

# Town Hall Safety Meeting

Discipline Policy

Lunch and Recess

General Questions

January 18, 2019

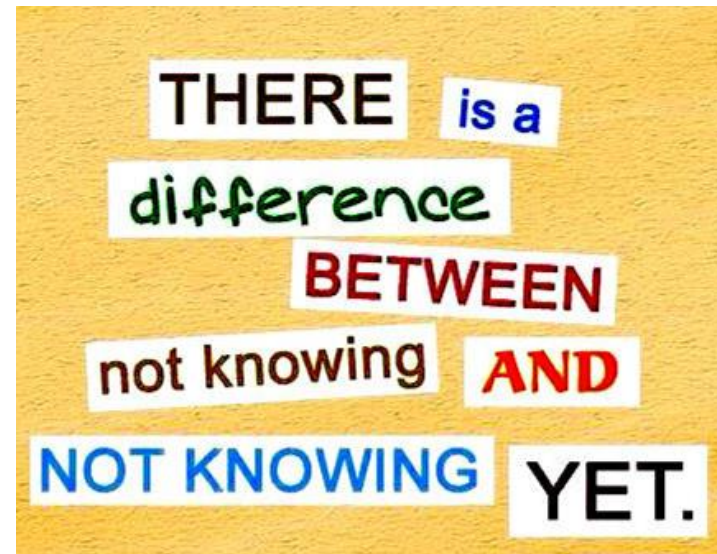
# Kids do well if they can

The power of the word “yet”

- We have a diverse group of learners
- Not all students mature at the same rate.
- Struggle with self-regulation.
- Social pragmatics (how to engage in conversation, how to be a friend.)
- Some children have a history of childhood trauma

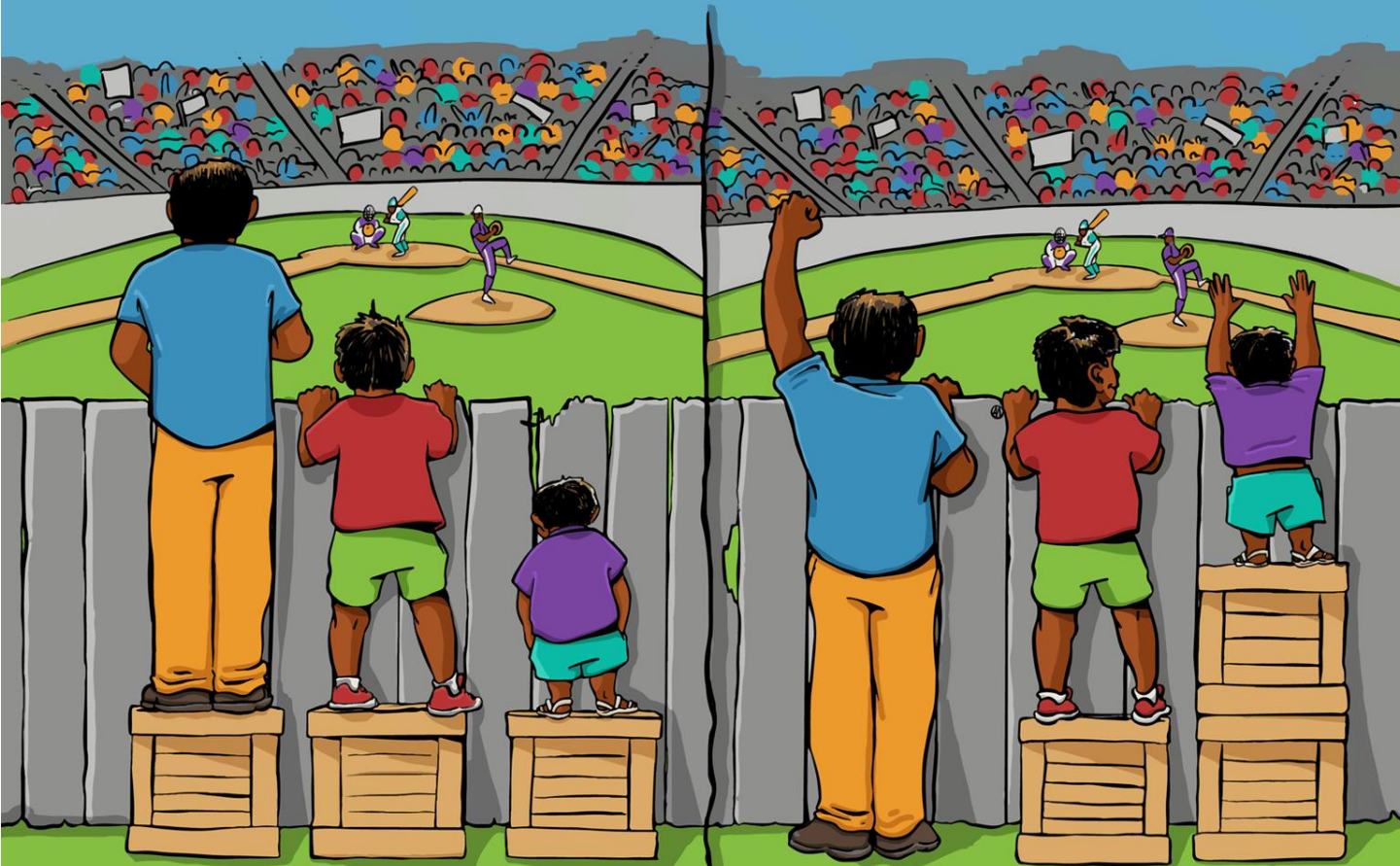
Teach into lagging skills

- The goal is to solve the problem.



We need to think about working with children not as who they will become, but who they already are. Need to see children as teachers. As brilliant, sophisticated, compassionate and desirous of justice.

Dr. Carla Shalaby



**EQUALITY**

**EQUITY**

## SCHOOL

- Determine and post classroom rules
- Rewards and punishments to (en)force rules
- Identify rule breakers
- Pathologize and punish rule breakers
- Exclude those who will/can not change

## PRISON

- Determine laws
- Police for enforcement
- Find violators
- Punish
- Incarcerate

# An educational model

- Discuss the rights and responsibilities of community
- Present problems that are common in the classroom and discuss how we might respond
- Notice behaviors that may pose a threat to our sense of community
- Bring these observations to the class and engage in a curious discussion of what they may be signaling
- Identify a human need that the behavior may warn of and consider how the class may collectively work to meet that need. Revisit to check in to see if people are still suffering.

# Teach Positive Behaviors

Teaching students to recognize and imagine emotions

Build self regulation and communication skills

Develop care and concern for others

Establish positive relationships with peers and adults

Respond to challenging interactions in appropriate ways



# How do we do this?

Provide students with an engaging academic, artistic, and athletic program

Value student voice through clubs and government

Opportunities for community service in school and in the larger world

After school activities such as sports

Reading books to promote empathy

Advisory grades 5-8 and meetings in K-4



# Build a caring community

Strong relationships with adults (most kids tell us when they see something wrong)

Assure students that we see them as problem solvers and not tattlers when they come to grown ups for help

Teach students to be upstanders and allies

All this work is grounded in the [Citywide Discipline Code](#).

# We want students to

understand why the behavior is unacceptable and the harm it has caused;

understand what they could have done differently in the same situation;

take responsibility for their actions;

be given the opportunity to learn pro-social strategies and skills to use in the future;

have opportunities for repairing relationships and

understand the progression of more stringent consequences if the behavior reoccurs.

# Types of misbehavior

Non-compliance

Disrupting class, disrespectful language, damage property (i.e. graffiti)

Conflict

Bullying

Bias

# Bullying: What it is...

Behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target.

Always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior.

A pattern of behavior usually repeated over time and can take many forms.

Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group). The aggressive behavior is unwanted and negative. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done.

## ... and isn't

Bullying is NOT conflict.

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. It occurs naturally as we interact with one another.

Conflict arises when students see the same event from 2 different points of view.

Emotions can escalate a conflict.

People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what s/he wants.

# Bias

Discrimination, harassment, intimidation and/or bullying is prohibited in school

Actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

- Name calling, taunts or teasing, use of derogatory language
- Exclusion
- Slurs and offensive terms and images
- Physical aggression

# Considerations in disciplinary response

We always want to help children learn and grow.

- the student's age and maturity;
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the number of students involved

# Our responses to misbehaviors

Are individualized and confidential

- Support the victim
- Denounce the act, but not the person
- Work with witnesses to help them learn how to be allies and upstanders
- Try to understand the perspectives
- Teach the historical context
- Teaching students how to respond when they confront these situations.



# Logical Consequences

Conference with student, parents, teachers, administration, counselor

Classroom removal (detention, class removal, suspensions)

Behavioral plans, Restorative Practices

Collaborative Problem Solving: Name the problem with the kids and come up with a collaborative solution

***The goal is to help the student learn from their mistakes.***

***Consequences for children are not publicly shared.***

# Mercy by *Rudy Francisco*

She asks me to kill the spider.

Instead, I get the most  
peaceful weapons I can find.

I take a cup & a napkin,  
I catch the spider, put it outside  
and allow it to walk away.

If I am ever caught in the wrong place  
at the wrong time, just being alive  
and not bothering anyone

I hope I am greeted  
with the same kind  
of mercy.

# General Questions

## Dismissal

- Stay in back of the tree line
- No conferences -- teachers are focusing on handing off the children safely

## Vehicular traffic

- Increased traffic regulation has been requested.
- Speed bumps -- not on major bus routes
- Blinking light -- if it is not visible, you can call 311,

## Design of lobby

- Dyall and Franklin are aware of the challenges in re lobby design

## Bathrooms

- Doors left open
- Graffiti or other misbehaviors (investigate, follow consequences above)

## Security cameras

- On stairwell doors and in stairwells.
- Monitored by Safety Agents

## Interacting with older children

- Teasing
- Getting help from a grown up
- Problem solving not tattling

# Lunch and Recess

## Lunch clubs

- Library, teacher clubs, chess, etc.

## Supervision at recess:

- 3 school aides, Ryan, Frankie, Chris, paraprofessionals

## Supervision at lunch:

- 2 school aides, Rose and Danny, in the cafeteria supported by Sabrina, Dina, Veronica

# Emergency Responses

Work closely with NYPD

Evacuation Drills

Lock Down Drills (danger inside the building)

Shelter in place (danger outside the building)



**NYPD**

**1 Precinct**

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