JFCP-AR District Community Work Session

Monday, February 5, 2024

Welcome. Please find your assigned table group and grab some dinner.

Today's Agenda

Warm Welcome

promotes rituals and activities for inclusion.

- Mix and Mingle
- Art of Community

Engaging Practices

provide learners with

- Communicate feedback and insights on the AR
- Share saturation points
- 3 C's protocol
- Next Steps

Optimistic Closure

offers time for reflections & looking forward.

- 4 As Protocol

Warm Welcome

Being Seen to Build Connection



<u>Mix and Mingle</u>

My full name is _____ and the story behind my name is _____.

Take turns sharing while the other listens with full attention.

Art of Community

What resonates with you?

Why do you think these concepts are highlighted for this conversation tonight?

- We acknowledge that we bring our lived experiences into our conversations
- We strive to be in community with one another with care
- We try to stay curious about each other
- We recognize that we need each other's help to become better listeners
- We slow down, so we have time to think and reflect
- We remember that conversation is a natural way we think together
- We expect it to get messy at times
- We will listen with intention to learn something new

- Adapted from Margaret Wheatley's "Turning to One Another," (2000) by Z.Un for TTSD (2019)

Expectations for Tonight's Session



We will be in Community with Care

As a community we are coming together to problem-solve. As adults in this community we need to model care and civility with one another



Speak from your lens of impact

Speak in first person and the impact on you. Speak from the "I" perspective.



Ensure Confidentiality

The goal of this session is to understand the experience of the community impacted by a common phenomena. Please leave stories here and keep the lessons.



Follow the Protocol & Process

Share time to give voice; we've engaged in a systematic process for voice to be shared and heard. Gentle reminders will be offered, but we ask that participants respect the space for others and the process.



Violation of these expectations will result in removal from the session

Goals!

- Share the feedback and insights from constituent groups
- Share thinking about the anatomy of the AR
- Share Next Steps

How We Got Here

- TTSD history of continuing to practice participatory decision-making process. feedback sessions with various constituents, similar to other work done such as EASH policy.
- Continue the practice of a public and equitable process.
- Feedback collected will help shape and give considerations toward AR implementation of policy JFCP Students Act of Aggression & Violence (adopted by Board 12/11/2023)

Policy 101

- A **Policy** is a set of rules or guidelines for an organization to follow in order to achieve a specific goal.
- Policies are an expression of the organization's values.
- Policies are written and approved by governmental bodies, e.g. federal and state legislatures, county, city and school districts.
- School district policies are the work of the Board Directors.

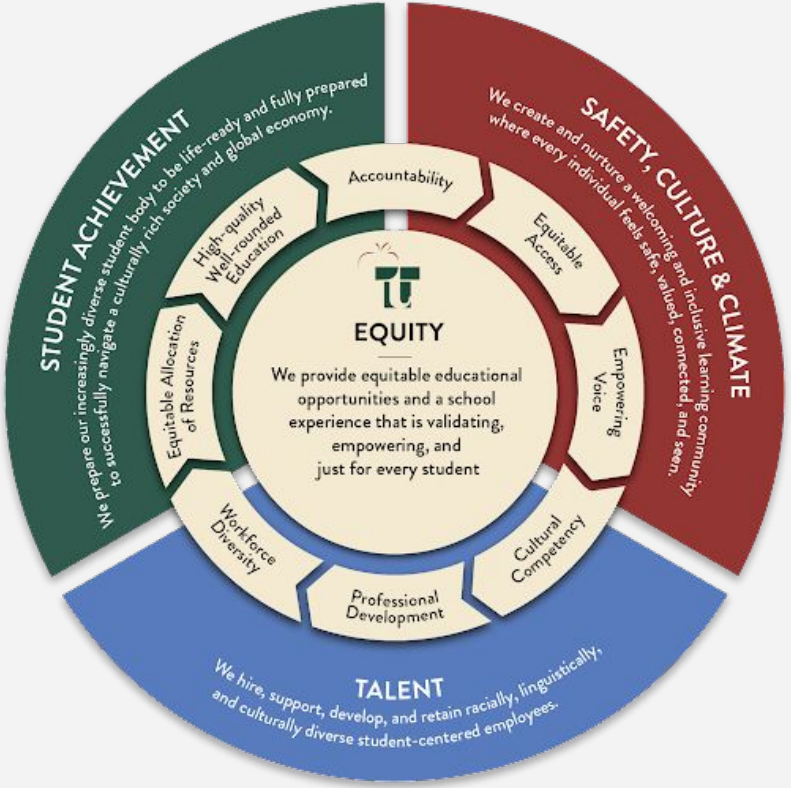
AR 101

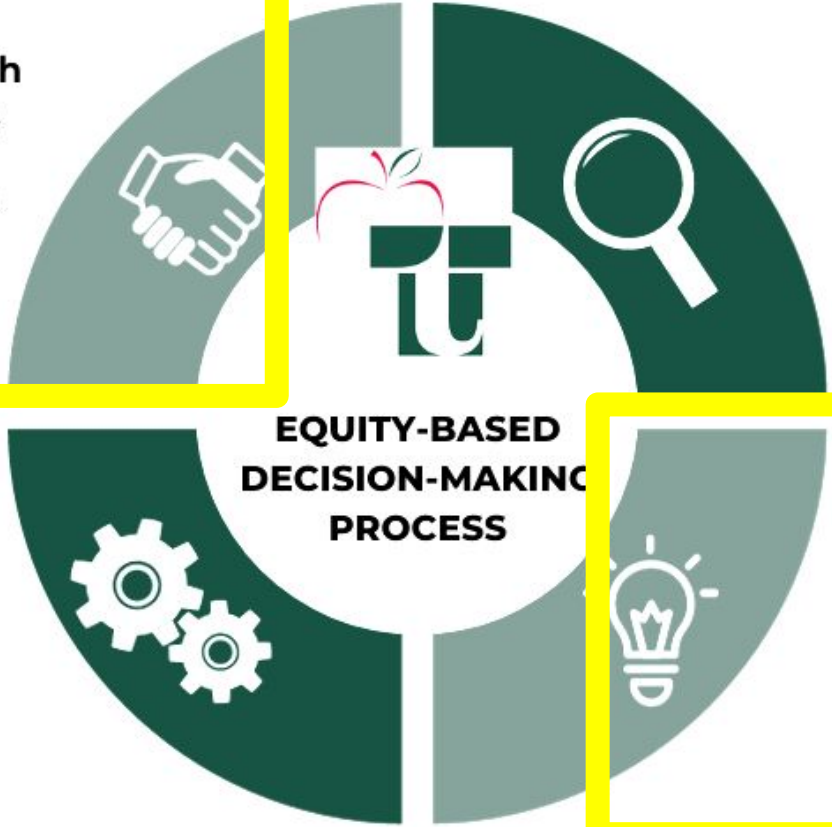
Administrative Rule (AR) is a document that provides guidance as to how a policy should be implemented. Many times an AR also provides the means for an audit process regarding how the policy has been implemented. Administrative rules are assigned to the given federal/state/county/city agency the policy impacts, e.g. Oregon Department of Education. In school districts, board policy AR are assigned to the district leadership based on their area of expertise.

Students Rights & Responsibilities

- Directed to students, their parents and or guardians.
- It is anchored in federal and state constitutions and laws as well as board policy regulating student behavioral and instructional rights.
- The document is developed by district and school administration and approved by the school board.

2022-2027 Strategic Plan Goals





Building Trust Through Transparent Practice

Include collaborators and community members as part of feedback for assessing impact, progress, and outcomes of decision-making process

Quantitative Data

Outcome data that points to proportionate or disproportionate outcomes for review

Implementation of Improvement Plans

Improvement plans inquiry study of Investments, Initiatives and/or Interventions

Understanding Root Cause of Disproportionate Outcomes

Use of Equity Pillars Framework to gain insights from Perception and Voice data

Data Analysis Process

Demographics

School	Staff bike rack	Family Bike rack	Mixed Groups Constituents	
Alberta Rider	6 staff 5 staff	3 parents + 2 staff facilitators	2 facilitators, 2 parents, 2 parents,staff	
Art Rutkin			4 Parents; 2 staff	
Bridgeport	7 staff			
Byrom		1 staff facilitator 6 Parents		
CFT	9 staff	3 parents 3 parents 1 Sibling		
Creekside Community High				
Deer Creek			8 staff (-1 as facilitator) 2 Parents	
Durham	8 staff	3 parents		
Fowler	9 staff			
Hazelbrook	Staff PBIS (1 Classified, 8 Licensed) Safety Team (1 admin, 2 licensed, 2 classified) ILT 8 staff, Optional meeting (4 staff)			
Mary Woodward				
Metzger		6 parents 1 classified 1 admin (facilitator)		
Templeton	14 staff	3 parents		
Tigard High	9 (Admin, Lic, Clas)	1 Community Partner, 3 parents 3 staff (Lic, Clas, Admin)		
Tualatin Elementary			3 + 1 facilitator	
Tualatin High			5 staff & 5 parents	
Twality				
TTVA				
EEAC			3 staff (classified, licensed, admin) 1 Student, 1 Alumni, 3 parents 1 Community member: 1 parent/staff (classified)	
District Leaders	19 adminstartors			
E&I Staff	5 staff (4 classified; 1 manager)			
Total Touch Points:	117	29	45	191

Data Analysis Process

- Each Bike Rack was reviewed and the line numbers indicated parts of the AR Confirmed, Needed Clarification, or was a Conflict for constituent groups
- Feedback was pulled directly from the Bike Racks unless the insights was exactly stated
- Saturation points were indicated by a check-mark across the bike rack groups
- Feedback and Insights also highlighted portions of the AR that had the most feedback/insights/interest (anatomy of the AR)
- Member Checking of Data

Saturation Points

Feedback Saturation Points	District Admins	ART - Fam/Staff	ARE - Parent Community Meeting	ARE Site Council	ARE Staff AR 1	ARE Staff AR 2	Byrom AR (Family)	Bridgeport	CPT - Staff	CPT- Parent	CPT- Family	Deer Creek	Durham -staff	Durham - family	FMG - ILT	HMG - PBIS	HMG - ILT	HMG - Staff	HMG - Safety	Metzger - Family	Templeton - ILT	Templeton - Family	THG - Staff	THG - Family	TBS	TuHs	EEAC - Mixed 1	EEAC - Mixed 2	E&I _ Staff
Section 1: Introduction																													
Confirms Aligns primarily with the policy already adopted (lines 1-8 are just board policy) Confirms welcomeing and safe learning community Strong commitment statement- confirm Line 1-2 Confirm: providing every student with a safe and welcoming environment.	☐	☐	☐	☑	☑	☑	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐
Confirm Section - Pretty straight forward General feedback: This AR is validating and reflective of what we believe and our processes at Bridgeport. The team felt positive in general. 6. Adhering to legal statute-confirm 3, 4- covers all elements- confirm	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐
Lines 1-2: further clarification "safe and welcoming" environment Should the word "inclusive" be included between "safe" and "welcoming?"	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐
Clarification for Section: a lot of conditional words (substantial, disruption, recklessly, etc.). Can any of these terms be defined a little more? From introduction is there a way to include the descriptions that exist in the investigation section to set the table for understanding of the AR	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lines 2-3 including staff	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lines 2-3: Board says we denounce violence but we don't necessarily act in a way that denounces or doesn't tolerate it. How will school board denounce acts of violence. Line 2: conflict/clarify - the board denounces school violence, how is this different than the "district" (line 1)	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
school board denounce acts of violence.	☐	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lines 1-4: If we have an obligation to education every child, how will we be able to uphold a no tolerance policy? Clarify line 2 - Will not tolerate what will the consequences be? Conflict/clarify line 15	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
Line 3 Clarify on district property Off-site ramifications. Is there a way to reference what jurisdiction of the district is? Can we include bus? Lines 3-4: clarify - activities, field trips, bus stops "under jurisdiction of the district" Clarify- Confirm that the jurisdiction of the district is? Is this bus stops? Are we responsible after they're off the bus? Line 4: Clarification: Will this AR then be introduced to Sporting leagues and associations?	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐
Line 6 How is intentional being determined? Referenced Document? Be literal about AR - These are guidelines for Admin and District (AR Definition) How is intentionally, knowingly, and recklessly defined?""" Clarify what recklessly means. Intentional and knowing hold some responsibility in knowing. Recklessly could be someone being stupid or silly or careless without any intent but accidentally harming someone. Would this be the same thing? How do we know if someone has intent? How does this apply to students who are dysregulated and do not have the skill? How do we differentiate when there is a violation of this policy? Or if they do not have the language to deal with a problem? (from multiple parent) What if there is an act of aggression that does not make contact or injury (like a punch that misses). Is this addressed? Is relational aggression and verbal aggression (which are often precursors to other types of aggression) addressed at all in this policy? There may be a bit of a gray area in the "intent to harm" term. What things constitute physical aggression. Clarify	☐	☐	☐	☐	☐	☐	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐
Lines 6-7: clarify - why does it only refer to "physical injury"?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Line 8 - delineating what each of the categories means The inclusion of the definitions is great. Confirm- Line 8, confirming and clarifying. I like the bullet points. Confirm: Set the stage with definitions to make everything more clear. No tolerance of reckless behavi that's intentional.	☐	☐	☐	☐	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐	☐



Section 1

Introduction

Feedback/Insights Anatomy of Data Review

Section 1 Introduction			
Part 1.1 District Values	Part 1.2 State Definitions	Part 1.3 ODE Definitions	Part 1.4 Acknowledgement of Substantial Disruption to Education Environments via Recording & Sharing of Incidents on Social Media
Lines 1-4	Lines 5-6	Lines 8 - 12	Lines 13-16

Saturation Points

- Lines 3-4 Location and Jurisdiction
- Lines 6 Clarifying intentional, knowingly, recklessly definitions
- Lines 8 - 12 Clarifying the difference between fighting, physical aggression, and assault
- Lines 13 - 16
    - Defining substantial Disruptions
    - Impacts and accountability for adults/parents/community members
    - Clarifying forms of recordings
    - Clarifying consequences related to this section
    - Digital Citizenship conversations and lessons
    - Social Media



3 Cs Protocol

2:00

✔ Confirm

? Clarify

X Conflict

Purpose: The 3 Cs Protocol is a calibration protocol. It can be used as a way to check in for understanding with all participants or to close an activity. It encourages reflection through making a connection, asking a clarifying question, expressing conflict with an idea, or showing curiosity about something learned.



Section 2

Reporting

Feedback/Insights: Anatomy of Data Review

Section 2				
2.1 Charge of Staff to Report	2.2 Neutral Party and Mitigating Bias in decision-making	2.3 Administrators Investigator Role & Responsibilities	2.4 Mitigating further harm (protections for parties involved during/after the investigation)	2.5 a Reporting Process
Lines 17-18	Line 18	Lines 19-20	Lines 20-22	Lines 23-26
Proposal: 2.5b Reporting assumed in good faith, False Reports, and Protections against Retaliation				
Lines 71-76 move up				

Saturation Points

- Lines 17 -18 Charge of Staff
- Line 18 Neutral Party and what that entails
- Lines 19-20 Administrators/Investigators Roles and Responsibilities
- Lines 20 - 22 Mitigating Further Harm (protections for parties involved during and after an investigation)
- Lines 23-26 Reporting Process
    - Reporting on behalf of the student
    - Methods of reporting
    - Clarifying investigators, who can investigate, who stands in when admin is not available?
    - Ensuring parents role in this process



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? Clarify

X Conflict

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Section 3

Investigation

Section 3 Investigation Feedback/Insights: Anatomy of Data Review

3 Procedures for investigation	3a Notifications to complainant/victim	3b Notifications to complainant/victim - nature and initiation of investigation	3c Investigation Process (evidence gathering)	3d Considerations of how behavior incident might connect to other district policies and or civil rights laws
Line 26 - 70	Lines 27-28	Line 29	Lines 30-41	Lines 41-43
3e Considerations made connected to procedure aligned to student rights and responsibilities	3.1 Investigation Process Fact finding, written submission, and timeline for investigation	3.1b Social Emotional Supports for all parties involved victim, originator, family/guardians,and staff)	3.1c Communication of Investigation Status	3.1d Communication of conclusion of Investigation: Summary and Actions Taken or will be taken to address behavior and contribute to prevention efforts
Lines 43-44	Lines 45-47	Lines 47-50	Lines 50-52	Lines 53-57
3.1e FERPA Considerations and Guidelines for Communication	3.2 Ensure Cross-reference and connection to other applicable policies	3.3 Appeals Process (KL Complaint Process)	Proposal Move Lines 71-76 to Reporting Sections	
Lines 58-59	Lines 60-68	Lines 69-70		

Saturation Points

- Lines 27 - 46 Clarity on Timelines and defining “timely fashion; promptly”
- Lines 29-47 Clarification of fact finding and evidence gathering process
- Lines 30 - 59 Communication process and plans
- Lines 42-44 Civil Rights Laws and other Policies
- Lines 45-47 Reduced to writing; complaint submission
- Lines 47-50 SEL considerations and supports clarification of impacted individuals
- Lines 58-59 FERPA Considerations
- Lines 60-68 Crosswalking Other policies and protections for students via policies
- Lines 60 + Matrix from Students Rights and Responsibilities Handbook
- Lines 66-68 Considerations for Students with Disabilities
- Lines 69-70 KL Complaint Process
- Lines 72 - Typo from Bias Incident and Hate Speech Policy
- Lines 71-76 Retaliation, Good Faith Reporting, Accountability for False Reporting

Behavior Incident Type	Level	Disciplinary Responses Minor/Initial ↔ Moderate/Repeated ↔ Severe/Persistent					Definitions, rights and responsibilities, and board policies related to the behavior
		Level 1	Level 2	Level 3	Level 4	Level 5	
Assault	K-5			✓	✓	✓	• Assault is defined as attacking another with intent to cause serious harm • Students have the right to attend school in an environment where acts of aggression and violence of any kind do not occur • Relevant board policies: JFC, JFCM, JF/JFA, JGDA
	6-12			✓	✓	✓	
Fighting	K-5		✓	✓	✓		• Fighting is defined as mutually engaging in physical violence with others with the intent to injure or cause harm. • Students have the right to attend school in an environment where fighting, acts of aggression, and acts of violence do not occur • Relevant board policies: JFC, JFCF, JFCM
	6-12			✓	✓	✓	



3 Cs Protocol

2:00

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? Clarify

X Conflict

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Section 4

Preventative & Proactive Education

Feedback/Insights Anatomy of Data Review

Section 4 Preventative and Proactive Education		
4.1 Acknowledging PBIS Systems Multi-tiered Systems of Support	Systems Assurances for PBIS	School Response and Fundamental Concepts
Lines 77-79	Lines 80-86	Lines 86 - 70

Saturation Points

- Lines 77- 79 Multi-tiered Systems of support - What does this look like?
- Lines 80 - 90 Assurances for the Positive Behavior Intervention and Supports (PBIS) system
- Add information about consequences and impact of behavior
- Assurances that staff and community understand PBIS of Support
- Accountability for the outcome and effectiveness for the PBIS process
- Clarifying restorative practices
- Clarifying progressive discipline



3 Cs Protocol

2:00

✔ Confirm

? Clarify

X Conflict

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Next Steps

- Feedback collected will help shape and give considerations toward AR final draft
- District leaders with draft AR (Feb. 8- 20th)
- Share AR proposal with TTSD School Board on **Feb. 26th**



Closure: 4 As Protocol

- Aha!
- Appreciation
- Apology
- Aspiration