



Bring it All Together: How We Can Make Schools Work for Everyone

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BIO & HANDOUT




Scan for the Handout



Request regarding photos:

If you take any, please tag me on
Twitter: @woodfromawoods or
LinkedIn: Matthew Woods

The diagram features a central green circle with the text "OBJECTIVES DURING THIS SESSION". This circle is surrounded by a larger, semi-transparent grey circle. A dashed white line forms a large circle around the grey circle. Two orange rectangular boxes with dashed green borders are positioned around the central circle. The top-left box contains the text "Examine the ways in which discipline, policies, and systems contribute to the overall school climate and student well-being." The bottom-right box contains the text "Reflect on your practices while incorporating strategies for improving your school culture and climate." The background is a misty forest scene.

Examine the ways in which discipline, policies, and systems contribute to the overall school climate and student well-being.

**OBJECTIVES
DURING THIS
SESSION**

Reflect on your practices while incorporating strategies for improving your school culture and climate.

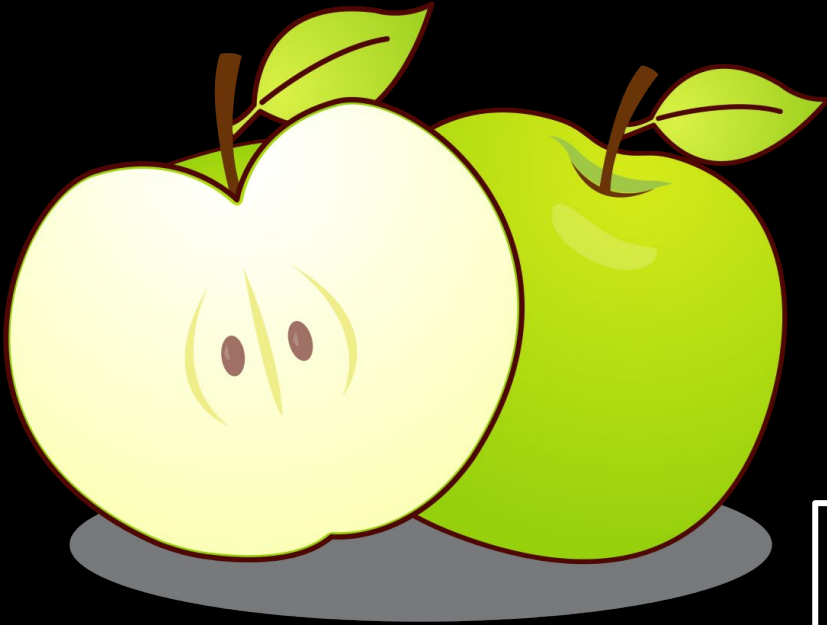
SHOUT-OUT behaviors you are currently seeing!

Share what you are seeing in your respective classrooms and schools.



What is an apple?

How do you know that?



**Focus
Starter**



Define the following
terms:

Defiance.....

Insubordination.....

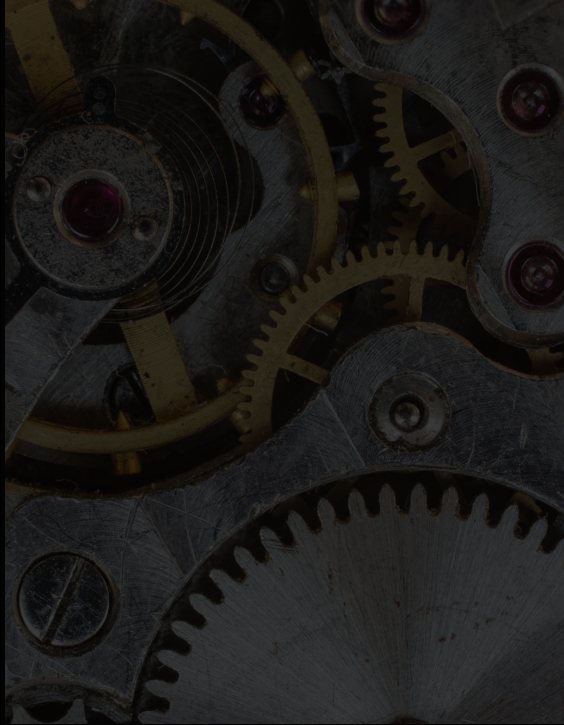


**Focus
Starter**

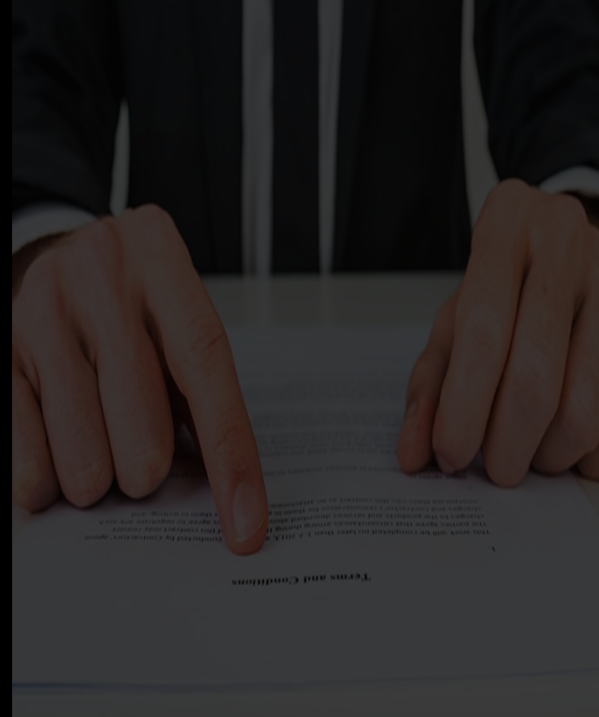
Define in your own words



Discipline



Policies



Systems

Define in your own words



Discipline



Policies

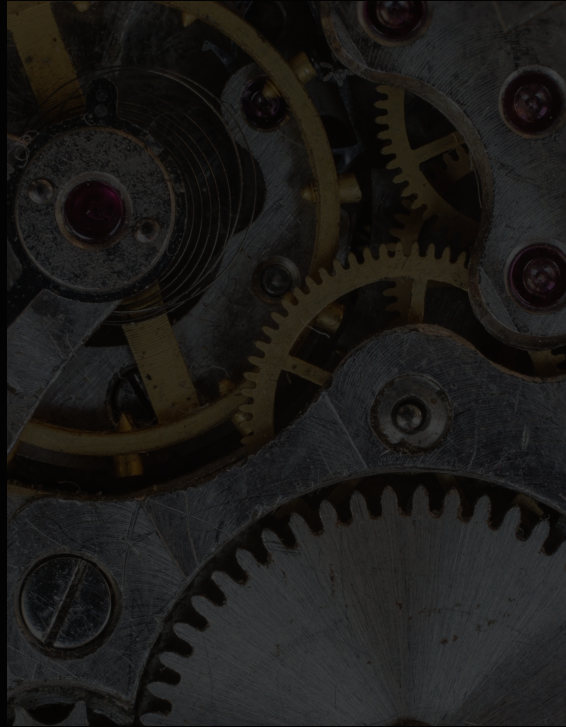


Systems

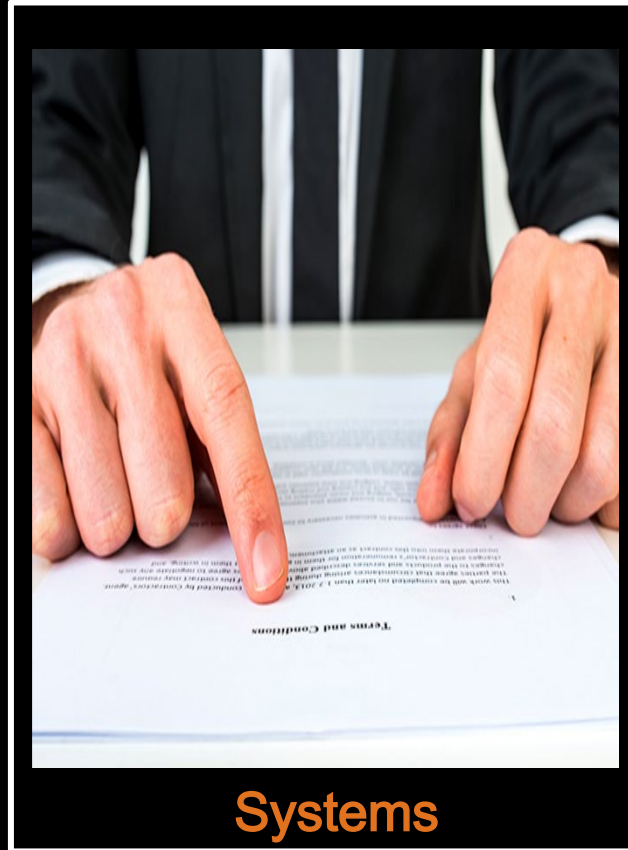
Define in your own words



Discipline

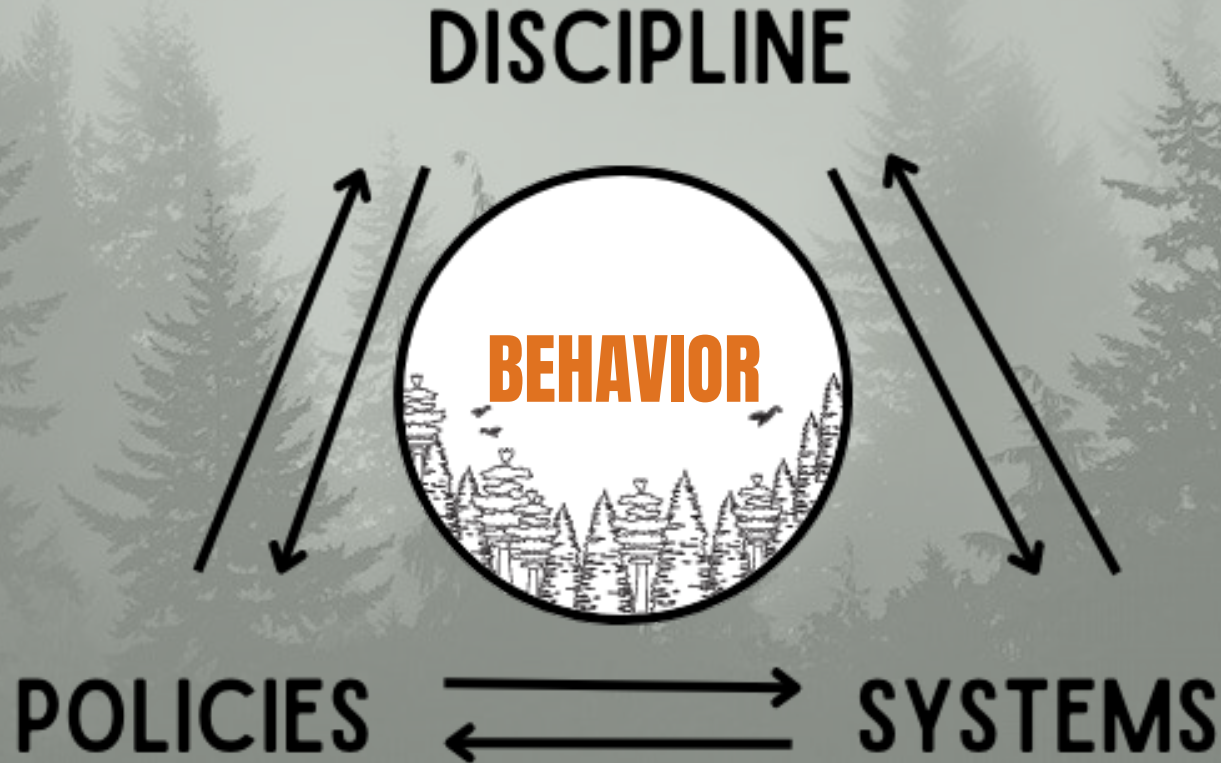


Policies



Systems

All Three Are Connected!



Recalibrate & Adjust!



Discipline

Training people to abide by a set of rules or a code of conduct; using punishment to correct behavior.

Branch of knowledge one has studied in order to acquire a skill set.



Policies

A set of actions adopted within a school/district that guide people's conduct and tasks.

Policies directly impact the discipline and systems!



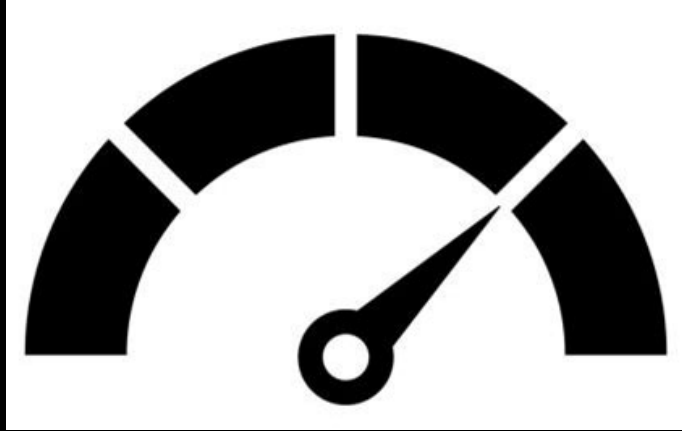
Systems

Prescriptive procedures being carried out in an organization.

Systems are composed of individuals making sense of, and implementing policies.



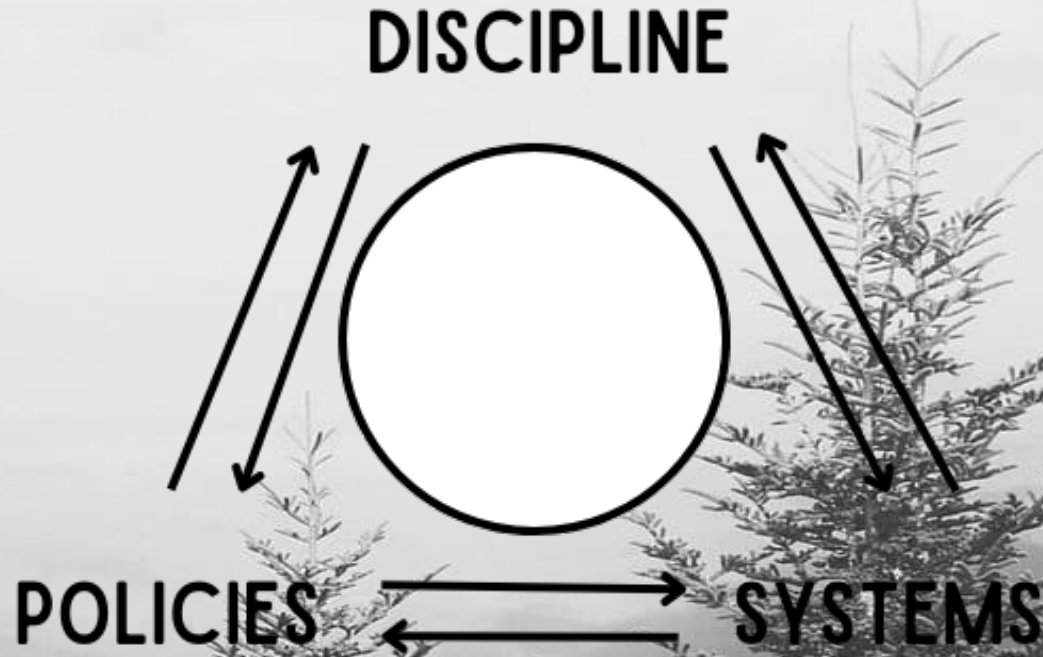
Recalibrate & Adjust!

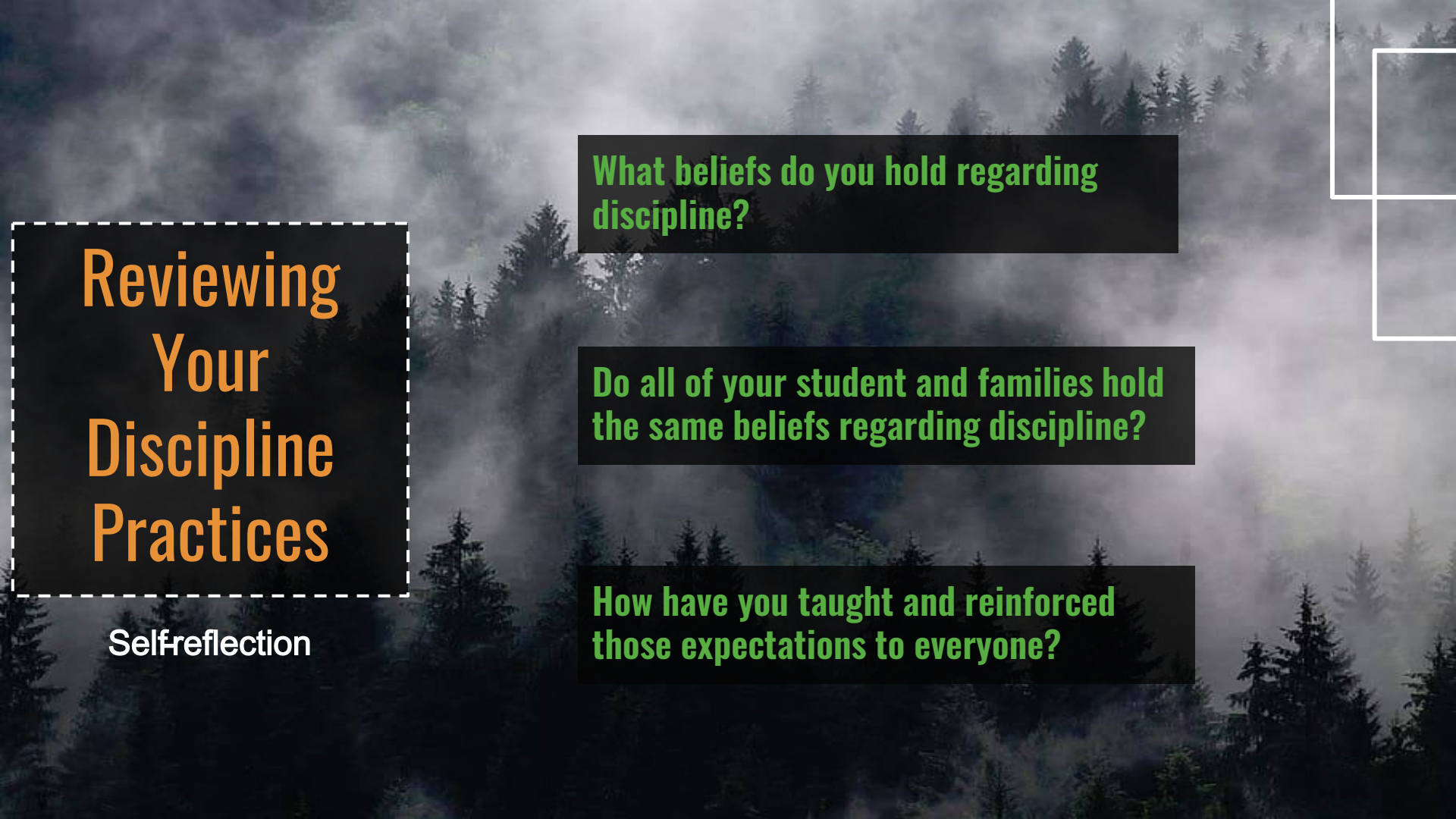


Review your definitions and see if they mirror what I shared.

If they do not, reflect on why you think they differ.

All Three Are Connected!





Reviewing Your Discipline Practices

Selfreflection

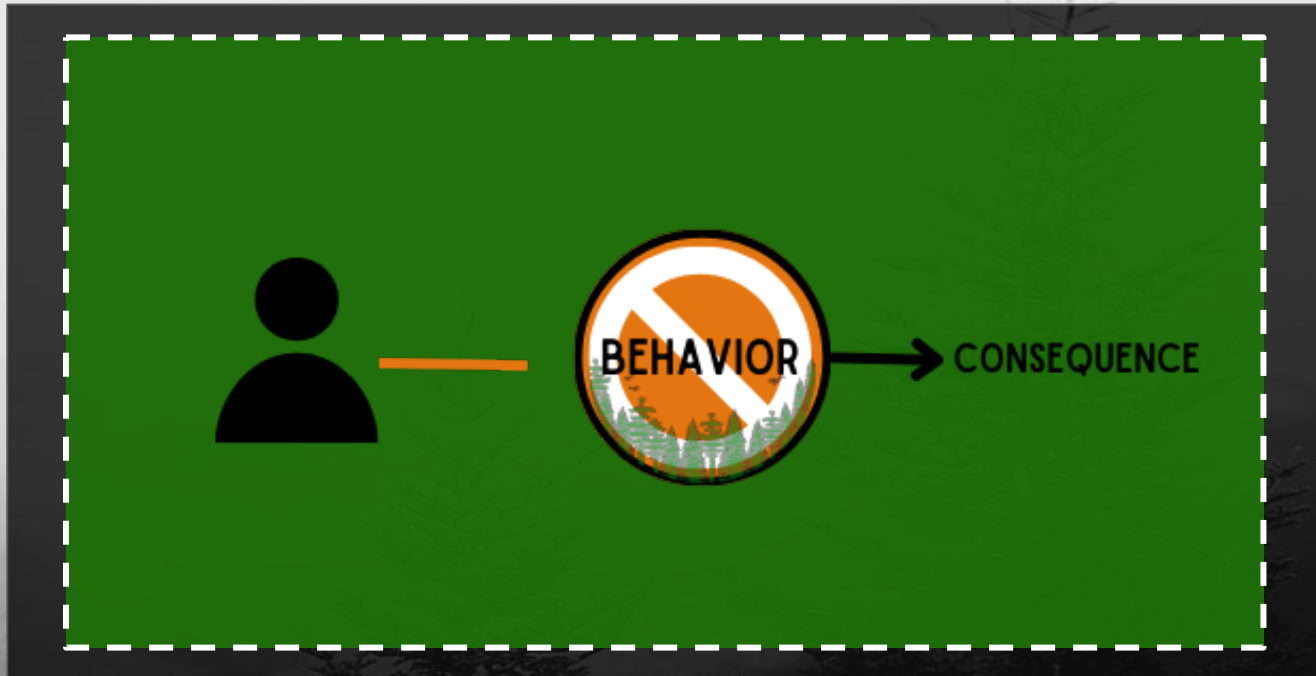
What beliefs do you hold regarding discipline?

Do all of your student and families hold the same beliefs regarding discipline?

How have you taught and reinforced those expectations to everyone?

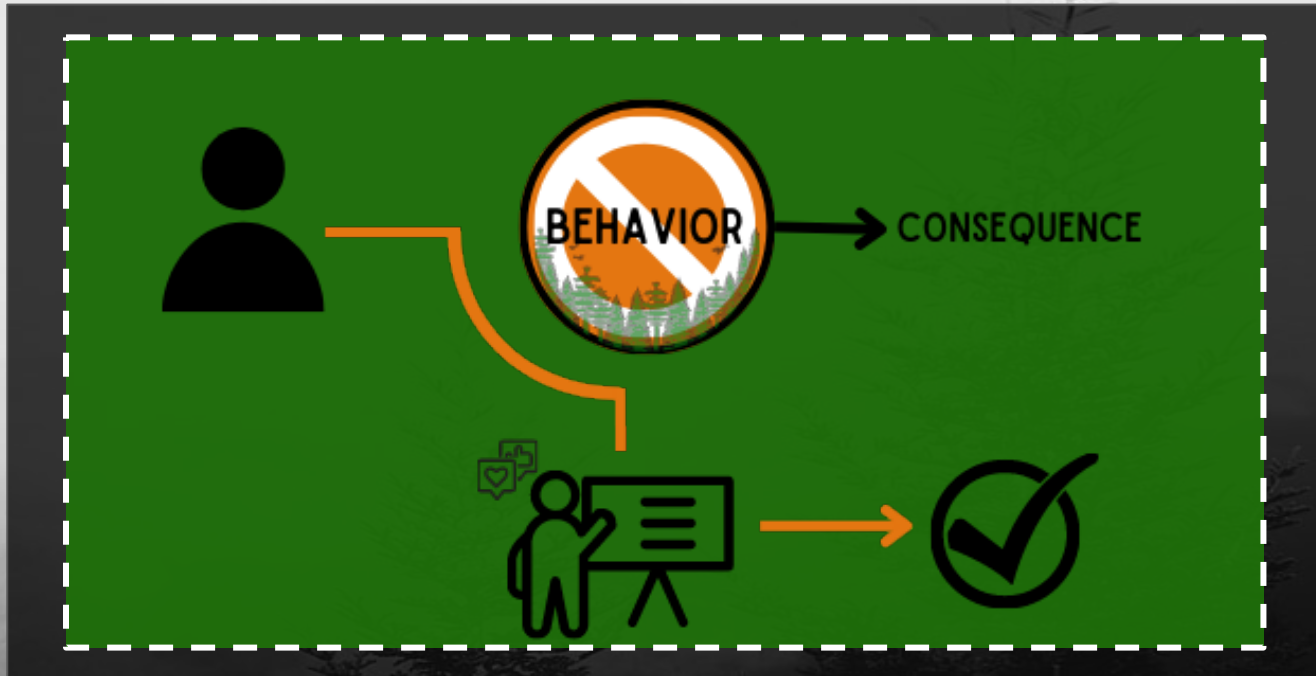
DISCIPLINE

Regardless of your role, draft out a consequence that you currently do (e.g. ISS, OSS, detention, etc.)



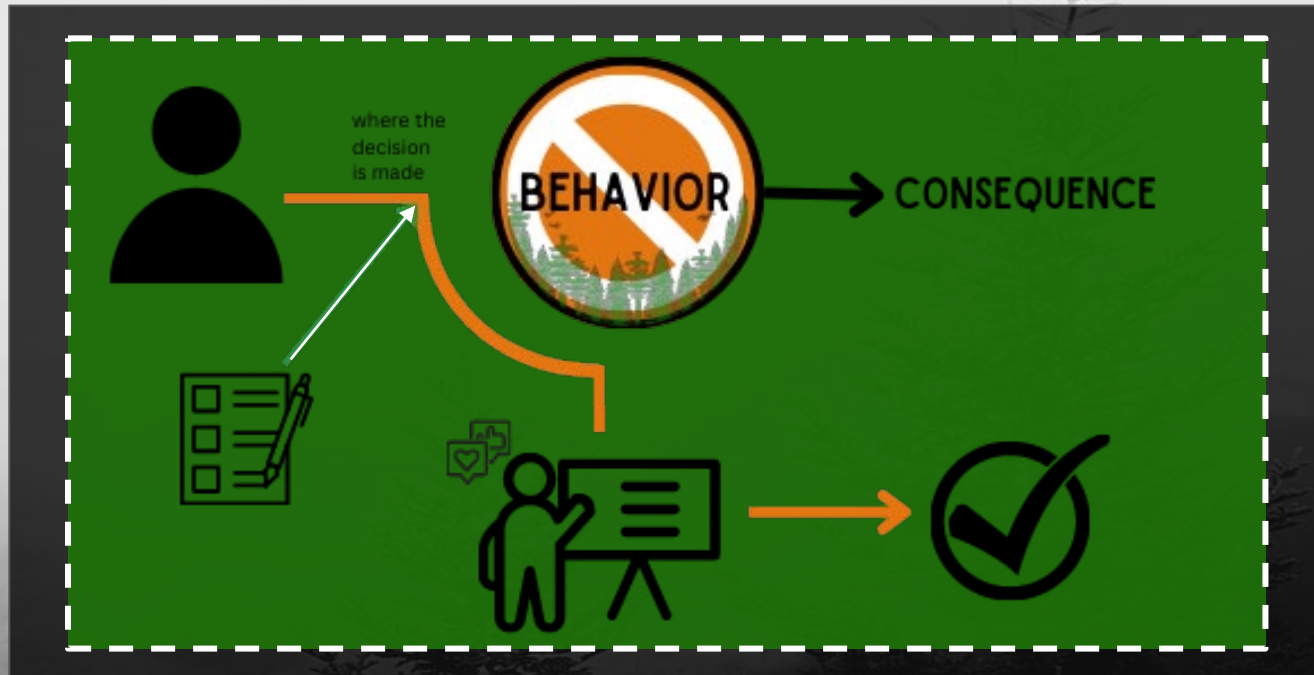
DISCIPLINE

Now within that component, address how the appropriate behavior/actions are being taught.



DISCIPLINE

Now, the real hard part, state how you assess that the student/guardian understands.



Reviewing Your Policies

Selfreflection

**Do you have a policy
and/or set of policies
that address this
behavior?**

**Is there a clear
consensus on what is
stated and what it
should be directing?**

**What is the 'history'
behind this policy?**

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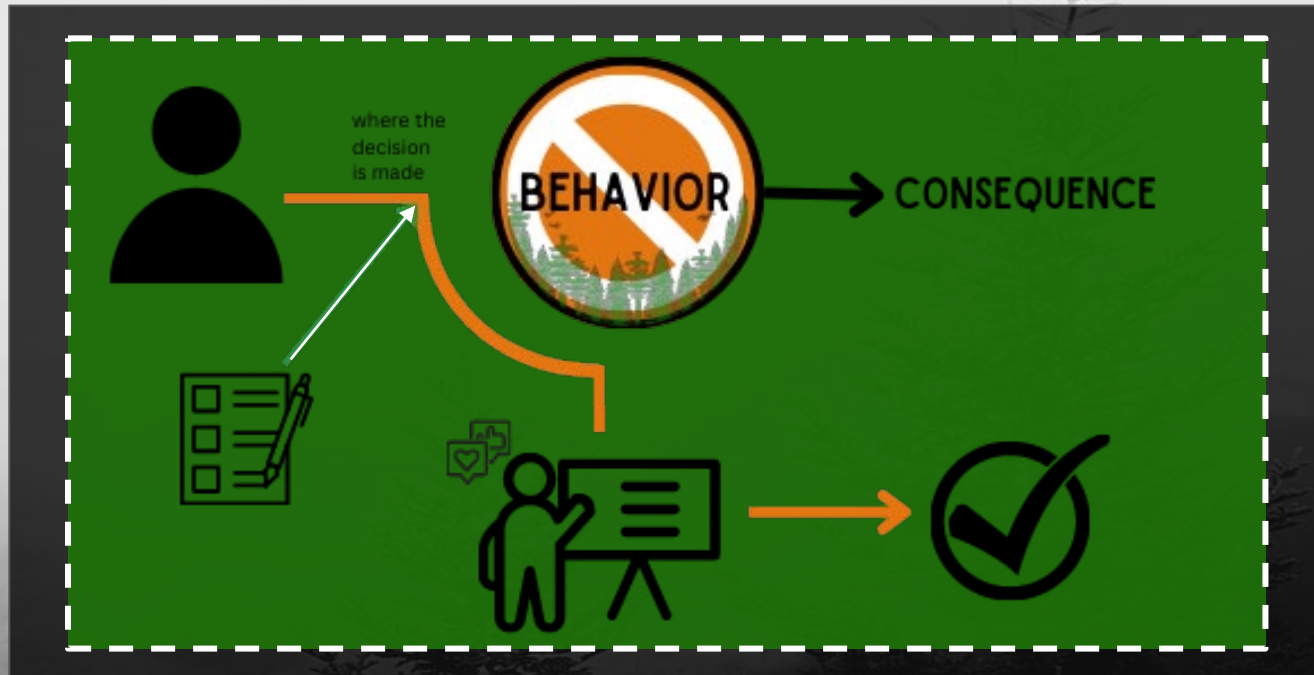
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POLICIES

Reflect on what that policy should say to reinforce the appropriate behavior you want to see.



Reviewing Your Systems

Selfreflection



What are the key drivers that dictate the system's behavior?

Does everyone know 'why' things are the way they are in your system?

How do stakeholders define what should and shouldn't belong in their system?

Reviewing Your Systems

Selfreflection



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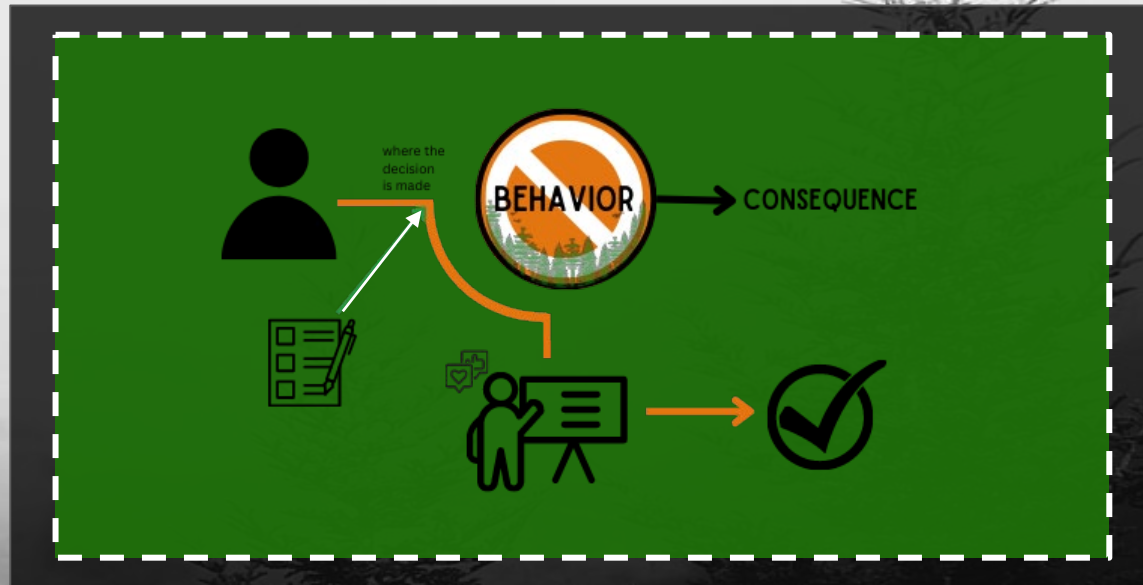
SYSTEMS

What 'systems' are needed to address the behavior once it has occurred?

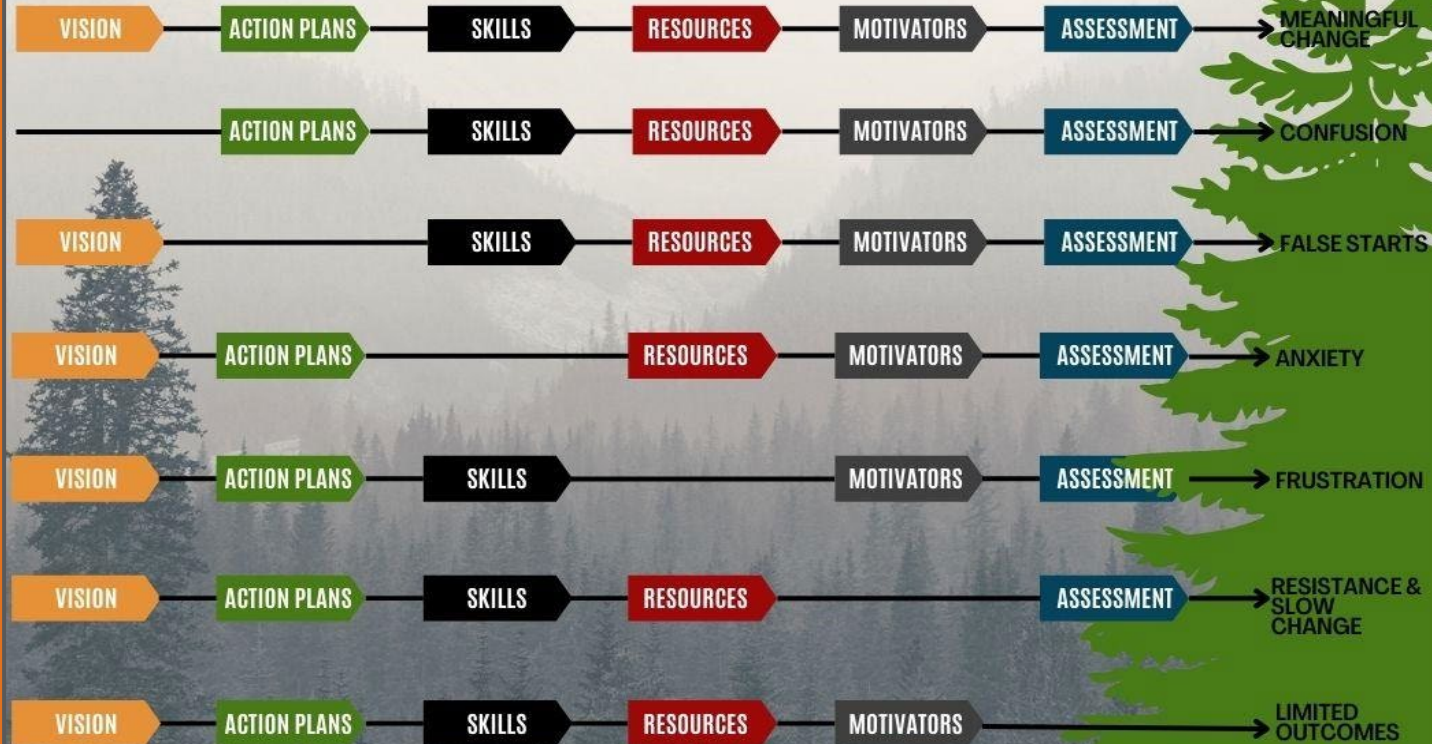
What 'systems' are needed to minimize the occurrence of 'said' behavior?

Why do you think people struggle with this one?

In your respective classrooms/schools, what do these systems look like?

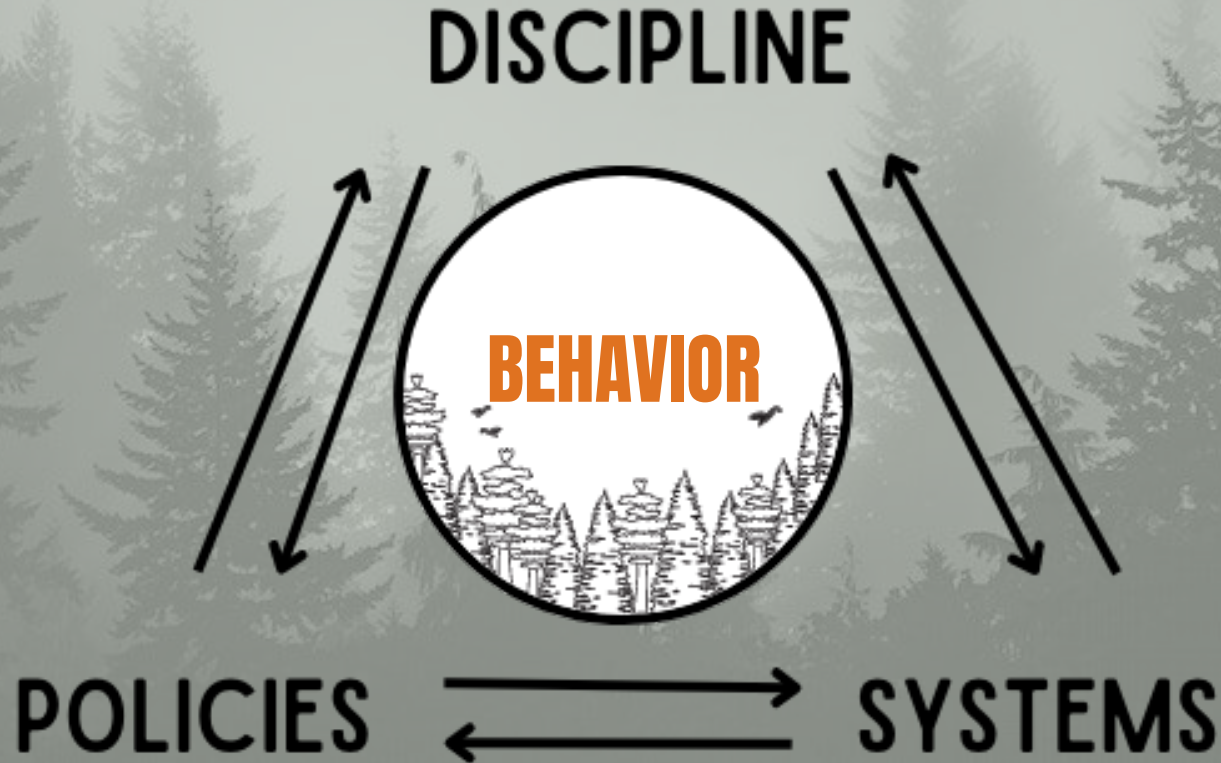


Framework for Systems



Source: Knoster, T., Villa, R., & Thousand, J. (2000). A framework for thinking about systems change. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co. Original Model: Dr. Mary Lippitt (1987) Enterprise

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