

BEA/District Joint Committee on Student Conduct

April 12, 2022

4:00-5:30 p.m.

Notes

Welcome Back

Co-Chairs Mike Copland and Lisa Peterson welcomed everyone to the meeting; committee members introduced themselves.

Protocols and Expectations for Students and Staff-Share out

Elementary:

Robin and Nick discussed their ideas for elementary. Looking back over the years of learning in the district and trying to bring together ideas Six developmental stages.

Focus on Tier 1.

Tier 2.

Tier 3.

Response to Intervention (RTI) work.

Positive Behavioral Interventions and Supports (PBIS).

Importance of teaching behaviors; teaching of basic skills. I think we have moved away from consequences, positive and negative consequences, natural consequences. Many different school plans are oriented around hierarchies of behavioral interventions.

Q: What about parent involvement? We need to be connected to our families on a weekly basis. Bringing parents into it all the time is very important; not just when behaviors have gone too far. Every teacher having contact with parents early on, and through the year. We have gone away from setting boundaries.

Q: What is meant by hierarchies? Means like it starts with a warning, then buddy sheet, a call home, exclusion from recess and then principal. Kids need to be reminded several times. Looking at other schools' plans – they are kind of vague. We need more input and more time to work on this to make sure there are basic systems in place. CSI-Child Study Investigators.

Q: CSI – Child Study Investigators? Alli noted that Shuksan is using this model. It operates as a problem solving, support group where teachers discuss interventions they are trying with kids who are struggling. Tends to be a pre-SPED referral process.

Committee members expressed the need for additional input and more time to work on this to make sure there are basic systems in place. To be able to access what the district has already introduced; spend more time with it and bring it back into the system. There is interest to bring back the Student Growth Collaboration (SGC) work.

Next Steps: Nick and Robin will bring together a broader group of elementary voices (teachers, Deans, Sped) for input and bring back more to the May meeting.

Middle:

Alli/Peggy looked at examples from other places and put together a flow chart that shows who is responsible for what; faculty managed vs. office managed. We want to be clear when a teacher calls the office that there have been strategies tried from the toolbox; and to recognize that the teacher has done everything they can before calling. Add chronic minor offenses. "Faculty managed" focus is within the walls of the classroom, classroom management strategies. And "Office managed" are things that should be reported to the administrator(s) in the school for assistance.

We have the student assistance team going as well. The flow chart is a help to teachers in the student assistance team process; it provides a review of what has been tried, and what next steps might be needed. Use the chart to help talk about what are reasonable expectations. Contacting parent; conversation starter on both sides. Could be used in grade level team meetings to talk about specific interventions.

Committee members liked the clarity of the document; how student moves from the chronic minor offenses to the top of the list; the focus on the age and stage of the students somewhere in the document. The addition of some specific examples would be helpful.

Next steps: The document will be brought to the middle level admin team; get the feedback of that group. Then circle back to Alli/Peggy for further vetting with staff across the schools.

High:

Kristen/Keith/Russ envisioned the issue as a systems issue. An incident occurs; there is some sort of reporting of incident. Then, the administration takes over and does their thing, restorative justice, consequence, etc.

Alignment of practices is needed. For example, use of cell phones in classrooms; different expectations teacher by teacher.

We do a good job at the high school level with the major offenses. We need greater clarity with the lower-level offenses.

At elementary, the issues almost seem like they are flipped. How to deal with the bigger things. Need to bring positive discipline back. All our elementary schools have been trained.

Like the idea of Positive Discipline

Getting back to the Tier levels; huge fan of the student growth collaboration; tracking patterns.

Before the start of the school year (August), I can envision having a flowchart for each level to help with the consistency that we don't have right now.

Thinking about the time; taking things off the assistant principals plates, and they still would have 4-5 kids that they needed to get to. How can we utilize campus monitors more effectively?

It is encouraging that we are moving forward.

Once we've created a system, it is going to be really important normalizing the system for teachers. There are some systems in place, and they are not being utilized. Not sure if August is sufficient; talk about it in June and again in August and into the fall. New school year is always busy.

Communication cycle is really important. Commonality with the SQHS page was shared. I like the clarity of the Middle draft document with the focus on Positive Discipline, shared strategies approach, that takes brain-based interventions.

Where the adult is matters as well. Messaging piece around the kids; skill gap in our kids right now. Education has changed a lot in two years. Where is the messaging? You can't get to the academic gap without getting to the social emotional learning (SEL) needs of the students.

Consistency: not the autonomy to pick and choose which pieces you want to do.

Communication for families, I want you to know what is going to happen in our middle schools. We are not four very different schools; parents need that reassurance. Positive Discipline can get us out of treading water.

Meeting adjourned at 5:30 p.m.

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