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| **Date** | **PPS Staff Lead** | **Stakeholder Group** |
| 3/5/19 | Mary Krogh | Student Senate - Franklin |
| 3/12/19 | Mary Krogh | Women’s leadership group - Benson |
| 4/4/19 | Mary Krogh | Chrysalis group - Cleveland |
| 4/4/19 | Mary Krogh | General student group - Cleveland |
| 4/10/19 | Mary Krogh | Health class - Grant |
| 4/24/19 | Mary Krogh | Substance use prevention group - Alliance at Meek |
| 5/3/19 | Avy Harris, MSW Intern | Health Class - Roosevelt |
| 5/14/19 | Dana Riemer, Charnetta Hutson | Cleveland HS. Teachers and represented staff |
| 5/15/19 | Dana Riemer, Charnetta Hutson | Cleveland Students & Teachers |
| 5/22/19 | Dana Riemer, Charnetta Hutson | Lincoln HS Students & Dean |
| 5/22/19 | Dana Riemer, Charnetta Hutson | Lincoln HS teachers |
| 5/28/19 | Dana Riemer, Charnetta Hutson | Madison HS Teachers and represented staff |
| Major Takeaways | * The need for restorative justice was a common theme, as was the fact that students of color feel they are targeted and treated unfairly. Students requested increased supports in particular culturally responsive resources and talked about the need for the school to do a better job utilizing a variety of formats in communicating. Students of color don’t feel safe and wish that they had a cohesive process for reporting harassing behavior, both from students and staff, and want more transparency and communication from administration. The perception is that, if you have resources, you can get away with anything. * Schools needs increased resources to help students with trauma; Counselors need to have more time to “counsel” students rather than all of their other duties * Discussed the strengths of having student led initiatives, requested Student Bill of Rights with less focus on discipline in the handbook. * Equity in discipline is a big problem in discipline, but also in staffing. Staff does not reflect the students. * There needs to be an option for students who need breaks, because now they are wandering the halls. | |
| Student Conduct & Discipline Policy enters Policy & Governance Committee Review | | |
| First Reading July 2019, one formal comment which voiced concerns over lack of attention to the needs of students in Special Education, we followed up by intentionally engaging SPEAC and Pioneer families and added language in multiple areas of the policy. | | |
| 10/16/19 | Dana Riemer | Ockley Green Site Council |
| 10/21/19 | Dana Riemer | Special Education Advisory Council |
| 10/22/19 | Shanice Clarke | King Elementary families |
| 10/29/19 | Pulse Survey | All PPS families (translated into five supported languages) |
| 11/12/19 | Dana Riemer, Shanice Clarke | ESL Parent Listening Session |
| 11/13/19 | Dana Riemer | George MS |
| 11/14/19 | Dana Riemer | Pioneer Program |
| A summary of the survey and engagements from Fall 2019 is provided below \* | | |
| 2/13/20 | Dana Riemer, Erin Savoia (SPP) | Mt. Tabor MS Racial Affinity Groups, 3 meetings: 6th grade, 7th grade, 8th grade |
| 2/24/20 | Dana Riemer | Alliance at Meek Affinity Group |
| 2/25/20 | Dana Riemer | Lincoln HS Boys of Color group |
| 2/26/20 | Dani Ledezma / Dana Reimer | RESJ Partners |
| Major Takeaways | * Rules need to applied equitably * Suspensions are not an effective means of discipline * Students need a means to reach out about teacher behavior * Need to elevate student voice * Centralize cultural competency, address equity issues in classroom * Staff need equity/unconscious bias training * Staff need resources to support culturally responsive teaching and beahvior | |

\* FALL 2019 Engagement Summary:

10/29/2019 - The public survey included 125 individual respondents in the English survey, and one in the Russian survey, by which:

* 59.5% of parents never had their student involved in a discipline procedure,
* 17% of parents had a student involved in a discipline procedure 2-3 times,
* 16% of parents had a student involved in a discipline procedure only 1 time,
* 7.5% of parents had a student involved in a discipline procedure more than 4 times.

Roughly 200 individual responses from listening sessions, and 126 responses from the survey were analyzed, and grouped by theme. Themes were organized when 2 or more responses were aligned.

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| Fall 2019 Community Feedback | Cumulative Percent |
| Affirming a deepened restorative-justice district approach to managing discipline practice | 34% |
| Expressed more detailed policy guidance regarding staff support, tools, school climate resources, and mutual accountability due to varied interpretations | 25.5% |
| Affirming district value to focus on racial equity and trauma-informed practices | 15% |
| Create explicit differentiation and protections in policy for PK-5 students | 12% |
| Disciplinary processes with aligned communication, consistency and clarity. | 9% |
| Incorporate a disability justice lens that requires differentiated approaches with students on IEPs and 504s | 4% |
| Express district commitment to emotional regulation and positive reinforcement as alternative discipline supports | 2% |

\*The total exceeds 100% as individuals could provide multiple forms of feedback.

Responses were categorized into 7 themes. The first two themes had a significantly larger representation of community feedback (59%). By count, these two themes had 3 times as many recurrences than any of the remaining themes:

* Affirming a deepened restorative-justice district approach to managing discipline practice
* Expressed more detailed policy guidance regarding staff support, tools, school climate resources, and mutual accountability due to varied interpretations

The next cluster represents (36%) and incorporated the following themes:

* Affirming district value to focus on racial equity and trauma-informed practices
* Create explicit differentiation and protections in policy for PK-5 students
* Disciplinary processes with aligned communication, consistency and clarity

The final cluster represents (6%) of community feedback:

* Incorporate a disability justice lens that requires differentiated approaches with students on IEPs and 504s
* Express district commitment to emotional regulation and positive reinforcement as alternative discipline supports