

*Combined...*

# Advisory Committee/Internal Leadership Team Meeting

*Comprehensive Review of School Climate and  
Discipline*



# ***WELCOME BACK!***



February 26, 2018  
4:00 p.m. – 6:00 p.m.



# Today's Agenda

- Welcome & Introductions
- Process Review & Next Steps
- Getting Started Activity - What do WE Value?
- Current Reality – What are the strengths, weaknesses and recommendations

**– BREAK –**

- Research & Fairbanks School Policy and Handbook Review
- Closing, Next Steps and Collecting Your Voices

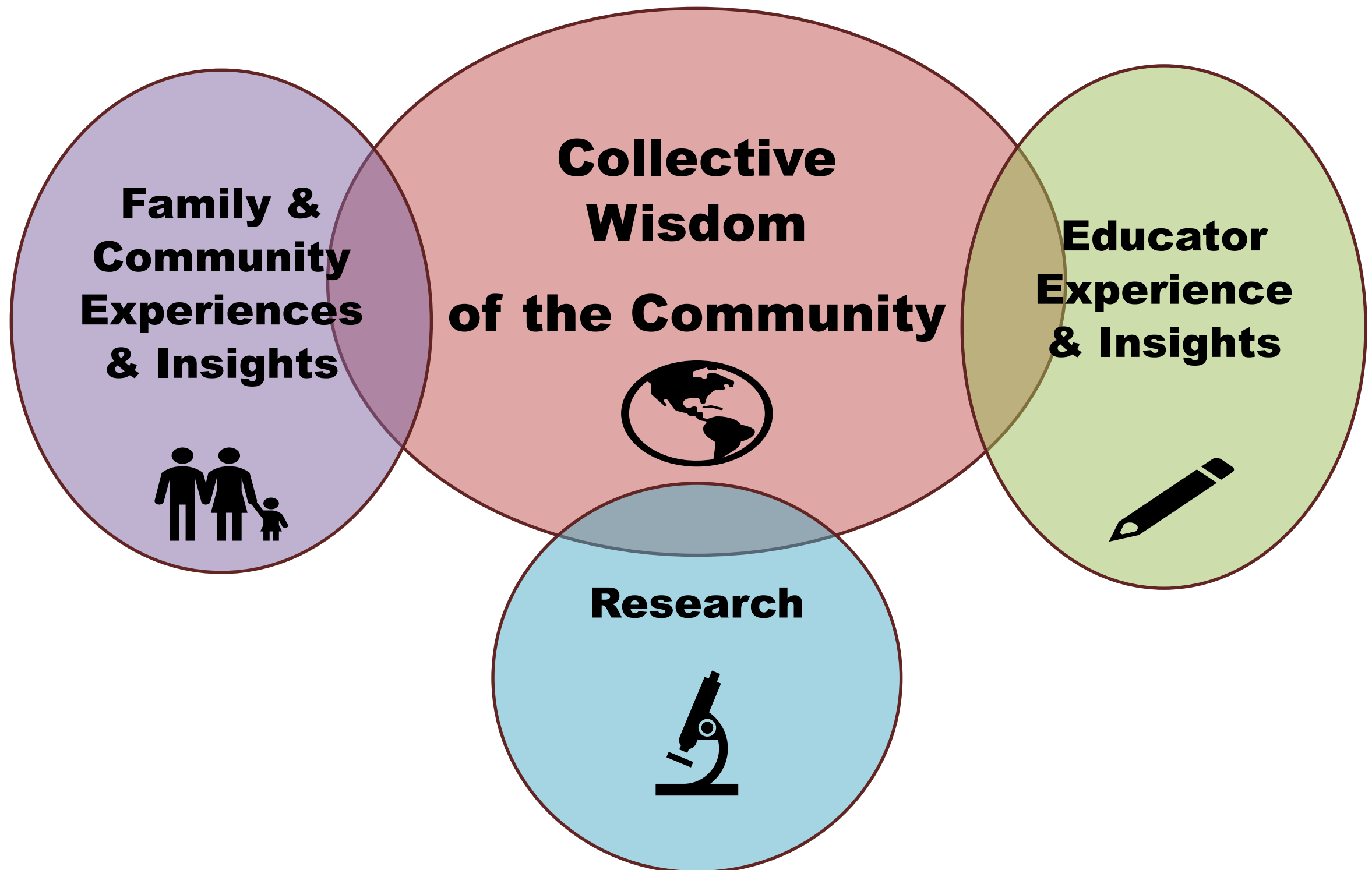


# Working Agreements...

- Recognize this is a journey of collective learning together
- Reframe Challenges toward a future vision
- Allow every voice to be heard
- Listen and share with future in mind
- Respect each others' thinking and value their contributions
- Expect to be surprised
- Enjoy the process



# The Process...





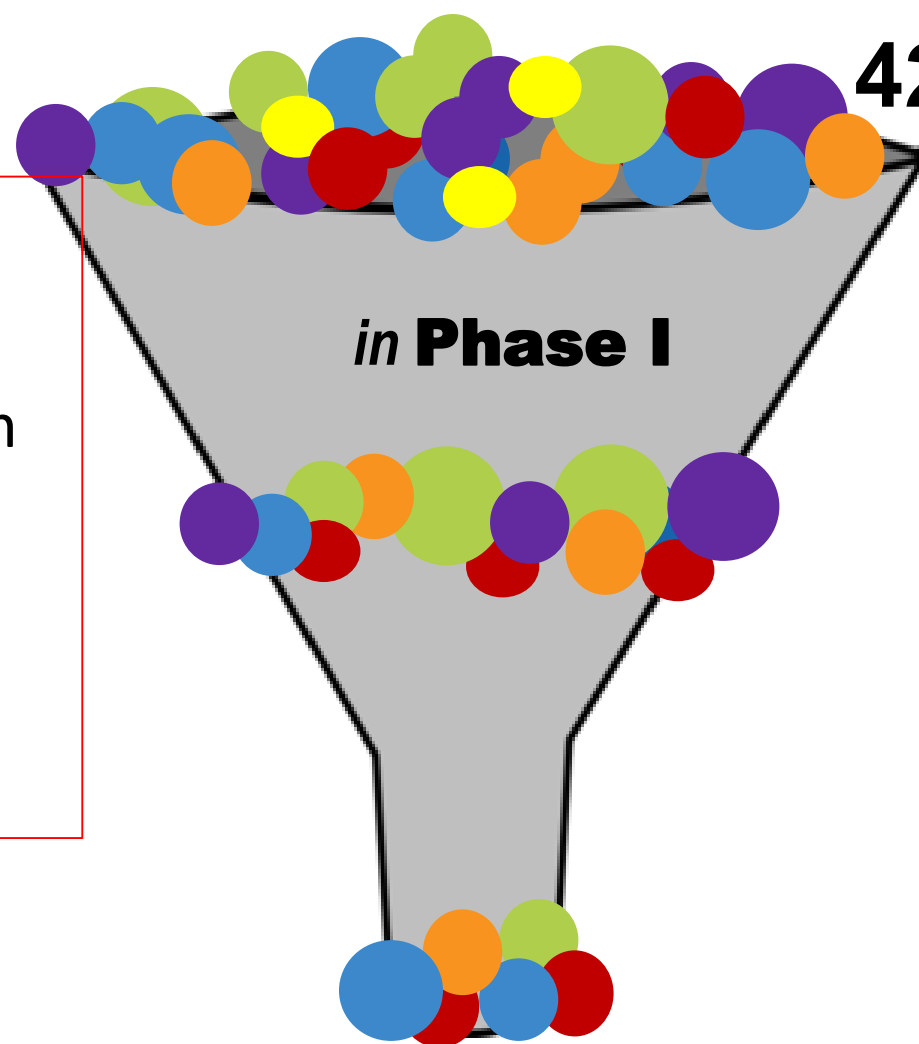
# *in Phase I*

86 people



## Conducted

- 8 Focus group discussions
- 1 District Leadership Team meeting
- 1 Advisory Committee meeting
- 1 Community meeting



426 insights identified across groups!



7 questions



Summarized Themes



# Groups ...

- ❖ Students
- ❖ Law Enforcement
- ❖ Juvenile Probation
- ❖ Teachers
- ❖ School Board
- ❖ Community Diversity Groups
- ❖ Counselors
- ❖ Health and Social Services
- ❖ School Administrators
- ❖ Parents & Community Members

# in **Phase II**

## ***Community Meetings***

- *February 27 @ Randy Smith Middle School from 5:30 – 7:30 p.m.*
- *February 28 @ Lathrop High School from 5:30 – 7:30 p.m.*

## ***Combined District Leadership team & District Advisory Committee meeting***

- *March 26 @ Central Office from 4:00 – 6:00 p.m.*

## ***Community - Wide Survey***

- *to launch... Early March – mid - April*

## ***District Leadership Team / Advisory Committee hold community based meetings***

## ***District Webpage devoted to this topic***



# The Journey Map . . .

**2017 - 18**

Nov. – Dec.

Jan. – Feb.

Mar. – Ap.

May – Jun.

July – Sep.

Nov. – Dec.

Monthly Advisory  
Committee Meetings



**Phase I:**



*Engaging Stakeholder in Understanding Strengths, Challenges & Possibilities for Our Future*

**Phase II:**



*Engaging Our Stakeholder in Setting Priorities*

**Phase III:**



*Affirming Direction & Raising Greater Community Commitment & Awareness*

**Phase IV:**



*Engaging Our Stakeholder Feedback (Proposals, Drafts)*

**Phase V:**



*Draft Policy/Practices & Implementation/Evaluation Planning*

**Phase VI:**



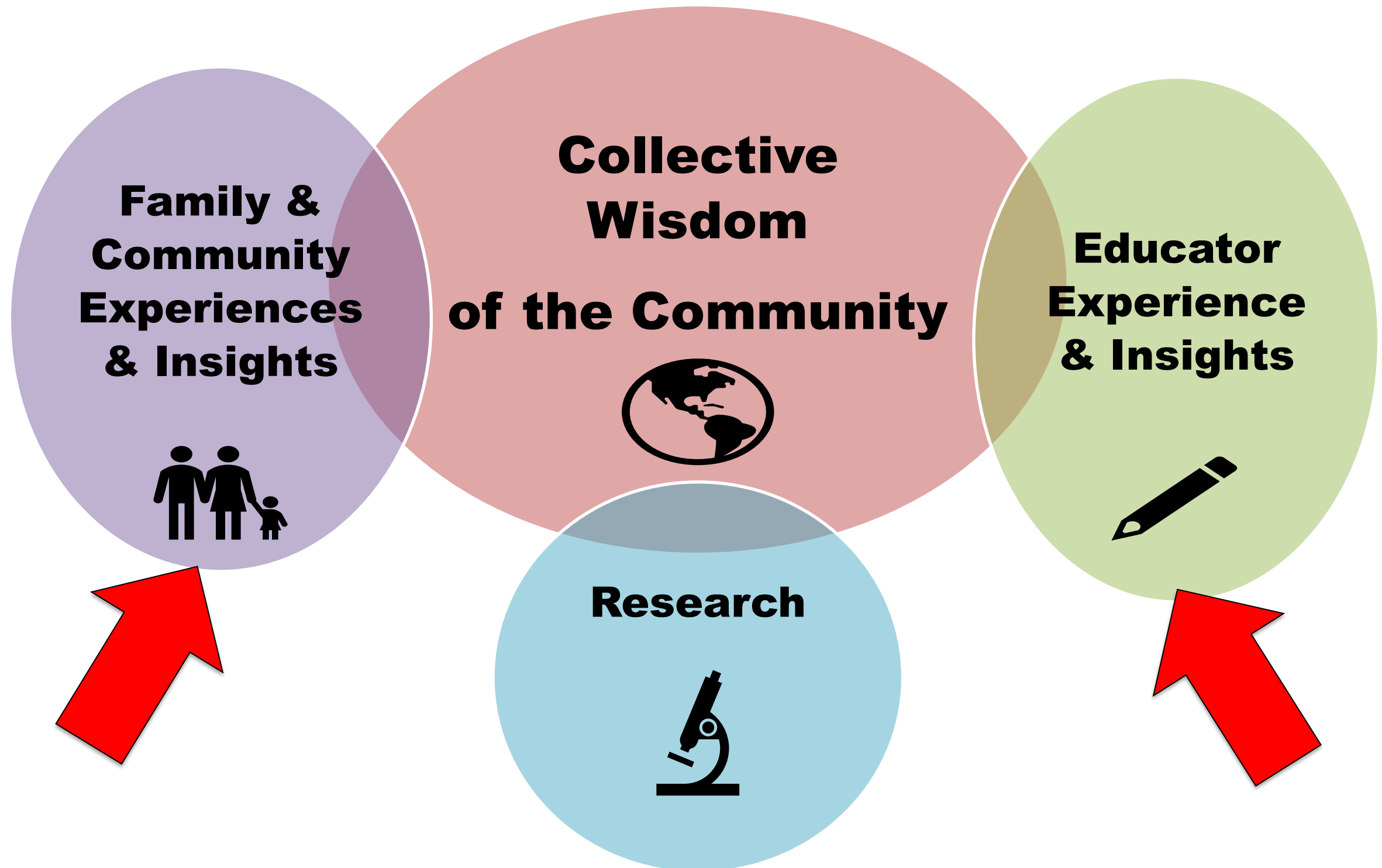
*Toward Community Commitment & School Board Adoption*



# Values

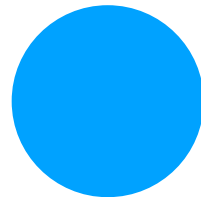
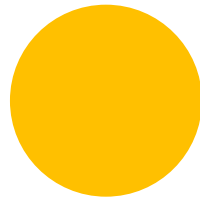
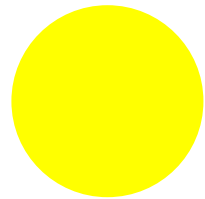
- *Safety for all students*
- *A transparent discipline process for students, teachers, and parents*
- *A discipline process that is a learning opportunity for students*
- *Clear communication from staff to student to parents*
- *Teachers that are professionally developed*
- *Students that have a voice in the discipline process*
- *A process where parents and community members are meaningfully involved*
- *A process that applies rules and consequences consistently to all students*
- *Flexibility, so students can be served as individuals*
- *A focus on prevention*
- *A process that reflects on data*
- *A promotion of wellness*

# The Process...



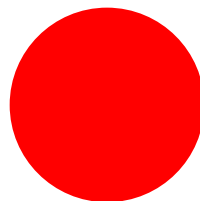
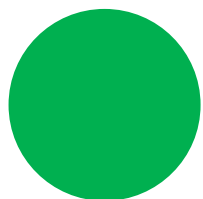
# Getting Started Activity

## STEP 1:

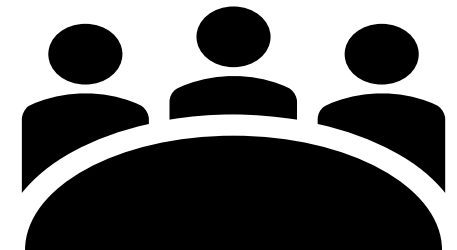
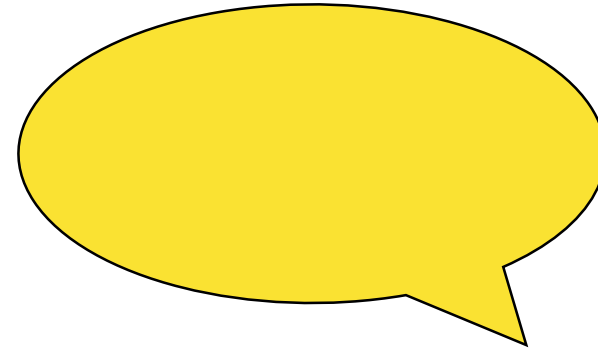


Grab **5** dots (any color) to ...

- Select which values are most important to **YOU**  
(**5 minutes**)



## STEP 2:



At your table ...

- Talk about which of the values are important to you and why.  
(**10 minutes**)

# Current Reality...

## Strengths . . .

- Communication
- Parent Engagement
- Back to school Activities – Transitions
- Over-all School Climate
- Staff
- Safety
- Programming & Student Supports



# Current Reality . . .

## School Climate Descriptions:

Generally described as safe and welcoming

- Physical appearance of schools presided “*well maintained and free from trash and vandalism*”
- Student recognition programs
- Teachers
- High academic expectations

➤ Mentions of bullying & racism

➤ Comments dependent on school and school level



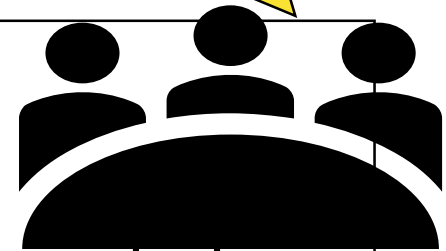
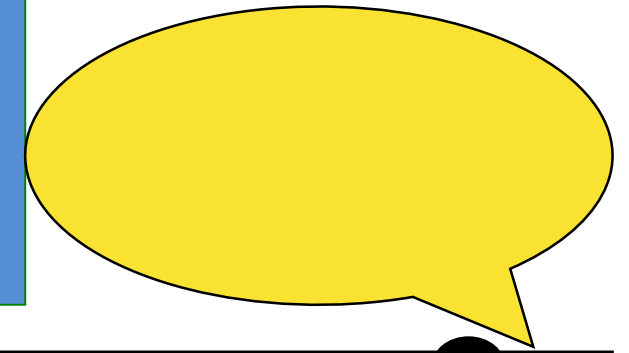
# Current Reality . . .

## How Discipline is Handled:

- Progressive discipline system
- High school / Middle School / Elementary –handled differently
- Unfairness and inconsistency
- Lack of flexibility
- Teachers are main initiators of the discipline process



# Current Reality . . .



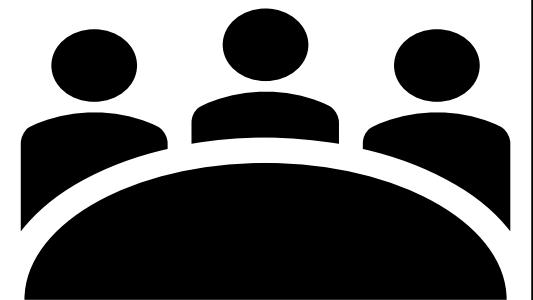
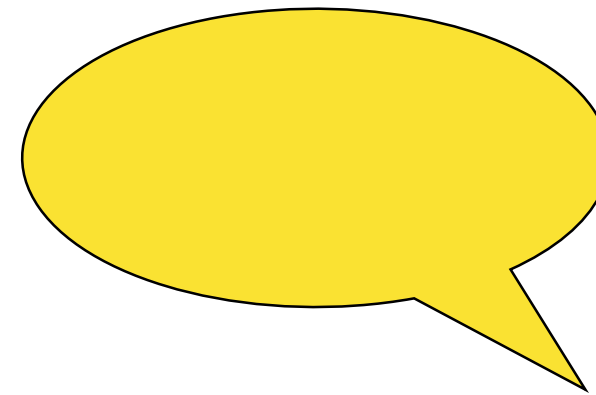
## Recommendations:

- Provide professional training for all (students, staff, teachers administrators, other stakeholders)
- Sustain, support or build on programs/strategies that are working
- Need for clear appropriate consistent, expectations, practices and processes
- Relationships – learning and growth as outcome to discipline
- Focus on equity, diversity, culturally responsive practices
- Continue to use beyond school partnerships and support
- Need for discipline that better supports student learning, - not so punitive
- Engage parents more in the process

# Activity:

## Current Reality Discussion

**Directions:** (10 minutes)



At your table ...

- Talk about what you heard from your community...
  - What surprised or confused you?
  - What did you hear that you agreed with?
  - What did you hear that you disagree with?
  - What didn't you hear?





# Some Key Information

Review of FNSBSD's Policies & Handbooks  
Review



# Four Priority Areas

**School  
Community**

**Educator,  
student, and  
family  
perspectives**



Climate and prevention



Clear, appropriate, and  
consistent expectations and  
consequences



Equity and continuous  
improvement



# From Community Wisdom to Research & Evidence...

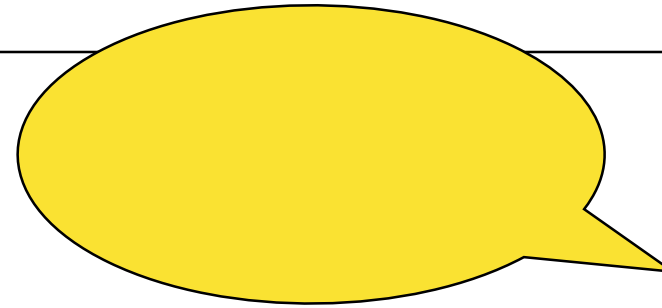


## Four STRATEGIC PRIORITIES . . .

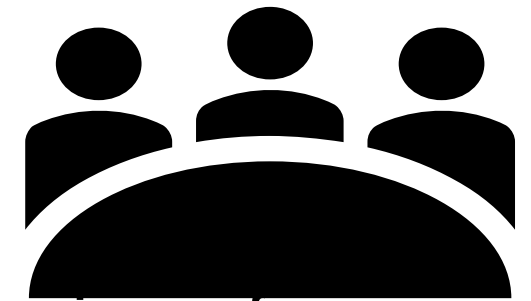
Priority Area 1: Climate & Prevention	Priority Area 2: Clear, Appropriate & Consistent Expectations & Consequences	Equity and Continues Improvement	Student Voice & Youth Adult Partnership
Engage in deliberate efforts to create positive school climate	Set high expectations for behavior and adopt an instructional approach to school discipline	Train all school staff to apply school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, or at-risk students	Seek ways to engage youth on different aspects of the school policies, practices and school climate
Prioritize the use of evidence-based prevention strategies, such as supports, to promote positive student behavior	Involve families, students, and school personnel in the development and implementation of discipline policies or codes of conduct, and communicate those policies regularly and clearly	Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.	Youth are given appropriate opportunities to partner with adult allies to facilitate activities that establish norms, build safe space, and strengthen relationships among students—as well as improve relationships between students and staff.
Promote regular training and supports to all school personnel - including teachers, principals, support staff, and school-based law enforcement officers - on how to engage students and support positive behavior	Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior		Promote culturally responsive teaching and learning strategies that improve engagement and support learning for students who are disproportionately excluded from instruction
Collaborate with local mental health, child welfare, law enforcement , and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services	Create policies that include appropriate procedures for students with disabilities and due process for all students		
Ensure that any school-based law enforcement officers' role focus on improving school safety and reducing inappropriate referrals to law enforcement	Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction, and return students to their regular class as soon as possible		

# Activity: Research & Evidence

**Directions: (10 minutes)**



At your table ...



- Talk about what you learned from the research & the review of FNSBSD's Policies & Handbook ...
  - What surprised or confused you?
  - What did you hear that you agreed with?
  - What did you hear that you disagree with?
  - What didn't you hear?

# Next Steps

March – April:

- Engaging ...
  - ✓ Community, School, Parent, Student Engagement

*How can this group take leadership in getting the word out to those you represent?*
- Monitor Results of Survey - March/April Virtual Meeting
- March 22, 2018 – Virtual Meeting (Note: a change\*\*)

# Activity:

# Collecting YOUR Voices

Two formats...

Survey Gizmo	Paper & Pencil
- Move to table with a chrome book and wait for directions	- Go to table and begin filling out the paper & pencil based formant

4 sections

1. **Demographic** – Best describes you
2. **Core values** – Rank order 1 – 5
3. **Strengths & Challenges** – Strongly Agree – Strongly Disagree
4. **Strategic Priority Areas** – Rank order the top 2 policy & practice recommendations for each research based area



*Each section has opportunity to comment*

# THANKS!

## Stay Engaged....

*Encourage friends, students, colleagues to go to district web-page and fill out the survey*

✓ Open March 5 – April 15

✓ For more information contact:

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