

December 10, 2024
7:00-8:00PM, [Virtual](#)

Attending: Nina Farouk (parent/caregiver), Clara Hendricks (community rep), Julia Ho (family liaison), Tina Lieu (parent/caregiver), Dinanga Mulumba (parent/caregiver rep), Christopher Perry, Gisel Saillant (educator rep), Josh Sheldon (parent/caregiver co-chair), Julie Sizer (principal), Zoe Trohatos (parent/caregiver), Ena Valenzuela, Olesia Vertiachikh (parent/caregiver rep), Joanne Mullan (parent/caregiver), Michele Fry (parent/caregiver co-chair), Vicente Chionchio (student rep)

Topic: Discipline & responses to disruptive or hands-on behaviors

Goal: Generate ideas to proactively encourage positive behaviors

Topic	Activity/Notes
Connection	What weather describes your mood today?
Follow-up on questions from last month	<p>Slides for review</p> <ul style="list-style-type: none"> ● Topics <ul style="list-style-type: none"> ○ Updates from staff meeting around transition times ○ Peer mediation- updates ○ Substitutes/coverage ○ Updates on lunch resets and repair blocks <p>Questions</p> <ul style="list-style-type: none"> ● What is a lunch reset? Keeping students for 15 minutes during lunch in the office (during this time, they work on a reflective activity) <ul style="list-style-type: none"> ○ If students get multiple lunch resets, then they get bumped up to a repair block ● Repair block - students stay after school in the office (they can go home on the late bus) ● What is the reflective experience? What happens during the repair block? <ul style="list-style-type: none"> ○ Conversation with admin (principal & assistant principal) ○ Written reflection (e.g. why I am here in the office? What core value... What can I leverage to do things differently in the future?) <ul style="list-style-type: none"> ■ Depends on the reason why a student has a lunch reset or repair block; as much as possible, we try to connect this to the action that caused the student to be in the repair block or lunch reset (e.g. if a student rips down a bulletin board, then they would write a reflection on this and then put up that bulletin board during the repair block)

	<ul style="list-style-type: none"> ○ What if it's a child who knows what they did what was wrong but they lack the impulse control and there was something that was going on in the moment and they couldn't stop themselves? ● Concern about these policies could lead students to not wanting to go to school because they're constantly getting negative feedback <ul style="list-style-type: none"> ○ We need to have a way to make sure students see staff not as police ● Hallway plan is not just about kids getting caught doing bad things but also about adults catching students doing the right things and giving positive reinforcement and encouragement towards positive behaviors
<p>Ideas for student supports</p>	<p>How to support students with skills/tools/avenues to leverage in challenging moments? For example...</p> <ul style="list-style-type: none"> ● Peer mentorship between grades ● Discipline data shows that students with IEPs are overrepresented - important to consider why and talk to students about what is hard for them for school (especially those that repeat things over and over again); is it possible to reach out to their parents for ideas about what they might think about what's going on? <ul style="list-style-type: none"> ○ Ms. Sizer: When students do have a situation where they are suspended, there are at minimum 2 parent meetings ● Ask Alice Cohen, lead SEL teacher <p>What are ways to reinforce and proactively encourage the positive behaviors we want to see around culture/climate/engaging with one another respectfully? For example...</p> <ul style="list-style-type: none"> ● Team-building activities (e.g. similar to community reset day but more proactive than reactive) <ul style="list-style-type: none"> ○ In PE ○ Classroom team-building activities ○ At Baldwin, they used to give out "high-fives" - a peer or teacher could recommend any kid for a "high-five" (it could be for anything) (e.g. helping a friend when they weren't feeling well, giving another student a pencil when they needed it etc.) ● Communal rewards. Examples: <ul style="list-style-type: none"> ○ Short field trip ○ Asking the student government about what would be of interest / valuable for students ○ Dunkin ○ Dominoes ● Pre-COVID, we used to do assemblies (each grade-level team would be responsible for coordinating different things); there was a community-building aspect to this; would be nice to have more community meetings that are also more frequent so that a variety of students are getting recognized & acknowledged for different things ● We could do a campaign to build compassion or another value for a period of time; the kids could help lead the campaigns! <ul style="list-style-type: none"> ○ At times, it feels like our attention can move quickly from one thing to another

	<ul style="list-style-type: none"> ○ Example) If compassion is our goal for right now, we should connect the hallway plan to compassion ● Important to also prepare our students for other students not always following the expectations and how we will address them ● On-the-spot award; more near-term gratification; examples: <ul style="list-style-type: none"> ○ Coupon for ice cream ○ Doesn't have to be tied to corrective behaviors but more people exhibiting values of the whole school community ● Student rep: RAUC stars idea seems good! <p>Summary</p> <ul style="list-style-type: none"> ● What can we do that gives instant positive feedback to students that is tangible? ● What are proactive things that we can reintegrate into our school to highlight not just individual students but pockets of the community that are showing up for each other? <ul style="list-style-type: none"> ○ Making sure that it's a common thread and not patchwork
<p>Open comment</p>	<p>Open comments doc</p> <ul style="list-style-type: none"> ● WIN Block - is there a common thread amongst different schools in teh district? How's it going at RAUC? <ul style="list-style-type: none"> ○ Ms. Sizer: district gave guidelines that we had to have iReady in it and that we needed to have a minimum number of minutes that would go to it. Coaches are leading it and there is a WIN committee made up of different teachers that have done the main work of designing it <ul style="list-style-type: none"> ■ If students get pullouts (e.g. music, special education, or intervention etc.), this is when it happens ○ Policy question - why aren't students allowed to do homework during WIN block? <ul style="list-style-type: none"> ■ Ms. Sizer: it's a topic of debate; we will continue to not allow homework for now during WIN block mainly due to equity reasons (since many students might get pulled out and would miss this time); we're not seeing a lot of data that students haven't been able to complete their homework ■ In response- not all students have a quiet space at home to do homework- this is also an equity concern ■ Ms. Sizer: If data shows that students are not able to finish homework, we can definitely reevaluate this ● Bridge to Algebra program <ul style="list-style-type: none"> ○ Great start! ○ Majority of 8th grade is attending this; there weren't even enough desks and chairs for kids in the classroom today because there were so many kids ○ This is great! But also a lot for one teacher to manage ○ Concern for the teacher and also the other middle schools- are all students being encouraged to do this- and that RAUC might be asked to do less if other schools aren't doing more ● What are ways that students can provide feedback to teachers and participate in teacher evaluations in any way? Is there room for that in the

	<p>same way that in a college you might do teacher evaluation?</p> <ul style="list-style-type: none"> ○ Ms. Sizer: we don't currently have structured way for students to do this (except for a climate survey); any students can also reach out to Ms. Sizer to discuss this more ○ Ms. Saillant: for the most part, students are able to replay what their resources are when they're having a conflict with a peer but that gets murky with teachers; this would be something to brainstorm more of how to teachers about what they can do when they have a conflict or potential issue with a teacher (several thumbs up from parents/caregivers & reps)
<p>Next Steps 7:58-8:00</p>	<p>Meeting times</p>