

**SEBL Connections: A Proactive Approach to Positively Impacting  
Students' Lives Through Strong Relationships**

**Maxwell Intermediate School**

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**<https://bit.ly/3uK7BW8>**

# Background Leading to this Inquiry

We have always valued strong relationships at Maxwell Intermediate School; however, we have never systematically built a school-wide process by which to foster the growth of stronger relationships throughout the building. After not having students in school for five months, we believed this was the right time to venture down this path. By utilizing the books 80 Morning Meeting Ideas and Hacking School Discipline, our staff has gained knowledge to collaboratively and intentionally implement relationship-building strategies that will positively impact our students' long-term well-being.

# Purpose of This Inquiry

**SEBL Connections: A Proactive Approach to Positively  
Impacting Students' Lives Through Strong Relationships**

# Our Wondering

How do we best grow an environment where relationship-building is of the utmost importance and empathy for others becomes the norm?

# Our Actions

1. We will work with the Maxwell Positive Behavioral Interventions and Supports (PBIS) Committee to reaffirm our commitment to relationship building as the main focus of our vision for PBIS.
2. We will reinforce the connections between our core ELA curriculum materials, Wonders and StudySync, and the SEBL Competencies as provided by the IDOE.
3. We will emphasize the importance of building relationships by incorporating morning meetings into our instructional routines. (Professional development using the book 80 Morning Meeting Ideas and ongoing feedback to teachers will be provided.)
4. We will organize and lead a book study emphasizing restorative practices using the book Hacking School Discipline. Ongoing support will be provided to teachers through modeling, feedback and coaching conversations.
5. The Assistant Principal and Social Worker will present bullying prevention lessons that include a focus on tools to build and maintain positive relationships with peers.

# Our Actions



Maxwell Motto: Respect, Responsibility, & Positive Attitude

<https://bit.ly/3wRyNEf>

# Our Actions


~01~  
**The "Why"**  
 What is the purpose of SEL?

~02~  
**Supporting Data**  
 MIS office referral data from 2019-2020

~03~  
**SEBL Calendars**  
 A blueprint for the year

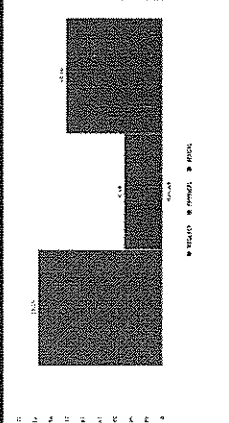
~04~  
**Hacking School Discipline**  
 Schoolwide book study



H A N C O C K C O U N T Y

Location	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Students	10	11	12	13	14	15	16	17	18	19	20
Percentage of students who were suspended	17.0%	16.8%	16.6%	16.4%	16.2%	16.0%	15.8%	15.6%	15.4%	15.2%	15.0%
Percentage of students who were referred to court	13	14	15	16	17	18	19	20	21	22	23
Percentage of students who were referred to court	14.2%	14.3%	14.4%	14.5%	14.6%	14.7%	14.8%	14.9%	15.0%	15.1%	15.2%
Number	14	15	16	17	18	19	20	21	22	23	24
Percentage of students who were referred to court	14.2%	14.3%	14.4%	14.5%	14.6%	14.7%	14.8%	14.9%	15.0%	15.1%	15.2%

Click to add



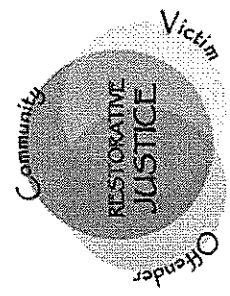
Wonders/StudySync SEBL

- 4th Grade
- 5th Grade
- 6th Grade
- Related Arts

HACKING SCHOOL DISCIPLINE

9 WAYS TO CREATE A CULTURE OF EMANCIPATION, RESPONSIBILITY & RESPECT FOR JUSTICE

RESTORATIVE JUSTICE & Repairing the Harm



# Our Actions

## HACKING SCHOOL DISCIPLINE

9 WAYS TO CREATE  
A CULTURE OF EMPATHY  
& RESPONSIBILITY  
USING RESTORATIVE  
JUSTICE



NATHAN MAYNARD  
BRAD WEINSTEIN

# MIS Book Study 2020-2021

<https://bit.ly/3dTVyjd>



# Our Actions

## Restorative Practices are about...

Establishing Relationships

Feeding Relationships

Repairing Relationships

“

We all want to be part of creating an environment where others are happy to work; where parents are happy to send their kids; and most importantly, where kids feel safe, empowered and want to learn.”

-*Hacking School Discipline*, page 181

## Hacking School Discipline Sketchnote

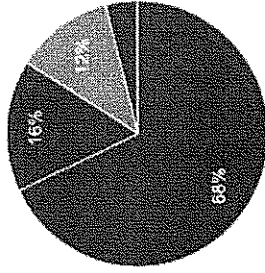
(created by Julia Woodard at [www.thecorecollaborative.com](http://www.thecorecollaborative.com))



# Data Collection

Prior to the 2020-2021 school year, how frequently did you integrate morning meetings into your daily instructional plan?

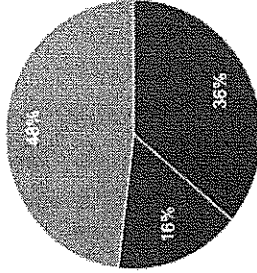
25 responses



- I didn't hold morning meetings.
- 1-2 times each week
- 3-4 times each week
- I held a morning meeting every day each week

During the first six weeks of the 2020-2021 school year, how frequently did you integrate morning meetings into your daily instructional plan?

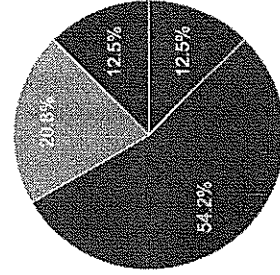
25 responses



- I didn't hold morning meetings.
- 1-2 times each week
- 3-4 times each week
- I held a morning meeting every day each week

During the previous nine weeks of the 2020-2021 school year, how frequently did you integrate morning meetings into your daily instructional plan?

24 responses



- I didn't hold morning meetings.
- 1-2 times each week
- 3-4 times each week
- I held a morning meeting every day each week

# Our Data

# Of meetings/Week	2019-20 School Year	2020-21 1st 6 Weeks	2020-21 Most Recent Quarter
0	68%	36%	12.5%
1-2	16%	16%	54.2%
3-4	12%	48%	20.8%
5	4%	0%	12.5%

# Our Discoveries

## A Few Teacher Comments (April 2, 2020):

- I feel like the most positive attribute of the morning meetings is **building relationships** with my students and learning more about them so that I can better help them socially, emotionally, and academically.
- I feel that students have become **more comfortable** and **behavior issues have gone down**. Students seem to be **more focused** when it is work time and giving their best.
- Great way to start the day welcoming students, checking in how the evening or weekend went, giving students an idea for the agenda of the day so things will run smoothly; some days are brief and other day might be a bit longer; gives the students a chance to share about their weekend or evening and I also get to **learn more about the students; a great way to make connections**.
- Morning meetings (we called them circles) were a **"hit" with the kids**. We had positive and meaningful conversations about feelings, emotions, etc. - things that aren't included in the academic curriculum. Students felt connected to one another despite feeling initially awkward about them, and started **asking when we would host our next one**. I think students were able to gain some **capacity for empathy** through these conversations, and though it didn't eliminate issues throughout the classroom, I think that it definitely helped open their eyes to some of these issues, and allowed us to have **honest conversations** about them in a comfortable environment.
- Students feel **more confident talking and sharing** as we have done these. I see a **stronger sense of community** from my homeroom. I did not have a morning meeting each week. I probably held a total of 5 meetings in the last 9 weeks. We have done more and more "soft starts" where we talk through a math concept or share our reflections. For myself, I have found them **easier to implement and I will feel more confident** starting them up next year.
- I have noticed the mornings starting much better, and being **much less chaotic** than they use to be.
- The sense of **community is stronger** this year. I have found the students who don't normally participate will actually participate during this time.

# Where We Are Heading Next

- 2020-21 School Year: Introduction/Begin Implementation/Collect Baseline Data
- 2021-22 School Year: Full Implementation
  - Comparison of data collected in the 2020-21 school year with the 2021-22 school year.
    - Office Referrals
    - Number of Teachers Participating in Morning Meetings
  - Looking at specific needs of teachers at this point, as opposed to a whole building book study.

# Bibliography

Davis, Carol. *80 Morning Meeting Ideas for Grades 3-6*. Centers for Responsive Schools, Inc., 2018.

Maynard, Nathan, and Brad Weinstein. *Hacking School Discipline*. Times 10 Publications, 2020.

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### OUR ACTIONS

**Slide 6:** We began this process virtually in the spring of 2020. This google slide presentation identifies data on the importance of this journey as well as shares our data with our teachers - the why are we doing this.

**Slide 7:** I pulled some sample slides so you can see what is a part of this presentation as I knew I wouldn't have time to go through the whole thing.

**Slide one:** Overview of the four sections: The "Why" - What is SEL and why is it important?

**Slide two:** Office referral data along with state and local DCS data.

**Slide three:** SEL Curriculum Calendars: we correlated our local ELA Curriculum to the IDOE SEL Competencies - "Not one more thing to do"

**Slide four:** This provides our lead into our year long book study on Hacking School Discipline

**Slide 8:** We did a year long book study using Hacking School Discipline. One PLC a month was utilized to study this book. We used a small group model with the principal, assistant principal and social worker each leading a group. This model has led up to our last two months (Next week) of slowly moving toward a whole staff activity to finalize our study.

**Slide 9:** Two excerpts from the book that stress the importance of creating an inviting environment and the importance of Relationships in this model. The third sample is a sketchnote depicting the 9 Hacks.

**Slide 10/11:** Data showing where we were prior to the beginning of our study in the use of morning meetings. A snapshot six weeks in, and then a final look just this past week.