

## 2019-20 Discipline Policy Staff, Student and Community Engagement

Listening Session site/ 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	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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</li> <li>● Discussed the strengths of having student led initiatives, requested Student Bill of Rights with less focus on discipline in the handbook.</li> <li>● Equity in discipline is a big problem in discipline, but also in staffing. Staff does not reflect the students.</li> </ul>	

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	<ul style="list-style-type: none"> <li>There needs to be an option for students who need breaks, because now they are wandering the halls.</li> </ul>	
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 below		
2/26/20	Dani Ledezma / Dana Reimer	RESJ Partners

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:

1. Affirming a deepened restorative-justice district approach to managing discipline practice
2. 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:

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

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

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