Handbook  
Equity Advisory Council Meeting  
Thursday, March 5, 2015

Two Thumbs Up!

• Like the idea of the chart on page 14-15.
• Controversial Issues-good thought but needs to be realized in the actual school setting.

Suggestions

• Create a Handbook App-II
• Looking at the positive in discipline. Turning it around.
• The language in the handbook is very negative and punitive.
• Lacking a focus on hate/bias behavior.
• Perhaps should talk about creating a sense of community where everyone regardless of race, ethnicity, gender, sexual orientation, ability etc. are valued, respected, and an important part of that community.
• Include for prohibited discrimination: immigration status, gender expression.
• Improve attendance policy.
• Page 3 Expectations include adults/staff.
• Rights of pregnant/parenting teens.
• Not just consequences, but positive incentive.
• Expectations of staff.
• No student input.
• Restorative Justice-III
• Zero tolerance.
• Removes child from campus.
• Discretionary power of principal.
• Family Engagement Policy-II
• Opting out of PARCC
• LGBT resources especially for restrooms and locker rooms.
• Teen Court
• Counseling Services.
• Punishment and consequences should match degree of action.
• Include in disciplinary process other options to punitive.
• Peace making process.
• Include student’s rights.
• Positive Youth Development Model
• Student expectations are crystal clear, but not their rights nor parents/guardians or expectations of district personnel (look at table of contents)
• Permission to do Positive things-embracing the opportunity.
• Discrimination not specific enough: For all protected groups on page 4 (bullet 5). These should be defined as thoroughly as those on p. 19, Title IX to ensure clarity of all groups, not just the Title IX groups.

• On page 14-15, Discrimination needs to be listed specifically defined to distinguish it from bullying and harassment and penalties for discrimination need to be defined.

• Issue: A student could be experiencing racial discrimination and principal treats it as “bullying” with the penalty of a phone call home. This could leave discriminated student unprotected/unheard if experiencing hate-based discriminating vs. power-based bullying. On page 4, enumerate protected groups (bullet 5) as a vertical list rather than a sentence form for clarity.

• Disruption of the Education Process is used to justify all sorts of inappropriate administrative response to opinions not appreciated.

• Restorative Justice is a term of art.

• No black and white list of consequences.

• Positive reinforcement for good actions.

• Add gender expressions to the non-discrimination list on page 4.

• Violation of Student’s Rights-needs to be re-written to reflect the Office of Equity and Engagement as a place to report.

• Disciplinary Chart-should have more room to be creative and do what their judgment says.
Exit Slip
Equity Advisory Council Meeting
Thursday, March 5, 2015

What was your AHA moment?

- After looking at the APS Handbook, it hit me very hard that the book is all punitive and there is nothing for students to look forward to. It seems as though this handbook is preparing students for the school to prison pipeline.
- That regardless of the issues our students face, they are all students first.
- Group exercise talking about individual ways we support students, families and community helped build community to see commonalities of what we all do and care about.
- We are all in this together.
- I have a deeper awareness of how punitive the Student Behavior Handbook is in the 2014-2015 version.
- Reconnecting with people and meeting new people.
- That the “discipline matrix” is a tool of inequity that does not serve students. “Embrace the opportunity for positive student development.”
- Found that there was a board member who will be involved in the Equity and Engagement Office. A move in the right direction.
- The vast number of individuals wanting change and welcoming the Office of Equity and Engagement.
- When we discussed of what we bring from our groups and seeing similarities.
- What about expectations for APS staff?
- There are adults that care. There are students that are willing to speak up. Intersectionality of roles.
- There is a lot that needs to be improved on the handbook.
- Realizing how negative the student handbook is. It would be nice if positive expectations, goals were addressed. Also addressing importance of diversity.
- We are going to create great change at APS! And create a better learning environment for students.
- When APS realized there is racial problems within APS. When I realized APS really cares about Equity within APS and is willing to go the extra mile to fix the problem.
- Thanks for dinner!
- Looking at the Behavior Handbook was eye opening at how we look at consequences as a district...the idea is to add positive supports.
I. How are you going to plant the seed of knowledge from this meeting within the groups your involved in?

- I will constantly remind our community to give APS the opportunity to change since it is under new direction.
- To remember that inequity affects us all.
- Share what I heard with colleagues.
- I will spread my new awareness and encourage colleagues to suggest amendments and additions to servicecenter@aps.edu.
- I am going to debrief with the director of the school. I will invite the students I work with to future meetings.
- I will talk about the opportunity to really make some positive changes at APS.
- Rather than punitive punishment for certain behaviors (e.g. alcohol, drugs) there should be another method to support the student such as (counseling).
- Keep involving students.
- Continue collaboration with groups.
- Giving a better explanation of the handbook.
- Share the “411” with students and families.
- Share with others!
- I am going to give the students we work with this handbook and make sure they understand their rights.
- Encouraging positive language in future handbooks.
- Speak about this good work. Continue equity and inclusion dialogues about APS Equity Council’s work and revision fo the student handbook.
- Civic and Religious groups
- Interested teachers or the PTA.
- Email
- Social Media