

**Discipline Equity/Advisory Committee Meeting**  
**November 16, 2017**

Present:

Edie Adams, FIC  
Rick Carr, FIC  
Stephanie Hayek, CECC  
Gwenetta Posey, Dr. Howard  
Lindsey Trout, ACTIONS  
Bryan Yacko, Central  
Jeanne Smith, Mellon, Recorder

Erica Bales, Parent  
Katharine Fettig, Central  
Jennifer Hindes, Centennial  
Kathy Shannon, Board of Ed.  
Joel Wright, Jefferson  
Orlando Thomas, Mellon, Chair

**Celebrations**

A variety of celebrations were reported:

- Lindsey Trout reported several Restore students are being transitioned back to their home schools.
- Gwenetta Posey announced that Dr. Howard will be relocated to the Columbia Center while Dr. Howard is being rebuilt.
- Rick Carr reported that three Pavilion students are being are being transitioned back to their home schools.
- Kathy Shannon reported that the renovation efforts for Central are moving forward as planned since the City Council denied requests to grant surrounding properties historical designation.
- Orlando Thomas announced that Mellon offices and some FIC offices would be moving to 502 Windsor.

**Restorative Justice**

Katharine Fettig reported that changing the Code of Conduct a couple of years ago to include an intervention section on all of the “consequence” pages was a positive change that helped to change teachers’ mindsets and allow Restorative Justice practices to take hold. She hopes those practices at the high school level can develop in a way that would allow teachers and students to implement them in the classroom rather than having students leave the classroom to work with an administrator, counselor, or social worker thereby causing students to miss additional instructional time. She gave an example that occurred in her classroom where students discussed and compared the Italian Pace (peace) flag (similar in appearance to a gay pride flag) and a Confederate flag. She said she considered one student’s use of language hate speech, so sent him/her out of the classroom to be dealt with by administrators. She indicated she would have preferred to have had Restorative Justice training in order to have dealt with the situation in the classroom.

Jennifer Hinds reported that Restorative Justice is being implemented at Centennial to varying degrees, depending on the extent to which teachers wish to become involved. Orlando also stated that some teachers may not feel it is their role to “repair relationships” and may prefer to have administrators or those with specialized training do that. Gwenetta Posey said she would not want to adopt Restorative Justice at Dr. Howard because they are using Responsive

Classroom which is similar to some degree. She reported that her class this year is the best she can remember and she attributes that to the fidelity with which the school has embraced the Restorative Classroom approach. Dr. Howard is in its third year of implementation. She gave some examples of how it works and invited observers to see their morning meeting which begins at 7:50 a.m.

Orlando reported that at Barkstall, Second Step is being used and classrooms devote 10 minutes in the morning and 10 minutes in the afternoon to specific concepts. The theme changes each quarter. Stephanie Hayek reported that Second Step is also used at CECC.

Joel Wright stated that at Jefferson, ten minutes of the advisory period is intended for PBIS Tier I reinforcement. He said Second Step has been adopted at Jefferson but he hasn't observed its implementation which, he believes, would normally occur during the advisory period. He said Social Justice is "on this list" but, in his experience, it is not a guidepost in the school's day-to-day operations.

Orlando asked those around the table what percent of their staff they believe would embrace Restorative Justice or a similar practice. Responses were:

Jefferson – 2/3 of staff

Central – unknown

Centennial – over 50%

ACTIONS – 100%

Rick Carr – 100%

Edison – Edie could not give a percentage but said she knows students will open up to her, so she knows something positive is going on there.

CECC – Stephanie could not give a percentage but said she believes the student-teacher relationship is critical to improved social-emotional wellness and positive student behavior.

Katherine stated she believes 100% of students deserve in-class interventions and believes 100% of teachers deserve that option. She strongly advocated Restorative Justice training for teachers.

### **New Teacher Academy**

Orlando reported that central office administrators are considering changes to the New Teacher Academy format to include the following focus areas: human resources, culture and climate, social justice, time in buildings. He asked if those present thought new teacher preparation should be extended from three days to five days and what those days should include. One suggestion was to split the training if it is extended to five days so that three days would be at the beginning of the year and two days would be mid-year. Consideration of the balanced calendar schools was also mentioned.

Committee members agreed that training that would help new teachers with discipline/culture and climate would be most beneficial since college students receive a lot of instruction in curriculum delivery but very little in the way of classroom management.

### **Improving Participation in Professional Development**

Orlando asked committee members their thoughts on the best time/day/method for providing professional development to enhance teacher participation. The consensus of the group was that whole-school trainings are most effective. The question no one could provide an answer to was *when* to offer trainings. Trainings during the school day allow teachers to be alert and receptive, but sub slots are always at a premium and instruction with substitutes is never as meaningful as instruction with regular classroom teachers. Trainings in the evening or on Saturdays demand that staff take time away from their families or other personal obligations and, with no stipend as an incentive, result in a lower participation level. If no financial incentive can be offered, other types of incentives might be helpful, but nothing specific was mentioned.

**Next meeting: January 11, 2018, 4:00 p.m., Mellon North Conference Room**

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