



Trying to do well the focus on harassment, Intimidation, Bullying (HIB). Extends beyond our walls. Listening to kids who are dealing with HIB issues online, and the carry over to schools is heavy. Care for kids; last year all the discipline was social media based. Interesting opportunity to open our range of what we are allowed to do in support of behaviors.

Love that we have zero tolerance for some things. We understand that kids make mistakes, and there are real consequences for some things. Even things that happen outside of the school day. I say this both as a teacher and as a parent. Appreciate the direct dialogue with the community.

When we see racial disparity, we are going to call it out.

Worked on some unkind postings before the holidays; kids were the ones who stepped up to help with the investigation to get it stopped.

classroom is apathy; that has increased. I need professional development (PD) on this; I do not

ramp for how to address behaviors. Not perfect. But foundational anchoring. Allows for behaviors to be addressed at the tertiary level, not all at level 1. Set up schoolwide expectations. Take some o

### **What professional learning experiences have been most beneficial for you in developing your approach to supporting positive student conduct?**

Discovery experiences. Positive Behavioral Interventions and Supports (PBIS) lot of experiences. It does work because it is designed to be a schoolwide approach. Small set of expectations and communicate it broadly. It is a multi-layered approach to communicating a small set of community standards.

But the policies do work for Tier 1; kids that tend to exhibit behaviors that look like Tier 2 in a pervasive Tier 1 structure. Tier 3

. Look at the roots not the leaves. Kids who bite or kick others in the shins; asking them to stop the behavior without getting at the root is not going to fix it.

What has happened is that we have more Tier 2 and Tier 3 since COVID. We communicate our Tier 1 expectations all the time. But there are more kids who are in crisis. Our Tier 2 has become Tier 3. We need more mental health professionals. How to deescalate the child who is exhibiting this kind of stuff. We need some level of expectations systematically in place.; as a system we will not tolerate teachers being hit and punched.

I do not want to imply that people are not communicating. We need to stop asking schools what program they want to adopt. SWIS and Skyward; need a lot more specificity in the system to know what works for kids at Tier 1 vs. Tier 3. Being able to support people.

40 years ago, that kid gets a swat. 20 years ago, we sent them home. What structures do we have in the elementary school? Normalizing lock up rooms in elementary schools; we did that for a while. I am not a fan of the little rooms. What systems are in place? We invest a lot in literacy; we do not have the same supports in terms of supporting mental health. What are the pieces we have

change.

What does work? Empathy works. And I cannot stop hearing the connection between social emotional learning.

We need more people trained to make the connections, and we need training and professional development support. Last year when we did have the time on Wednesdays, I was able to get into homes, I was able to make the parent connections, the parent/child connections.

Positive discipline training at Wade King four years ago. It was a two-day training. It changed my approach to this. I found this so impactful. Meet the kids where they are.

### **Student Conduct Policy Review**

Keith Schacht briefly introduced the new draft of Policy 3241 Student Conduct adapted for Bellingham Public Schools from Wash (WSSDA) model policy.

### **Next Steps:**

Homework assigned for next meeting is to read policy/procedure 3241 Student Conduct. Keith invited the committee members to annotate and/or provide feedback.

**Meeting adjourned at 5:30 p.m.**

**Next Meeting:** March 22, 2022, 4:00-5:30 p.m.