

Oak Park and River Forest High School District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: PEG Committee
DATE: December 18, 2014
RE: Student Discipline Debrief

Background and Information

On Saturday, December 6, 2014 the Board held a special board meeting for the specific purpose of discussing student discipline. The day was facilitated by Richard Gray and Greg Hodge. Participants for the day were from the many constituents groups associated with the school. Based on the discussion, the facilitators will provide a document based on the discussion and potential action steps. This report is anticipated for the January meetings.

The PEG committee believes that it is important that the Board to debrief the meeting. Attached are the notes from the table discussions. The committee also requested that this be under 'action' in case the Board is ready to formalize a next step.

Next Step

Potentially take action on the next action step.

From Student Discipline Retreat 12/6/14

Next Steps

1. Data
 - a. Consider missing perspective “positive” data
 - b. Unpack current data
2. Need Student-led forum
 - a. Include graduate (recent) of OPRFHS
3. Communication, from today to stakeholders
 - a. All parent groups *** consider how to include parents not in groups
 - b. Students
 - c. Teachers

Take-Aways

Culture of OPRFHS

1. Respect
 - a. Need to model/teach it
 - b. Celebrate It
2. Discipline
 - a. PBIS
 - b. Positive Story
3. Relationships
 - a. Social, Emotional, Learning
 - b. Walking in door – do students, parents, staff feel welcome

1. Socio-Economic – how does it play a role
Nuanced definition of discipline
Environment/systems
2. Expectations – Reasonable and equitable
 1. Audit based on student population
 2. Advisory/core teachers (school within a school)
 3. Flexible scheduling of classes
 4. Social work
 5. Peer mediation and more male mentoring
 6. Universal case management
 7. Discipline Parent Advisory Committee
 8. More student voices – varying backgrounds

What's missing?

Better data that untangles racial assumptions.

1. Lack of ability to interpret and use the data collected in a productive way

Concern:

1. The response nature of adults to react to repetitive delinquent behavior and make assumptions.
2. Why do black youth (males) resist.
3. Equity in discipline actions (oversight and accountability) for staff faculty and students
4. Silencing power of white people
5. Disconnection. Lack of ownership of Black youth to school activities. Rewarding positive behavior
6. Stakeholder alignment between youth, teachers and administration
7. Lack of willingness to call out injustice without fear of repercussions.
8. Accountability/respect
9. Racial disparity in disciplinary actions.

Task Items

Honest individual

Self-assessment addressing avoidance and the power of white people to silence behavior.

Cultural Training with practical information on how to deal with discipline – Classroom Discipline training.

Collect data on individual classroom discipline problems and actions.

Teacher mentoring – system of accountability

Discipline actions that get to the root cause of the behavior (requires listening)

Hire a student advocate trained in classroom management and restorative justice techniques.

Hire black role models/mentors

Hire more counselors/deans/drug therapists

What is the message?

Is it clear? Consistent? Does it reach everyone? How is it communicated?

Stakeholders:

The Core: Students, Teachers, Staff, Parents (and a backup mentor/coach

The Community

Lots of caring People are in Place – How do we best use?

How do we Reward?

Is there an effective code/policy/infrastructure in place where we can start or do we start from scratch?

Regarding teachers, who are we listening/supporting: are we rewarding/supporting them?

Encourage holistic Healthy Environment (drug free, etc.)

Re: relationships...Where are teachers/administration? To greet? To listen? To be accessible?

Voluntary Drug Testing (Opt in. Parent Partners)

Change we/they

Implement Philosophy of Discipline (Look @ Existing)

Assemble “Task Force”

Take Another look at alcohol/drugs

Involve Parents and their students and teachers (how to do this?)

Ask experts who are in place, e.g., Interventionists)