



**January 11, 2022**  
**SMS Community**  
**Forum**

Discipline and school climate at SMS

# Tonight's Agenda

**01**

## Welcome & introductions

To review the purpose of tonight's meeting

**02**

## Big picture view of discipline at SSD

To review the discipline policy at Sunnyvale School District

**03**

## What does this look like at SMS?

Review how SMS implements the discipline policy

**04**

## Questions & Answers

Answer questions from the community

01

# Welcome and Introductions



02

# The big picture view of discipline



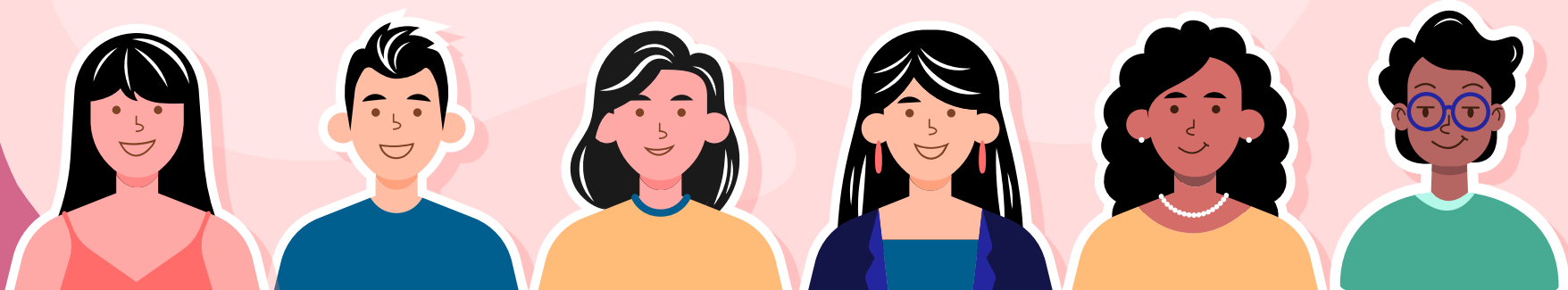
# Discipline at Sunnyvale School District

Sunnyvale Middle School



# OUR DISTRICT'S APPROACH

- Discipline is not something you do to students but something staff help students acquire
- Our goal is to help students learn how to meet their needs in appropriate and non-disruptive ways
- Our policies & practices are based on the belief that students' misbehavior can be prevented when the students' needs are met



# AT SUNNYVALE SCHOOL DISTRICT SAFETY IS OUR PRIORITY



# FOCUS OVER THE PAST YEARS

**Moved From Exclusionary** discipline practices that disengage offending students from school. Punishments like suspension and expulsion remove students from the learning environment

**To Inclusionary** discipline practices that are intended to teach what is deemed as proper behavior and to reabsorb and strengthen social ties





**Behavior Intervention Services** has assisted our schools in creating a system which keeps kids in school and provides alternatives to suspension

- Social Emotional Learning
- Tier II and Tier III interventions are put in place to support the students who need it and re-teach expectations prior to enacting exclusionary discipline
- Reduction in overall suspensions and Office Referrals
- Increases in positive adult to student interactions
- Increased positive measures on school climate surveys



# ANTI-BULLYING POLICY AT SUNNYVALE



# COMMON BEHAVIORS IN TEENS



Decreased  
communication



Lying or hiding  
facts



Increase use of  
social media



Increased  
arguments



Changing one's  
appearance



Emotional ups  
and downs

# CONCERNING TEEN BEHAVIOR

Stealing

Being physically abusive

Increase use of social media

Increased arguments

Emotional ups and downs

Lying or hiding facts

Decreased communication



# PARENTS: HOW CAN YOU HELP YOUR TEEN?



Actively listen



Talk to them



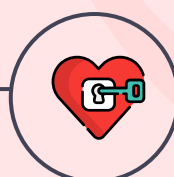
Stay connected



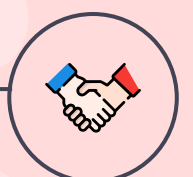
Praise them



Set boundaries



Give them privacy



Keep promises

# WAYS TO COPE WITH TEEN BEHAVIOR



Listen to  
their needs

Express your  
concern



Give them  
privacy

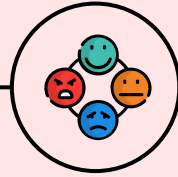
Set  
boundaries



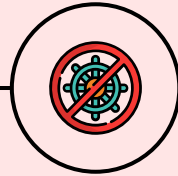
# SIGNS THAT YOUR TEEN NEEDS HELP



Abnormal behavior



Mood swings



Loss of control



Aggression

# Social media plays a big role in teen culture today

Surveys show that ninety percent of teens ages 13-17 have used social media. Seventy five percent report having at least one active social media profile, and 51% report visiting a social media site at least daily. Two thirds of teens have their own mobile devices with internet capabilities. On average, teens are online almost nine hours a day, not including time for homework.







**YOU ARE NOT ALONE**

**WE ARE ALL IN THIS TOGETHER**

# SEL in Digital Life: Skills and Dispositions Progression

	K-2	3-5	6-8
 <p><b>SELF-AWARENESS</b></p>	<p><b>My Feelings When Using Technology</b></p> <ul style="list-style-type: none"> <li>Recognize and identify the various feelings they can experience when using technology.</li> <li>Reflect on the kinds of online activities they engage in that might give them a negative feeling.</li> </ul>	<p><b>Our Responsibilities Online</b></p> <ul style="list-style-type: none"> <li>Recognize the relationship between behaviors and emotions.</li> <li>Understand how their behaviors can affect themselves and others.</li> <li>Reflect on what it means to be their best selves when using technology.</li> </ul>	<p><b>Oversharing and Your Digital Footprint</b></p> <ul style="list-style-type: none"> <li>Reflect on how being on social media can impact their emotions, behavior, and identity.</li> <li>Identify ways to make the most of social media while still caring for themselves and others.</li> </ul>
 <p><b>SELF-MANAGEMENT</b></p>	<p><b>Saying Goodbye to Technology</b></p> <ul style="list-style-type: none"> <li>Develop a strategy to regulate their feelings when they need to put their device away.</li> <li>Learn to transition between online and offline activities.</li> </ul>	<p><b>My Media Balance</b></p> <ul style="list-style-type: none"> <li>Reflect on how their media choices impact the way they feel.</li> <li>Begin to develop their own definition of a healthy media balance.</li> </ul>	<p><b>Checking Our Digital Habits</b></p> <ul style="list-style-type: none"> <li>Identify what online activities contribute to their emotional well-being.</li> <li>Create a plan to balance their online and offline activities.</li> </ul>
 <p><b>RESPONSIBLE DECISION-MAKING</b></p>	<p><b>Traveling Safely Online</b></p> <ul style="list-style-type: none"> <li>Know how to stay safe when going online (e.g., <i>asking for permission from a grownup when using a device or going online, not talking to strangers</i>).</li> <li>Know what to do when they experience a negative feeling when using technology.</li> </ul>	<p><b>How Can You Be an Online Superhero?</b></p> <ul style="list-style-type: none"> <li>Understand the responsibilities that come with owning or having access to a device.</li> <li>Understand the difference between private and personal information and how to keep private information safe.</li> </ul>	<p><b>Who Are You Talking to Online?</b></p> <ul style="list-style-type: none"> <li>Identify the risks and potential opportunities of connecting with people online.</li> <li>Know how to stay safe when interacting with people they have only met online.</li> </ul>
 <p><b>RELATIONSHIP SKILLS</b></p>	<p><b>Use Your Heart When You're Online</b></p> <ul style="list-style-type: none"> <li>Understand the importance of being kind to others when online.</li> <li>Reflect on things they can do to be kind and respectful to others online (e.g., <i>putting their device away when someone is talking to them or if a friend invites them to play</i>).</li> </ul>	<p><b>Gaming with Positivity</b></p> <ul style="list-style-type: none"> <li>Show empathy towards others online.</li> <li>Be able to take other people's perspectives into consideration when communicating or playing online.</li> <li>Understand ways to de-escalate or step away from conflict online.</li> </ul>	<p><b>Friendships &amp; Social Media</b></p> <ul style="list-style-type: none"> <li>Develop positive relationships online and offline.</li> <li>Understand how constant connectivity can affect them and their relationships</li> <li>Identify and manage potential social stressors (e.g. number of followers, likes/views, etc.).</li> </ul>
 <p><b>SOCIAL AWARENESS</b></p>	<p><b>Standing Up to Online Meanness</b></p> <ul style="list-style-type: none"> <li>Understand how online meanness can make people feel.</li> <li>Identify ways to respond to be kind and respond to mean words online.</li> </ul>	<p><b>The Words We Choose</b></p> <ul style="list-style-type: none"> <li>Reflect on the impact that words can have on others when communicating online.</li> <li>Understand what cyberbullying is and identify ways to be an upstander when they witness cyberbullying.</li> </ul>	<p><b>Dealing with Digital Drama</b></p> <ul style="list-style-type: none"> <li>Understand how communicating online can escalate digital drama.</li> <li>Identify strategies to de-escalate conflicts online or digital drama.</li> </ul>

03

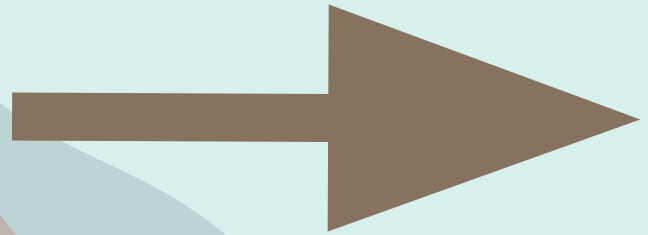
**What does this  
look like at SMS?**

# PBIS

POSITIVE BEHAVIORAL  
INTERVENTIONS & SUPPORTS



Restorative  
Practices



Progressive Discipline

# Positive Behavior Intervention Supports (PBIS)

- General lessons for all students
- Models appropriate behavior
- Reinforces behaviors we want to see
  - Spartan Spirit Tickets



# JBK and the Three R's

	<i>Spartan Square &amp; Quad</i>	<i>Hallways</i>	<i>Bathroom</i>	<i>Cafeteria</i>	<i>Office</i>
<b>R</b> espect	<p>Allow room for people to pass</p> <p>Be aware of personal property</p> <p>Use JBK words and actions</p>	<p>Allow people to pass when you are in a group</p> <p>Be aware of personal space and property</p> <p>Walk quietly when class is in session</p>	<p>Allow others their privacy</p> <p>Keep hands and feet to self</p>	<p>Always wait patiently for your turn</p> <p>Say "Please" and "Thank You"</p>	<p>Always wait patiently</p> <p>Say "Please" and "Thank You"</p> <p>Use your quiet voice</p>
<b>R</b> esponsibility	<p>Keep hands and feet to self</p> <p>Avoid littering</p> <p>Recycle</p>	<p>Get to class on time</p> <p>Keep hands and feet to self</p> <p>Place trash in trash cans</p>	<p>Keep the floor dry</p> <p>Place trash in the trash can</p> <p>Flush toilets</p> <p>Report items needing repair</p>	<p>Eat what you take</p> <p>Clean up after yourself</p> <p>Use the recycle bins and trash cans</p>	<p>Ask for Permission before using the phone</p> <p>Use the most direct route to and from the office</p>
<b>R</b> ight Choices	<p>Walk at all times</p> <p>Leave others belongings alone</p> <p>Allow space for food, ticket and even lines</p>	<p>Walk at all times</p> <p>Stay to the right</p> <p>Leave others belongings alone</p>	<p>Wash hands</p> <p>Use the restroom quickly and quietly</p> <p>Leave the restroom when you are finished</p>	<p>Walk at all times</p> <p>Select nutritious foods</p> <p>Keep your voice at a low level</p>	<p>Enter quietly</p> <p>Check in with office staff</p> <p>Only conduct appropriate business</p>

# Upcoming Lessons

## AST:

1. 5 - 10 minute mini lessons at beginning of AST reviewing school expectations on:
  - a. School Safety
  - b. Appropriate use of bathrooms
  - c. Keeping campus clean

## Advisory:

1. Weekly lessons taught more in depth in Advisory
2. One 6 week unit on Bullying/Harassment
3. One 7 week unit on Conflict Resolution

# Restorative Justice Practices

- Brings SMS discipline in line with the philosophies of PBIS and Social Emotional support.
- Relational approach
- Tier 1 restorative practices help build positive community for all members of the SMS community
- Helps students learn from mistakes
- Teaches students to take responsibility for the harm they caused and to repair the harm to the community



# Progressive Discipline

- Uses incremental interventions and consequences to address inappropriate behavior with the ultimate goal of teaching pro-social behavior.
- The goal of progressive discipline is **prevention of a recurrence of negative behavior by helping students learn from their mistakes.**

# Progressive Discipline for Low Level Misbehaviors

## Behavior Examples:

1. Running in Hallway
2. Loud voices/yelling/talking out of turn
3. Off-task behavior
4. Out of seat
5. Missing homework
6. Not prepared for class
7. Inappropriate language
8. Physical Contact (rough housing)
9. Property Misuse
10. Tech/Electronic Violations
11. Littering
12. Tardiness to class 5 times- (should match PowerSchool) (per teacher)
13. Dress code violation

## Range of Staff Responses:

1. Classroom interventions and consequences from teacher
2. Communication home to caregivers
3. Office referral
4. Admin conference with student
5. Loss of privileges
6. Time in office
7. Lunch timeout
8. Caregiver meeting

# Progressive Discipline for Higher Level Misbehaviors

## Behavior Examples:

1. Vaping/Smoking
2. Using/possessing drugs
3. Drinking/possessing alcohol
4. Physical Aggression
5. Fighting/Instigating
6. Selling/Arranging Drugs
7. Weapons on campus
8. Racial/Ethnic Slurs
9. Homophobic Slurs
10. Religious Slurs
11. Sexual Harassment
12. Profanity towards an adult
13. Bullying (Verbal, Social, Cyber)
14. Academic Dishonesty
15. Unauthorized Sale of products
16. Chronic Tardiness (5 or more tardies)/Absenteeism

## Range of Staff Responses:

1. Written office referral for student from staff
2. Admin investigation
3. Conference with student
4. RJ lesson on why behavior is inappropriate and how to repair the harm.
5. Caregiver Conference/Meeting
6. 1 hour Friday after school reflection & time out
7. Behavior Contract
8. Saturday School (4 hours)
9. Loss of privileges
10. In School Suspension
11. Out of school suspension

04

# Questions and Answers Time

# Feedback form

