



# Waterbury Public Schools



The School Discipline Collaborative  
Panel Discussion

February 27, 2019



# Educating the Whole Child

- Each student enters school **healthy** and learns about and practices a **healthy** lifestyle.
- Each student learns in an environment that is physically and emotionally **safe** for students and adults.
- Each student is actively **engaged** in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is **supported** by qualified, caring adults.
- Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment



# District SEL Mission Statement

We serve students with different levels of motivation for engaging in learning, behaving positively, and performing academically. Therefore, it is incumbent on us to use strategies that not only engage our students in meaningful learning, but that also assist them understanding and managing their emotions.



# Responding to Policy Changes

- Introduction of New Policy
- In-Service for Administrators, Staff and other Stakeholders
- Implementation of New Procedures
- Increase in Capacity to Change
- Involvement of Community Partners



# Positive Changes



		2015-2016	2016-2017	2017-2018	2018-2019 (YTD)
SPRAGUE	OSS	44	35	42	2
	ISS	35	54	47	5
WASHINGTON	OSS	15	31	32	2
	ISS	24	15	22	3
KINGSBURY	OSS	60	20	46	10
	ISS	33	13	19	0
BUCKS HILL	OSS	53	15	22	6
	ISS	19	5	7	4
CHASE	OSS	94	109	71	17
	ISS	63	91	65	16



# Addressing Disproportionality

- Identification- WPS utilizes the District Dashboard to collect, review and analyze data related to student discipline to determine the extent of DMC
- Assessment/Diagnosis- WPS participates in Waterbury Racial & Ethnic Disparity Committee, a collaboration between Center for Children's Advocacy, National Center for Children's Law and Policy, WPS, DCF, Justice Dept., and community agencies to examine contributing factors to disproportionality.. This team reviews discipline data for youth of color in different systems, identifies patterns and recommends remedies.
- Interventions and Initiatives- Administrators utilize Graduated Response Model to respond to student misconduct. In addition, staff use Restorative Practices to build community and respond to incidents of harm
- Professional Learning- District administrators have/or will complete diversity, cultural sensitivity training. Building-level training on implicit bias, Social Emotional Learning, Restorative Practices, and the effects of Adverse Childhood Experiences.

# Challenges

- Shifting adult mindsets and challenging implicit as well as explicit biases
- Overcoming institutionalized practices of punitive sanctions to maintain community's desire for a safe and secure environment.
- Communicating the framework for Restorative Practices to staff, students and families
- Scaling of the community-building component of Restorative Practices to secondary level



*Leaders must  
“first seek to  
understand,  
then to be  
understood.”*

*– Stephen Covey*

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*Healthy, Safe, Engaged, Supported & Challenged*