

Terms (FOR A COMMON LANGUAGE)



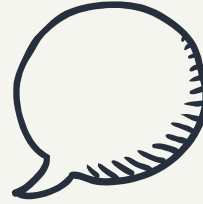
Diversity

Diversity includes all differences in ethnicity, race, language, gender, culture, ideas, beliefs, neurodiversity, thoughts, and perspectives. Diversity is beautiful and we celebrate it with an open mind. Diversity makes us unique.



Equity

Equity is an individual principle to help all have access to resources, opportunity and environments based on their needs and voice.



Inclusion

Inclusion happens when everyone feels safe and is embraced with their unique qualities and voice. Inclusive environments value differences, are accepting and foster belongingness for all, regardless of race, ethnicity, ability, class, and gender.



Purpose

21-22 SY PURPOSE:

It is the purpose of the SAC for DEI to examine proposed action items from the 20-21 SY Superintendent's Advisory Council for DEI, and work to help plan next steps for implementation in order to provide the school constituency the opportunity to have input into the corporation's decision making process toward the achievement of district-wide goals regarding valuing and celebrating diversity as well as working to eliminate racial injustices and discrimination. The primary focus for the 21-22 school year will benefit our students district wide.

AUTHORITY: The SAC serves as an advisory group to the Superintendent and is not a decision making body for the district.

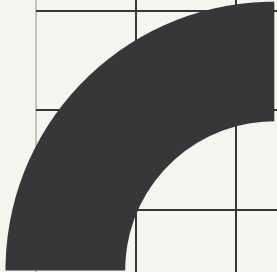


Updates



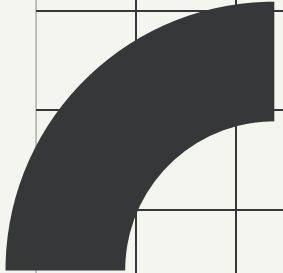
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Dr. Thacker, Superintendent

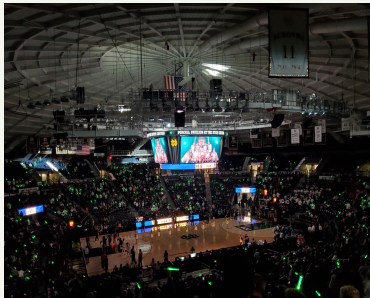
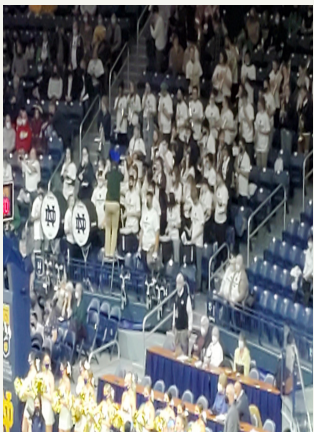
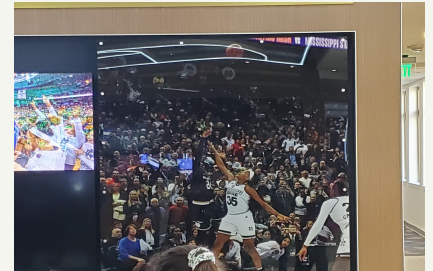
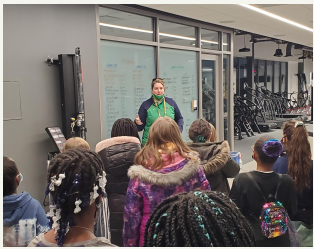


Mr. Derrick White, Director of DEI

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5th Grade Walt Disney Girls visit to Notre Dame





Discipline

School environment measures whether a physically and emotionally safe and well-disciplined environment is provided to students in order to foster achievement and growth. School environment identifies the percentage of students receiving each type of disciplinary action at the school, and the number of safety and disciplinary incidents occurring during the school year at the school. Safety and disciplinary incidents are classified as suspensions, expulsions, and bullying incidents as reported by schools on the Discipline report. (Data source: 2019-2020 school year)

Behavior Philosophy

Ensure that safety is always considered.

Allow for proper due process. Document appropriately.

Be fair and transparent. Communicate every step of the way.

Apply the discipline or consequence that changes the behavior.

Understand that the process might take some time.

Be preventative as much as possible. Build relationships.

Try to make things “right.” Be restorative in nature.



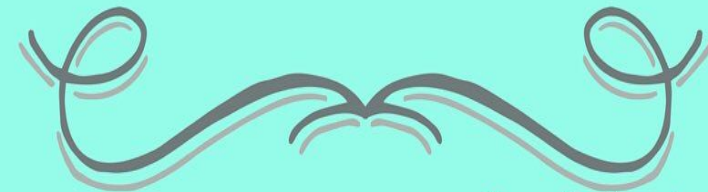
We Teach Our Students

How to **BEHAVE**

by what we **ALLOW**, What we **STOP**,

What we **IGNORE**,

and what we **REINFORCE.**



@sandeeteach

School Discipline: What is it?

Culture
Seating
Discipline
Rewards

Rules
Consequences
Procedures
Quality Instruction

Behavior Plans
IEPs
504 Plans
Proximity

Warnings
Parents
Communication
Routines

Teaching Expectations
Rehearsal
Administrative Support
Data

School Environment/Discipline Data For P-H-M School District 19-20 SY

(Source: IDOE INView (<https://inview.doe.in.gov/>))

In-School Suspensions

State Average: 3.9%	P-H-M: 0.0%
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*Economically Disadvantaged: 0%
*English Learners: 0%
*Students with Disabilities: 0%
*Asian: %
*Black/African-American: 0%
*Hawaiian or Pacific Islander: 0%
*Hispanic: 0%
*Multiracial: 0%
*Native American: 0%
*White: 0%

Out of School Suspension

State Average: 5.2%	P-H-M: 1.6%
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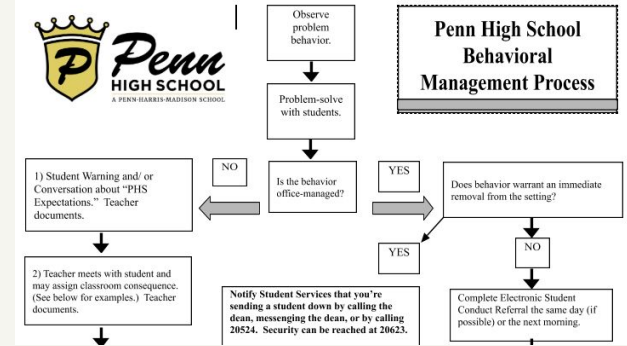
*Economically Disadvantaged: 3.3%
*English Learners: 2%
*Students with Disabilities: 4.3%
*Asian: 0.7%
*Black/African-American: 2.7%
*Hawaiian or Pacific Islander: 0%
*Hispanic: 2.2%
*Multiracial: 2.2%
*Native American: 4.7%
*White: 1.5%

Expulsions

State Average: 0.2%	P-H-M: 0.0%
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*Economically Disadvantaged: 0%
*English Learners: 0%
*Students with Disabilities: 0%
*Asian: 0%
*Black/African-American: 0%
*Hawaiian or Pacific Islander: 0%
*Hispanic: 0%
*Multiracial: 0%
*Native American: 0%
*White: 0%

Essential Considerations



Office Vs. Staff
Managed

Informal Discipline

Formal Discipline

Legal Matters

Informal Discipline

Informal discipline takes place within the school. It may include but is not limited to:

- alternate assignments;
- change of seating or location;
- before-school, lunch-time, or after-school detention;
- loss of parking;
- loss of driver's license;
- loss of dances and prom;
- removal from a class or activity;
- community service in accordance with IC 20-33-8-24 (9).

Formal Discipline

Formal discipline removes the student from school. It includes:

- suspension for up to 10 school days;
- and/or expulsion for the remainder of a semester or longer.

Expulsion

Due Process Rights

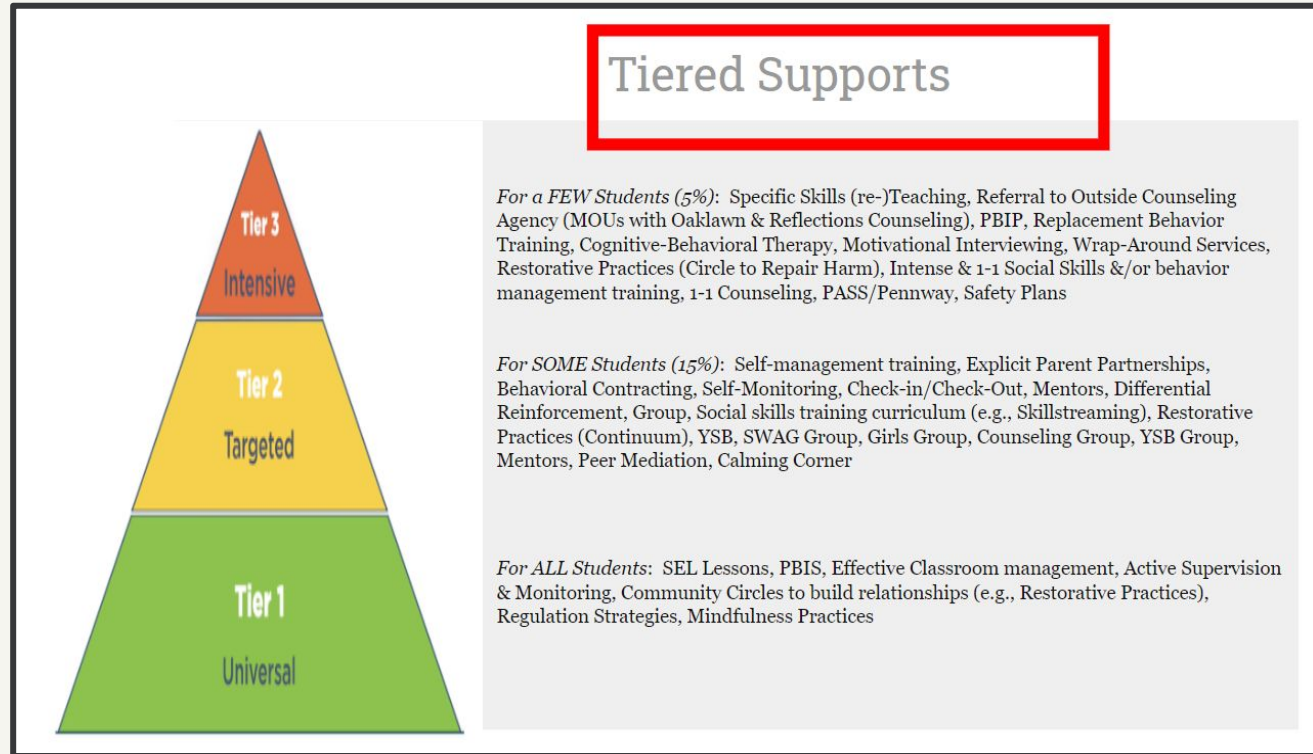
Before a decision is made as to whether or not to suspend or expel a student from school, the school will follow specific procedures.

Classroom Teacher Non-negotiables

- We implement a Positive Behavior Plan that is schoolwide. Take care of yourself. Take care of each other. Take care of this place. This plan must be integrated into the day to day operation of the classroom.
- Developing a positive classroom culture focused on healthy relationships must be considered a priority.
- Great teaching is a powerful classroom management strategy. Creating lesson plans that highlight engaging content, effective instructional techniques, and a responsive assessment system will allow for student success.
- Students need to feel safe in the classroom (physically, emotionally, mentally).

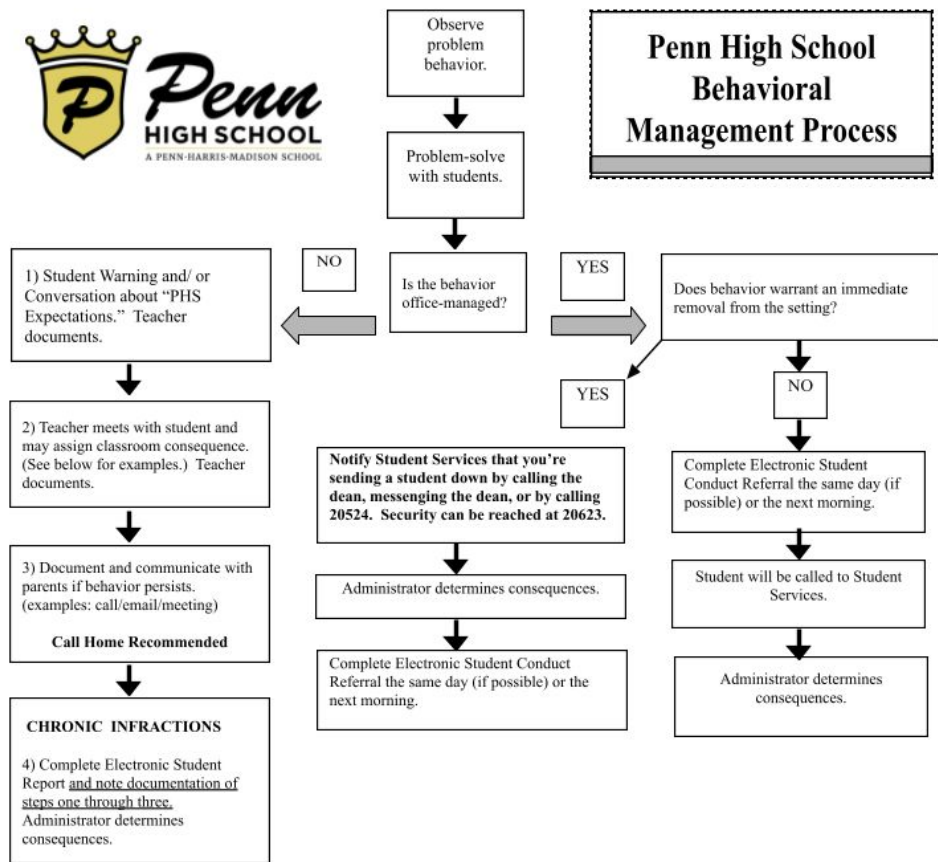
PBIS...Why Teach Positive Social Behaviors?

- Most students succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.





Penn High School Behavioral Management Process



Teacher-Managed Examples

Inappropriate Language	Lateness to Class
Preparedness	Disrespect
Calling Out	Horseplay
Teasing	Throwing
Refusing to Work	Gum/Food/Drinks
Dishonesty	Touching
Tone/Attitude	Insubordination
Academic Dishonesty	Electronics

Classroom Consequences

(Examples: teacher managed before/after school classroom detention, change student seating, student conferences, loss of privileges, etc.).

*When possible, have the corrective action correspond to the behavior being corrected.

Office-Managed Examples

Weapons	Chronic Minor Infractions
Threats	Bullying
Harassment	Gambling
Truancy	Smoking
Vandalism	Alcohol
Drugs	Fighting/Aggressive Contact

Due Process from the Staff and Student Perspective

- School administrators are required to provide notice to a student informing him or her of the school policy infraction.
- School administrators present evidence to support their position on the school policy infraction.
- The student is allowed to explain his or her side of the situation.
- A decision is made and the student, and family, is made aware of the appeal process.
- School policies have to clearly say what is allowed and what is not.
- School rules can't be so complicated the average student won't understand them.
- Rules have to be related to valid educational purposes.
- Rules can't restrict activities that are constitutionally protected.
- School policies have to tell you what the consequence is for breaking the rules.
- The consequence can't be more serious than the misconduct, nor harsher than what the school district itself is authorized to do.
- A copy of the rules and procedures must be made available to all students.



Restorative Practices





Restorative Practices

Aim: Restorative Practices develop community and manage conflict and tensions by repairing harm and restoring relationships.

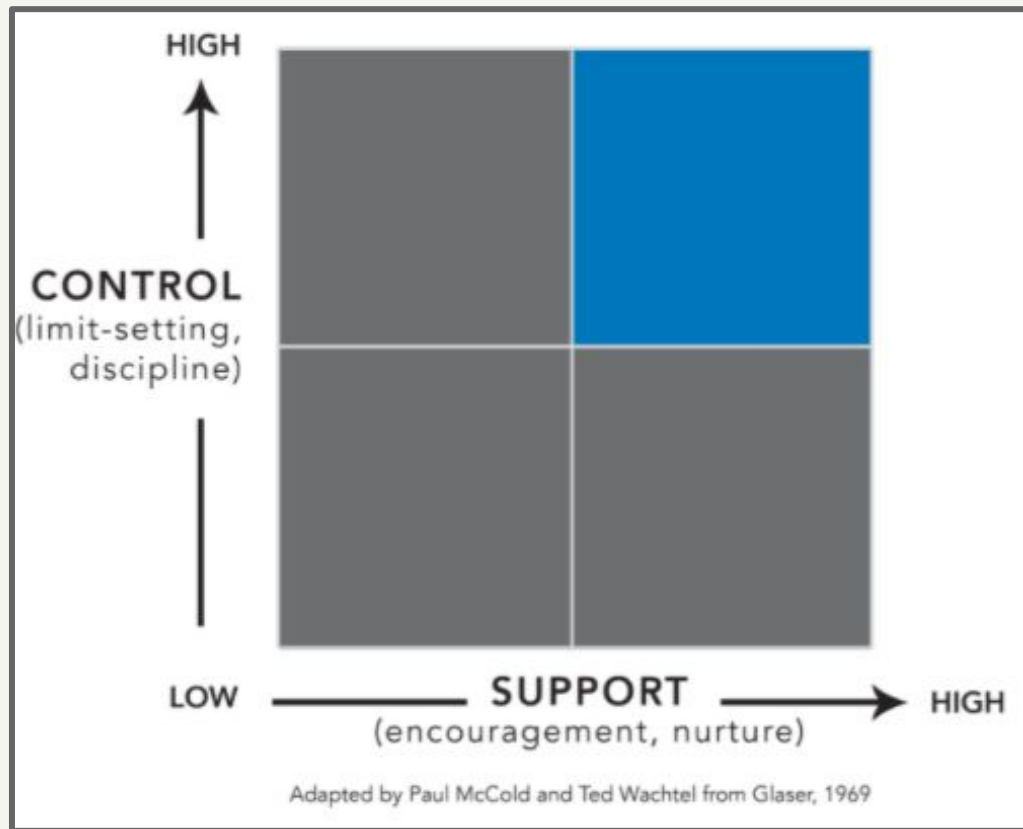
Fundamental Hypothesis: The fundamental hypothesis of restorative practices is that human beings are **happier, more cooperative and productive**, and more likely to **make positive changes** in their behaviors when those in positions of authority do things **with** them, rather than to or for them.

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Restorative Practices

Pillar 1:

Social Discipline Window





Restorative Practices

Pillar 2:

Fair Process

- Engagement
- Explanation
- Expectation Clarity



Restorative Practices

Pillar 3:

Psychology of Affect

The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

Withdrawal:

- isolating oneself
- running and hiding



Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically

Attack Self:

- self put-down
- masochism

Avoidance:

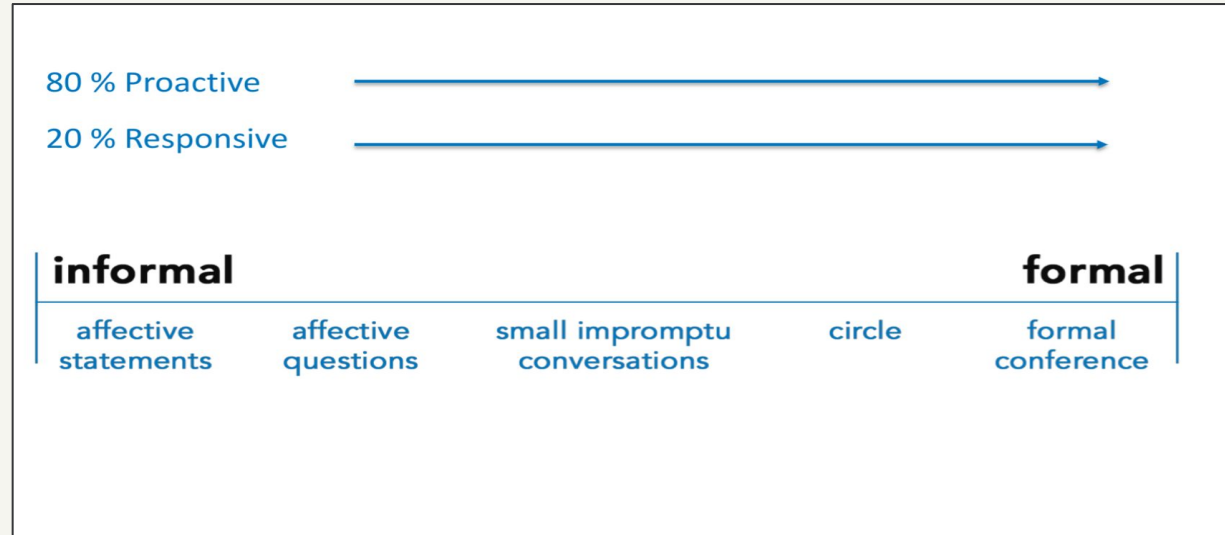
- denial
- abusing drugs and alcohol
- distraction through thrill seeking

Separate Deed from Doer
Affective Statements



Restorative Practices

Pillar 4: Continuum





SWOT





S

STRENGTHS

What are we doing well? What sets us apart?

W

WEAKNESSES

What else could we consider?

O

OPPORTUNITIES

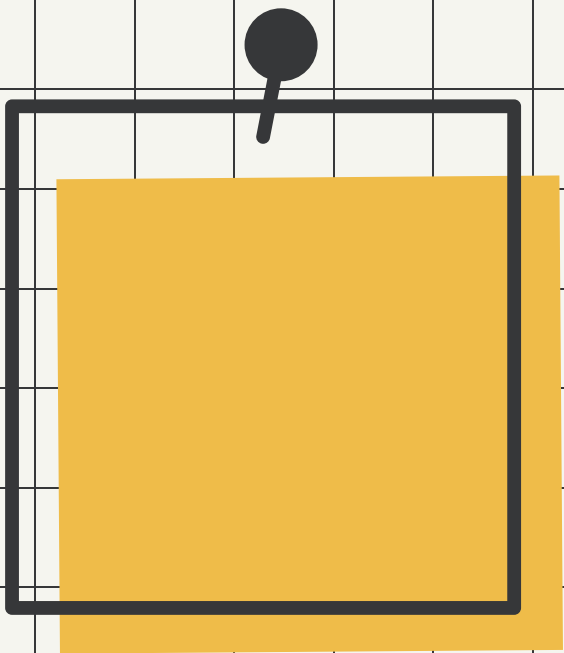
Are demands shifting? How can it be improved?

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THREATS

What are potential roadblocks to consider? What are factors outside of our control?





THANK YOU 
Next Meeting 4-18-22