Activity - EMPATHIZE

Pick a partner.

Practice *Empathize* step.

1. Student is standing in breakfast line and yells out "F you" to a peer.
2. Student is crying in bathroom. You arrive on scene.

Richfield PS.
Scan #9
Case #6886

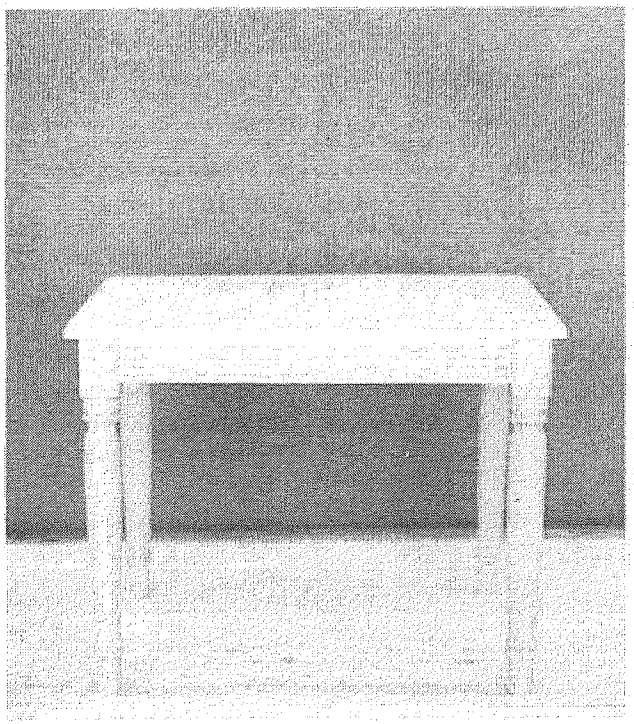
© 2016

Plan B Ingredients

1. **EMPATHIZE:** Clarify child concern
2. **SHARE** adult concern
3. **COLLABORATE:** Brainstorm, assess and choose solution

© 2016

Share Adult Concern



THE GOAL: to make sure the adult's ***concern / perspective*** is on the table

©2016

Share Adult Concern

THE SCRIPT: Express your concern by saying something like:

- *"And the thing is"*
- *"And my concern is"*
- *"And what's important to me is"*

Not: *"I hear you but ..."*

© 2016

Activity - SHARE

Turn to same partner.

Share adult concern.

Share Adult Concern

TIP: Sharing the adult concern is not calming!

So what do you do if child escalates or shuts down?

- Go back to Empathy and reassure them you haven't forgotten about their concern!

And what do you do if child "doesn't care" about the adult concern?

- S/he doesn't have to! They just need to take it into consideration

© 2016

Share Adult Concern

How do you know when you are READY TO MOVE ON?

- Do you have *two* sets of *concerns* / perspectives on table? (not two sets of *solutions* = a power struggle ("dueling solutions")
- Is child still calm and accessible (regulated)? If not, re-empathize!

© 2016

Plan B Ingredients

1. **EMPATHIZE:** Clarify child concern
2. **SHARE** adult concern
3. **COLLABORATE:** Brainstorm, assess and choose solution

© 2016

Collaborate: Brainstorm, Assess, Choose

THE GOAL: to ***brainstorm*** solutions together so as to address both concerns, assess them and choose one to try

Collaborate: Brainstorm, Assess, Choose

THE SCRIPT: Recap the concerns to summarize the problem to be solved:

- *"I wonder if there's a way that* (insert both concerns)*" or "I bet we can think of something so that* (insert both concerns)*"*

Then bite your tongue and ask:

- *"Do you have any ideas?" (WAIT first but its ok to suggest some if the child can't)*

Any idea is a good idea!

- *"That's an idea. Let's think it through together."*

© 2016

Collaborate: Brainstorm, Assess, Choose

THE TOOLS: *Think* it through together with these questions:

- Does it work for you?
- Does it work for me/us?
- Is it doable / realistic (*think* skills!)?
- If we do it, will it bring up any additional concerns?
- When can we talk again to see how it worked?

© 2016

Collaborate: Brainstorm, Assess, Choose

How do you know when you are READY TO MOVE ON?

- When you have a mutually satisfactory and realistic solution
- And a follow-up plan to enact the solution and revisit the problem if the solution doesn't work

© 2016

Activity - COLLABORATE

Turn to same partner.

Brainstorm, assess & choose solution together.

© 2016

This is Hard!

- Early on, Plan B will feel like slogging through mud (its awkward to the child too!)
- Over time, a Plan B "rhythm" should develop
- You don't have to finish all 3 ingredients in one discussion
- The first solution seldom solves the problem durably
- Difficult problems require revisiting

© 2016

Skills Taught while Problem Solving

- Collaborative Problem Solving is skills training!
- Skills are modeled, practiced and developed through experiential learning and a *relational* process
- The entire process naturally trains organized, reflective, flexible thinking and problem solving
- And fosters hope and optimism in the child that they can do better (growth mindset)

©2016

Plan B: Skills Taught

1. **EMPATHIZE: Clarify child concern**
   Identifying, clarifying and expressing concerns, regulating emotions
2. **SHARE adult concern**
   Perspective-taking, recognizing impact on others, empathy
3. **COLLABORATE: Brainstorm, assess and choose solution**
   Generating solutions, reflecting on multiple thoughts, considering outcomes, moving off original idea

© 2016

Practice: Plan B

Focus on concerns, not skills!

Remember the four tools (reflective listening, reassurance, educated guessing, clarifying questions)

© 2016

This is Hard for us too!

The bad news: we adults have lagging skills too!

The good news: we practice our skills too every time we do Plan B

Regulation or dysregulation is contagious and Plan B fosters positive co-regulation by helping regulate both child and adult

© 2016

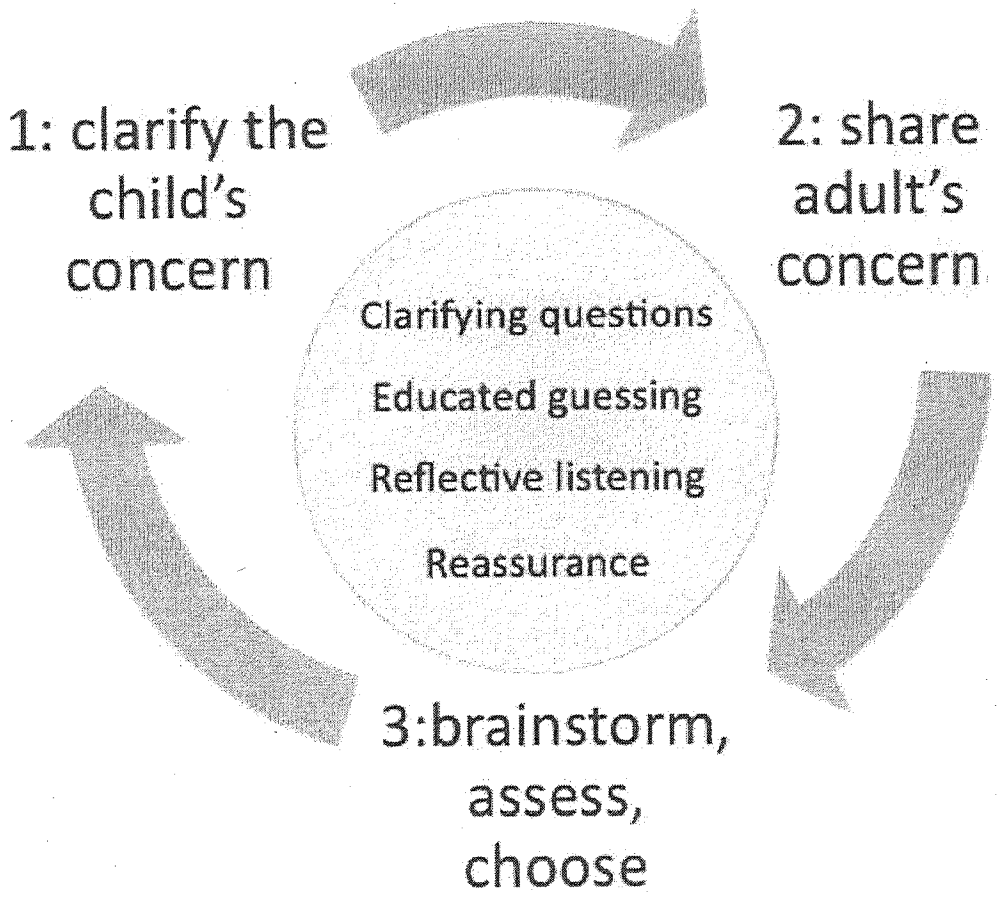
The Relational Process

More bad news: Plan B isn't magical and requires many repetitions!

More good news: those repetitions, conducted in a relational context, are how skills are built and new neural networks in the brain are developed

© 2016

Plan B Ingredients



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Think:Kids
RETHINKING CHALLENGING KIDS

Research Summary

All known **published** and **unpublished** studies of child and caregiver outcomes:

Inpatient:	Outpatient:	Residential:	Juv. Detention:	Schools:
↓ number and duration of restrictive interventions (includes restraints, short holds, and seclusions) ↓ staff turnover	↓ disruptive behaviors (e.g., symptoms of ODD and ADHD) ↓ parent stress ↑ parent-child relationships	↓ restrictive interventions ↓ aggression ↑ social skills and community participation	↓ restrictive nterventions ↓ staff injuries	↓ teacher stress ↓ discipline referrals ↓ restrictive interventions ↓ staff and student injury ↓ in-school arrests and summonses ↓ violent crimes committed

www.thinkkids.org

Adapted from Pollastri, Epstein, Heath, & Ablon (2013)B2
Harvard Review of Psychiatry

A Helping Relationship

- Regardless of therapeutic modality, the best predictor of success in helping people change is the ***relationship*** between helper and helpee
- Helping is messy and takes time
- Helping is a *working alliance*, a two-way *collaborative process*, a two-person *team effort*
- Helping is not something you do *to* kids; rather, it is a process that adults and kids work through *together*

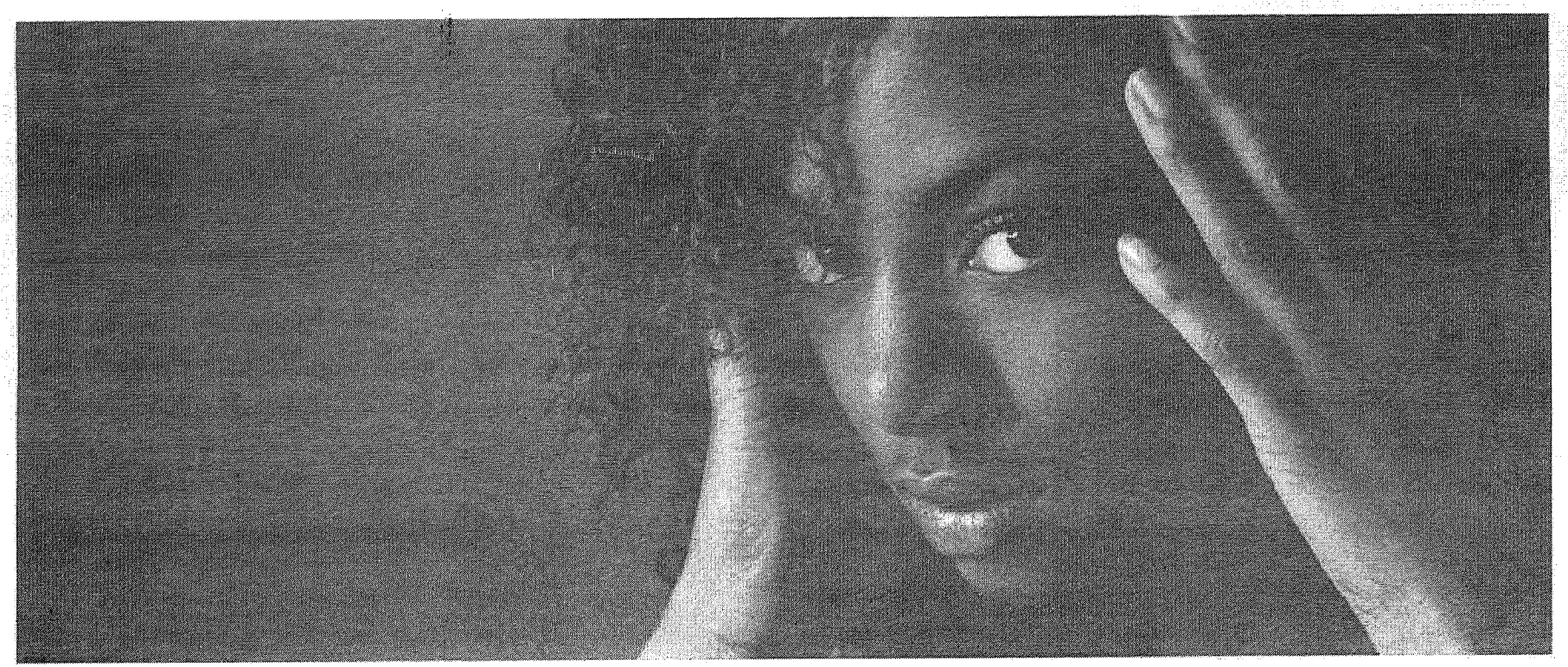
© 2016

Food For Thought (for all kids)

- If you teach a child that someone always has to win and someone always has to lose, when does (s)he learn the skill of solving problems in a mutually satisfactory manner (win/win)?
- If you teach a child that "winning" depends on being bigger and stronger ("might makes right"), what do you do when (s)he is bigger and stronger than you?
- If you teach a child that adults are the only ones with good ideas, when does the child learn that (s)he has good ideas?

© 2016

www.thinkkids.org



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14B

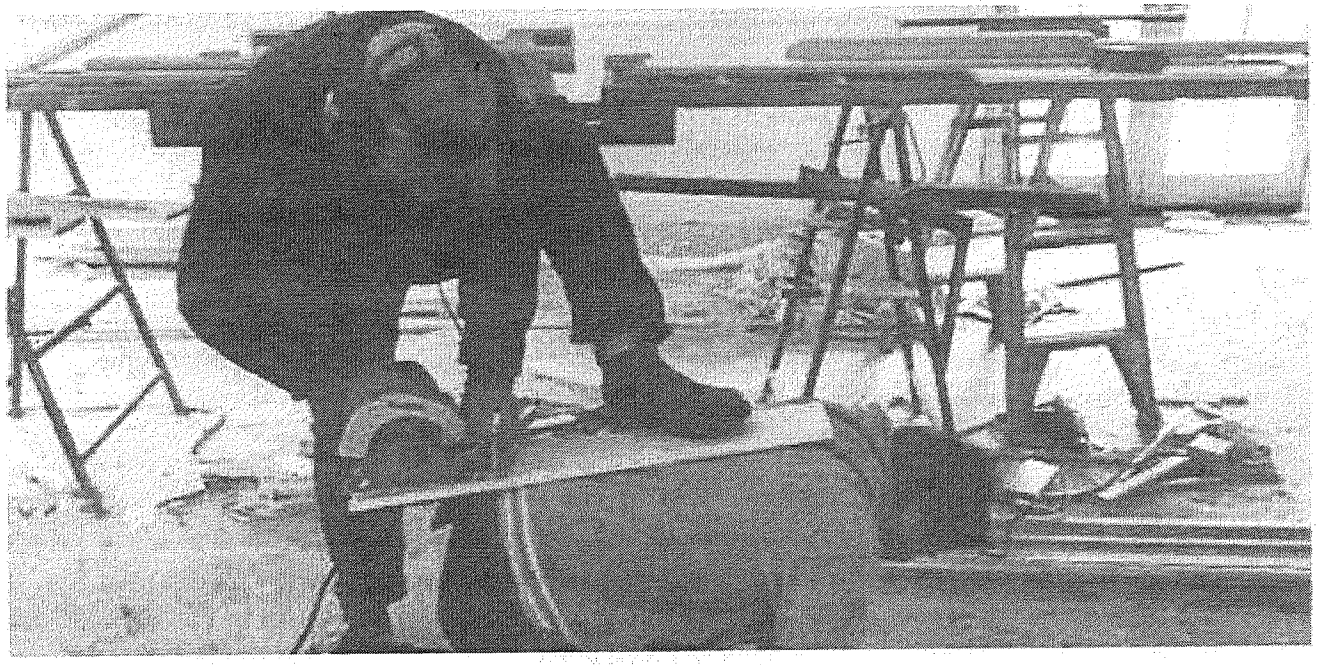
District-wide Safe and Supportive Schools-High School Student Committee

May 24, 2018/May 30, 2018

Norms

- Shared agreements on how the meeting will be conducted and clear agreements on how participants will engage with the work.

What Could Possibly Go Wrong?



Failing to Plan is Planning to Fail

- What could possibly interfere with us reaching our goal?
- What is reasonable norm that could prevent this from occurring?

Failing to Plan is Planning to Fail

- Come prepared to learn and teach
- Take care of yourself and others
- Be mindful of the impact of your statements
  - Use "I" statements
  - Personal, local, and immediate
- Honor, respect and hold the multiple identities of ourselves and one another
- Respect confidentiality- tell your story or tell others stories without personal information
- Seek and speak your truths
- Be curious
- Stay engaged

Strategic Goal: 3

We will provide a welcoming, healthy, supportive, safe and caring environment

Safe and Supportive School Programming:

Align systems and supports to improve school climate and school safety ensuring that all Richfield students have a safe and supportive learning environment that maximizes each student's learning potential

Focus

- Review and revise district policy and practices to align with evidence-based best practices to improve school climate and promote positive and safe school environment.
- District aligned system of behavior supports and interventions for all students
- Staff training to support systematic implementation

Current reality: Supports and Programming

District Wide - Student Support Services

- Co-located mental health services
- Social Workers
- Innocent Classroom
- Staff Development: Trauma Informed, Emotionally Responsive Classrooms, Mental Health in the Schools, Collaborative Problem Solving, CPI, Restorative Practices, Circles

Building

- Building specific social emotional programs and behavior interventions
- EnVoy
- Reimagine Richfield
- Staff trainings: Responsive Classrooms, Olweus, PBIS

Outcomes of this work

- Clear communication, policies and practices
- Consistent reporting and data tracking system
- Integration of Innocent Classroom for all staff
- District aligned system of behavior supports and interventions for all students
- Staff training to support systemic implementation

Questions

Attendance

The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

Closing Conversation

Turn and Talk

- What did you learn?
- What challenged you?
- What additional questions do you have?
- What suggestions do you have for future meetings?

Be prepared to share out big ideas with the group.

Next Meeting Date

- Wednesday, May 30th10:30 - 12:00
- District Office Board Room

District-wide Safe and Supportive Schools-High School Student Committee

November 30, 2018

Agenda

- **Welcome (11:30 - 11:45)**
  - Lunch
- **Introductions (11:45 - 12:15)**
  - Who do you admire most and why?
- **Overview of committee (12:15 - 12:25)**
  - What is an advisory committee
  - Who is in the room and on the district committee and the importance of all perspectives
  - Describe
    - Decision Makers
    - Option Creators
    - Stakeholders*
- **Norms (12:25 -12:30)**
- **Attendance Policy (12:30 - 12:45)**
  - Review and Input
- **Dress Code Policy 12:45 - 1:25)**
- **Next Steps (1:25 - 1:30)**

Norms

- Shared agreements on how the meeting will be conducted and clear agreements on how participants will engage with the work.

1. Interrupting -
   a. Raise hand when we have something to add
2. Judgement
   a. Facts based, stay out of opinion
3. Personalizing
   a. stay out of opinion
4. Confidentiality
   a. I Statements!
5. Engagement - No outside talking
   a. Stay focused
6. Solution Focused
   a. "I've experienced.....", "I think we might be able to....."
7. Listening
   a. Eye contact, head nodding
   b. "What I heard you say....", "I agree/disagree with...."

Signal when Norms are in question

Make a T with your hands - Time out

NORMS

Strategic Goal: 3

We will provide a welcoming, healthy, supportive, safe and caring environment

Safe and Supportive School Programming:

Align systems and supports to improve school climate and school safety ensuring that all Richfield students have a safe and supportive learning environment that maximizes each student's learning potential

Focus

- Review and revise district policy and practices to align with evidence-based best practices to improve school climate and promote positive and safe school environment.
- District aligned system of behavior supports and interventions for all students
- Staff training to support systematic implementation

Attendance Policy Update

Old Policy

- MSBA Policy

Revised Policy

- Policy
- Guidelines

Dress Code Policy

RPS Policy:

https://docs.google.com/document/d/18PijTnLRom9LdQTudeIGJQqNOR93tKEqAaUluykQwYM/edit

- Question/Clarifications?
- Recommendations and why?

Closing Conversation

Turn and Talk

- What did you learn?
- What challenged you?
- What additional questions do you have?
- What suggestions do you have for future meetings?

Be prepared to share out big ideas with the group.

Next Meeting Date

Tuesday, February 5th, 2019

Tuesday, February 5, 2019 - 11:30 - 1:30

Tuesday, March 5, 2019

Tuesday, April 16, 2019

District Office Board Room

11:30 - 1:30

District-wide Safe and Supportive Schools Committee

May 1, 2018

Agenda

- **Welcome**
  - Dinner
- **Overview of committee**
  - What is an advisory committee
  - Who is in the room and importance of all perspectives
  - Describe
    - Decision Makers
    - Option Creators
    - Stakeholders*
- **Norms**
- **Grounding:**
  - Good exercise
- **Committee work**
  - Board Presentation
- **Attendance Policy**
  - Review and Input
- **Next Steps**

Norms

- Shared agreements on how the meeting will be conducted and clear agreements on how participants will engage with the work.

Innocent Classroom

- Valuing Innocence and Good
- Understanding the “good” of students

Good

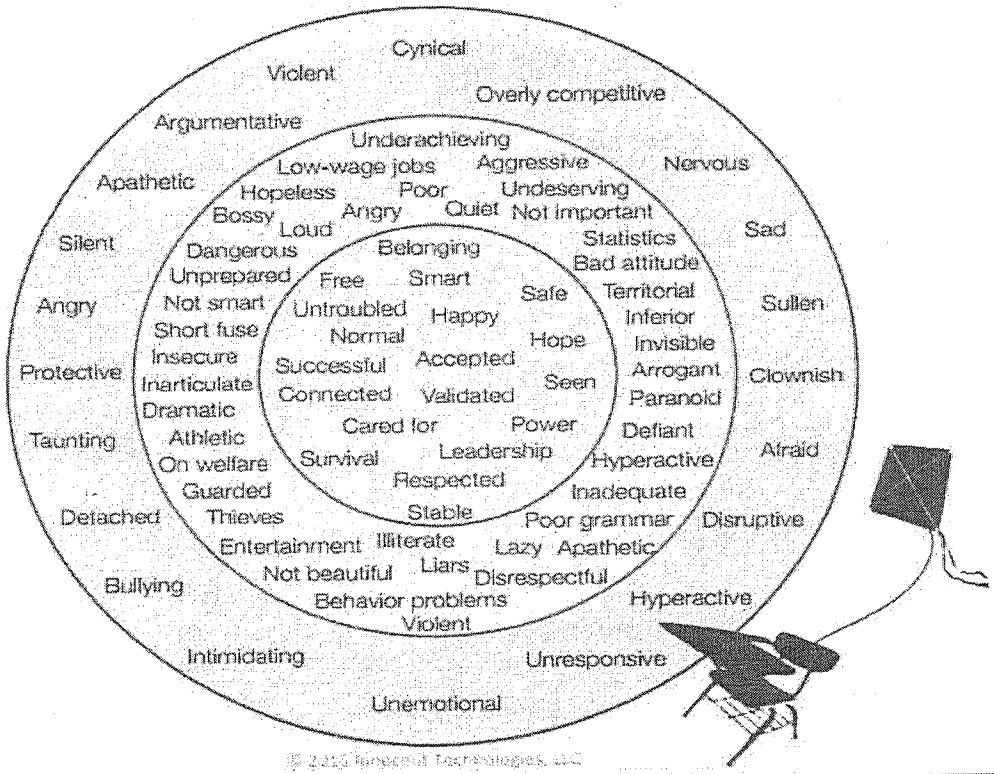
That for which all other things are done.

Good Exercise

1. Think about your favorite superhero or cartoon character from childhood. If not a superhero or cartoon, an adult, mentor or caring adult.

2. Plan to share out and engage in an exercise to identify your "good" as a whole group.

The Good Wheel



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Innocence versus Guilt

Guilt: The internalized negative perceptions of people of color that affect attitude and behavior. The absence of innocence.

Innocence: the condition that results from the reduction, minimization, neutralization or elimination of the guilt that develops from stereotypes, popular negative narratives and iconography

Strategic Goal: 3

We will provide a welcoming, healthy, supportive, safe and caring environment

Safe and Supportive School Programming:

Align systems and supports to improve school climate and school safety ensuring that all Richfield students have a safe and supportive learning environment that maximizes each student's learning potential

Focus

- Review and revise district policy and practices to align with evidence-based best practices to improve school climate and promote positive and safe school environment.
- District aligned system of behavior supports and interventions for all students
- Staff training to support systematic implementation

Work to Date

2014-15

- Postvention Manual
- School based mental health launched

2015-16

- Incident definition alignment
- Safe and Supportive Schools compliance
- Telemental health
- Richfield Health Resource Center opens

2016-17

- Crisis Prevention and Intervention (CPI) - training and reduction in restrictive procedures
- Synergy alignment

2017-18

- Collaborative Problem Solving - Special Education
- Trauma Informed work - Special Education
- Restorative Practices - pilot buildings
- School based mental health district wide

Current reality: Supports and Programming

District Wide - Student Support Services

- Co-located mental health services
- Social Workers
- Innocent Classroom
- Staff Development: Trauma Informed, Emotionally Responsive Classrooms, Mental Health in the Schools, Collaborative Problem Solving, CPI, Restorative Practices, Circles

Building

- Building specific social emotional programs and behavior interventions
- EnVoy
- Reimagine Richfield
- Staff trainings: Responsive Classrooms, Olweus, PBIS

Impact on Discipline/Student Supports

- Inconsistency of documentation
- Inconsistency of practices, supports and consequences
- Different experiences for students and families in different programs/buildings
- Inability to best support student needs

Outcomes of this work

- Clear communication, policies and practices
- Consistent reporting and data tracking system
- Integration of Innocent Classroom for all staff
- District aligned system of behavior supports and interventions for all students
- Staff training to support systemic implementation

Questions

Attendance

The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

Closing Conversation

Turn and Talk

- Find someone in the room that you have not spoken with tonight and discuss thoughts from tonight.
  - What did you learn?
  - What challenged you?
  - What additional questions do you have?
  - What suggestions do you have for future meetings?

Be prepared to share out big ideas with the group.

Meeting Dates

2018 - 2019 School Year

- **Day:** Tuesdays
- **Time:** 5:00pm - 7:30pm
- **Dates:**
  - August 14, 2018
  - November 13, 2018
  - February 12, 2019
  - May 14, 2019

District-wide Safe and Supportive Schools Committee

Comité a nivel de distrito para unas escuelas seguras y solidarias

August 14,2018

14 de agosto del 2018

Agenda

- **Welcome**
  - Dinner
- **Overview of committee**
  - What is an advisory committee
  - Who is in the room and importance of all perspectives
  - Describe
    - Decision Makers
    - Option Creators
    - Stakeholders*
- **Norms**
- **Grounding:**
  - Good exercise
- **Committee work**
  - Board Presentation
- **Attendance Policy**
  - Review and Input
- **Next Steps**

- *Bienvenida*
  - *Cena*
- *Descripción del Comité*
  - *¿Qué es un Comité asesor?*
  - *Quién está en la sala y la importancia de todas las perspectivas*
  - *Descripción*
    - *Los que toman las decisiones*
    - *Los que crean opciones*
    - *Las partes interesadas**
- *Normas*
- *Base:*
  - *Ejercicio sobre lo bueno/el bien*
- *Trabajo del Comité*
  - *Presentación de la Junta*
- *Normas de asistencia*
  - *Revisar y opiniones*
- *Próximos pasos*

Norms

- Come prepared to learn and teach
- Take care of yourself and others
- Be mindful of the impact of your statements
  - Use "I" statements
  - Personal, local, and immediate
- Honor, respect and hold the multiple identities of ourselves and one another
- Respect confidentiality
- Seek and speak your truths
- Be curious
- Stay engaged
- Brevity is a leadership skill

Normas

- Venir preparado para aprender y enseñar
- Cuidar de uno mismo y de los demás
- Tener en cuenta el impacto que pueden tener nuestros comentarios
  - Hacer comentarios en 1ª persona
  - Personales, locales, e inmediatos
- Honrar, respetar, y mantener nuestras identidades múltiples y las de los demás.
- Respetar la confidencialidad
- Buscar y expresar nuestra verdad
- Ser curioso/a
- Participar activamente
- La brevedad es una cualidad de liderazgo

Innocent Classroom

- Valuing Innocence and Good
- Understanding the "good" of students

- *Valoración de la inocencia y la bondad*
- *Entender "lo bueno" de los estudiantes*

Good

El bien

That for which all other things are done.

Por lo que se hacen todas las cosas.

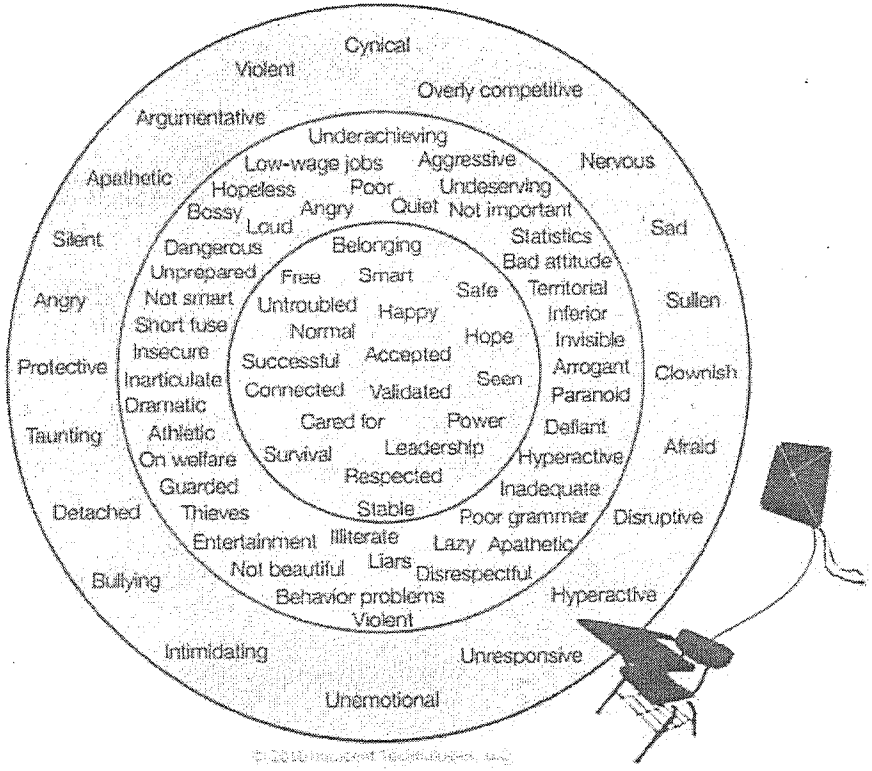
Good Exercise

Ejercicio sobre lo bueno / el bien

1. Name three heroes/heroines
2. List three things that you definitely don't believe in
3. Who do you admire the most?

1. Nombra tres heroes o heroinas
2. Lista tres cosas en las que definitivamente no cree
3. ¿A quién admira más?

The Good Wheel



VERDE	ROJO		AZUL
Que pertenece	Bajo rendimiento	Peligroso	Cínico
Inteligente	Agresivo	Mandón	Demasiado
Contento	De poco mérito	Desprevenido	competitivo
Seguro	No importante	No inteligente	Nervioso
Esperanza	Estadísticas	Inseguro	Triste
Aceptado	Mala actitud	Mecha corta	Hosco
Validado	Territorial	No articulado	Payaso
Visto	Inferior	Dramático	Asustado
Poder	Invisible	Atlético	Alborotador
Liderazgo	Arrogante	En bienestar	Hiperactivo
Respetado	Paranoico	Reservado	Insensible
Estable	Desafiante	Ladrones	Sin emociones
Supervivencia	Hiperactivo	Entretenimiento	Intimidante
Cuidado	Inadecuado	Analfabeto	Acosador
Conectado	Mala gramática	Mentirosos	Indiferente
Exitoso	Perezoso	No es hermoso	Burlesco
Normal	Pobre	Problemas de	Protector
Libre	Tranquilo	comportamiento	Enojado
Sin problemas	Empleos de bajo	Violento	Silencioso
	salario	Irrespetuoso	Apático
	Sin esperanza	Apático	Argumentativo
	Enojado		Violento
	Ruidoso		

Innocence versus Guilt

Inocencia frente a culpa

Guilt: The internalized negative perceptions of people of color that affect attitude and behavior. The absence of innocence.

Innocence: the condition that results from the reduction, minimization, neutralization or elimination of the guilt that develops from stereotypes, popular negative narratives and iconography

Culpa: *Las percepciones negativas internalizadas de las personas de color que afectan la actitud y el comportamiento. La ausencia de inocencia.*

Inocencia: *la condición que resulta de la reducción, minimización, neutralización o eliminación de la culpa que se desarrolla a partir de estereotipos, narrativas e iconografía (imágenes) populares negativas .*

2018/19 Committee Work

Trabajo del Comité en 2018/19

- Attendance Policy & Guidelines
- Gender Inclusion Policy Guidelines
- Discipline Policy & Guidelines
- Student Handbook

- Normativa y pautas de asistencia
- Normativa y pautas de inclusión de género
- Normativa y pautas de disciplina
- Manual de los estudiantes

Gender Inclusion Policy
Normativa de Inclusión de género

- Proposed by Superintendent - Summer 2018
  - Board governance role
  - Superintendent management role
  - Superintendent proposed gender inclusion policy
  - Alignment of policy and practice
  - Support legal requirements
  - Support students

- Propuesto por el Superintendente - Verano 2018
  - Función de gobierno del Consejo Escolar
  - Función de dirección del Superintendente
  - Normativa de inclusión de género propuesta por el Superintendente
  - Alineación de la normativa con la práctica
  - Apoyo de los requisitos legales
  - Apoyo de los estudiantes

Outcomes of this work
Resultados de este trabajo

- Clear communication, policies and practices
- Consistent reporting and data tracking system
- Integration of Innocent Classroom for all staff
- District aligned system of behavior supports and interventions for all students
- Staff training to support systemic implementation

- Comunicación, normativas y prácticas claras
- Consistencia en los informes y el sistema de seguimiento de los datos
- Integración del Aula inocente para todos los miembros del personal
- Sistema de apoyo al comportamiento e intervenciones para todos los estudiantes marcado por el distrito
- Entrenamiento del personal para apoyar una implementación sistemática

Policy vs. Guidelines
Normativas y pautas

What is policy?

- The work of the school board
- Adopted and approved by the school board
- Provides the framework for how a district functions
- Broad enough to allow administrative discretion/specific enough to give clear guidance
- Developed by management and brought to board for approval

¿Qué es una normativa?

- El trabajo del Consejo escolar
- Adoptada y aprobada por el Consejo escolar
- Provee la guía de cómo funciona un distrito escolar
- Suficientemente amplia para permitir la discreción administrativa y específica para dar una guía clara
- Desarrollada por la dirección y presentada al Consejo escolar para su aprobación

Continued...

Continuación...

What is a guideline?

- Processes and procedures for how to implement policy
- Not typically adopted by the board
- Tends to be broad
- Guides staff through a process or procedure
- Leaves room for flexibility in different circumstances
- Helps staff know how to act in situations where they're not sure how a standard or policy applies
- Developed by management to provide leadership and staff clarity around policy implementation
- Open to revision and flexible

¿Qué es una pauta?

- Procesos y procedimientos para implementar una normativa
- No es adoptada típicamente por el Consejo escolar
- Tiende a ser amplia
- Guía al personal a través de un proceso o procedimiento
- Deja espacio para flexibilidad dependiendo de las circunstancias
- Ayuda al personal a saber cómo actuar en situaciones donde no están seguros de cómo aplicar un estándar o normativa
- Desarrollada por la dirección para ofrecer liderazgo y claridad para el personal en la implementación de las normativas
- Abierta a ser revisada y flexible

Update on Attendance
Noticias sobre la asistencia

Community Feedback

- Communicate policy to all families
- Use more positive language, less punitive
- Clarify purpose of attendance policy
- Clarify/soften language: student's responsibility; work cooperatively; missed assignment support; partnering in proactive ways
- Questioned cultural sensitivity in policy and language

Opinión de la Comunidad

- Comunicar la normativa a todas las familias
- Utilizar un lenguaje más positivo, menos castigador
- Clarificar el propósito de la normativa de asistencia
- Clarificar/suavizar el lenguaje: responsabilidad del estudiante, trabajar de manera cooperativa, apoyo para el trabajo perdido, cooperar de manera proactiva
- Se cuestionó la sensibilidad cultura en la normativa y el lenguaje

Continued...
Continuación...

Community Feedback

- Clarify vocabulary: law vs. district standard vs. board policy vs. building guidelines
- Suggested specific changes. (More "guideline" focused).
- Change heading and numbering of some key points for clarification
- Change Be @ School wording as it reads punitive and not supportive
- Clarify tardy policy as consequences do not make sense
- Improve system for reporting tardies and absences and ensure consistency across district

Opinión de la Comunidad

- Clarificar vocabulario: ley vs. estándar del distrito vs. normativa del Consejo vs. pautas de la escuela
- Cambios específicos sugeridos (Más enfocadas a "pautas".
- Cambiar el título y la numeración de algunos de los puntos claves para aclararlos
- Cambiar el lenguaje de "Be @ School" ya que es de castigo y no de apoyo
- Clarificar la normativa de tardanzas ya que las consecuencias no tienen sentido
- Mejorar el sistema para avisar de las tardanzas y ausencias y asegurar consistencia dentro del distrito

Continued...

Continuación...

Student Feedback

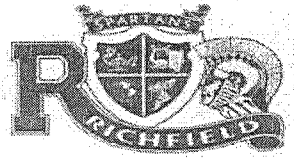
- "Purpose" section of policy redundant or self-explanatory
- State policy more positively
- Clarify student/teacher responsibility - teachers need to work with students to get missing work in
- Emphasize importance of high school attendance = diploma
- Ensure system for informing parents/guardians is accurate and immediate
  - Ensure excused absences are different than unexcused
- Emphasize all teachers need to challenge and motivate students so they want to attend

Opinión de los estudiantes

- La sección de "Propósito" de la normativa es redundante o implícita
- Definir la normativa de manera más positiva
- Clarificar la responsabilidad estudiante/maestro - los maestros deben trabajar con los estudiantes para que se entregue la tarea pendiente
- Enfatizar la importancia de la asistencia a la preparatoria = diploma
- Asegurar que el sistema para informar a los padres/tutores sea confiable e inmediato
  - Asegurar que las ausencias justificadas sean distintas de las que no están justificadas
- Enfatizar que todos los maestros deben motivar y animar a los estudiantes para que quieran asistir a clases

Continued...

Continuación...



Student Feedback

- Clarify "illness" to include mental illness
- Expand on "medical documentation" to include other documentation
- Lengthen the "3 hour" limit to verify excused absence and clarify this language
- Have an alternate method to report absence when parent/guardian will not call in
- Allow 18 year olds to get a slip so they can call in an absence (GPA/attd incentive)
- Excused absence should include individual/student crisis and drivers ed test
- Give consequences to students who are late to school for no reason

Opinión de los estudiantes

- Clarificar "enfermedad" para incluir la enfermedad mental
- Ampliar la "documentación médica" para incluir otra documentación
- Ampliar el límite de "3 horas" para verificar las ausencias justificadas y clarificar el lenguaje
- Tener un método alternativo para avisar de las ausencias cuando no llamen los padres/tutores
- Permitir que los estudiantes de 18 años puedan avisar de las ausencias (GPA/incentivo de asistencia)
- Ausencia justificada debería incluir crisis individuales/estudiantes y examen de manejo
- Dar consecuencias a los estudiantes que llegan tarde a la escuela sin ninguna razón

Group Work

https://docs.google.com/document/d/1do5wWJoK6KQGD6lX-LlR7GnQpWJuFHu-tWMq9KvUTBY/edit?usp=sharing

Closing Conversation

Turn and Talk

- Find someone in the room that you have not spoken with tonight and discuss thoughts from tonight.
  - What did you learn?
  - What challenged you?
  - What additional questions do you have?
  - What suggestions do you have for future meetings?

Be prepared to share out big ideas with the group.

Gírese y hable

- *Encuentre a alguien en la sala con el/la que no haya hablado esta noche y hable sobre lo que piensa de esta noche.*
  - *¿Qué aprendió?*
  - *¿Qué le desafió?*
  - *¿Qué otras preguntas tiene?*
  - *¿Qué sugerencias tiene para las próximas reuniones?*

Esté preparado/a para compartir grandes ideas con el grupo.

Meeting Dates

2018 - 2019 School Year

- **Day:** Tuesdays
- **Time:** 5:00pm - 7:30pm

Dates:

- August 14, 2018
- November 13, 2018
- February 12, 2019
- May 14, 2019

Año escolar 2018 - 2019

- **Día:** Martes
- **Hora:** 5:00 - 7:30 de la tarde

Fechas:

- 14 de agosto 2018
- 13 de noviembre 2018
- 12 de febrero 2019
- 14 de mayo 2019

Questions
Preguntas

District-wide Safe and Supportive Schools Committee

Comité a nivel de distrito para unas escuelas seguras y solidarias

October 23, 2018/November 13, 2018

23 de octubre del 2018

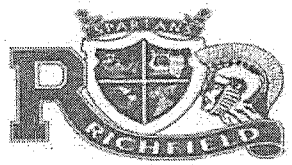
Norms

- Come prepared to learn and teach
- Take care of yourself and others
- Be mindful of the impact of your statements
  - Use "I" statements
  - Personal, local, and immediate
- Honor, respect and hold the multiple identities of ourselves and one another
- Respect confidentiality
- Seek and speak your truths
- Be curious
- Stay engaged
- Brevity is a leadership skill

Normas

- Venir preparado para aprender y enseñar
- Cuidar de uno mismo y de los demás
- Tener en cuenta el impacto que pueden tener nuestros comentarios
  - Hacer comentarios en 1ª persona
  - Personales, locales, e inmediatos
- Honrar, respetar, y mantener nuestras identidades múltiples y las de los demás.
- Respetar la confidencialidad
- Buscar y expresar nuestra verdad
- Ser curioso/a
- Participar activamente
- La brevedad es una cualidad de liderazgo

Good
El bien



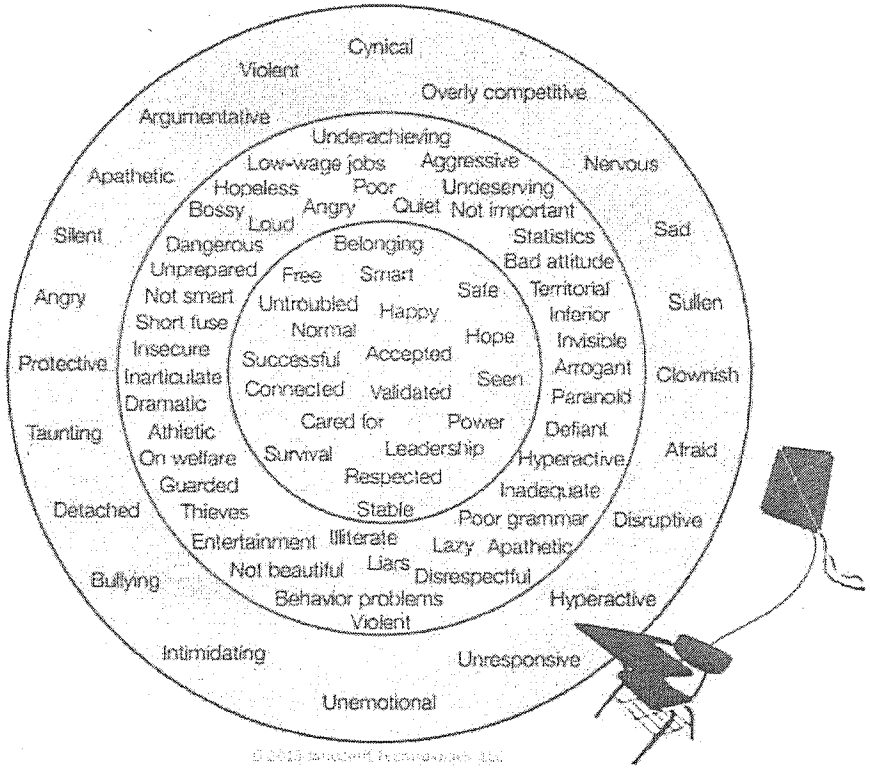
That for which all other things are done.

Por lo que se hacen todas las cosas.

Good Exercise

Ejercicio sobre lo bueno / el bien

The Good Wheel



VERDE	ROJO		AZUL
Que pertenece	Bajo rendimiento	Peligroso	Cínico
Inteligente	Agresivo	Mandón	Demasiado
Contento	De poco mérito	Desprevenido	competitivo
Seguro	No importante	No inteligente	Nervioso
Esperanza	Estadísticas	Inseguro	Triste
Aceptado	Mala actitud	Mecha corta	Hosco
Validado	Territorial	No articulado	Payaso
Visto	Inferior	Dramático	Asustado
Poder	Invisible	Atlético	Alborotador
Liderazgo	Arrogante	En bienestar	Hiperactivo
Respetado	Paranoico	Reservado	Insensible
Estable	Desafiante	Ladrones	Sin emociones
Supervivencia	Hiperactivo	Entretenimiento	Intimidante
Cuidado	Inadecuado	Analfabeto	Acosador
Conectado	Mala gramática	Mentirosos	Indiferente
Exitoso	Perezoso	No es hermoso	Burlesco
Normal	Pobre	Problemas de	Protector
Libre	Tranquilo	comportamiento	Enojado
Sin problemas	Empleos de bajo	Violento	Silencioso
	salario	Irrespetuoso	Apático
	Sin esperanza	Apático	Argumentativo
	Enojado		Violento
	Ruidoso		

Policy Review and Feedback

- Attendance Policy & Guidelines
- Gender Inclusion Policy Guidelines

- Normativa y pautas de asistencia
- Normativa y pautas de inclusión de género

2018/19 Committee Work

Trabajo del Comité en 2018/19

- Attendance Policy & Guidelines
- Gender Inclusion Policy Guidelines
- Discipline Policy & Guidelines
- Student Handbook

- Normativa y pautas de asistencia
- Normativa y pautas de inclusión de género
- Normativa y pautas de disciplina
- Manual de los estudiantes

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