

# REFORM DISCIPLINE POLICY & PRACTICES

REVISED DRAFT (post-ERN discussion) – 6.21.2017 (changes in bold)

## What is the long-term goal for this Equity Essential?

Eliminate school discipline disproportionality and improve school climate as evidenced by:

- Elimination of discipline disproportionality by race and ethnic groups
- Decrease in- and out-of-school exclusionary discipline rates.

## Context

Students of color, especially male African American youth, are disproportionately subjected to school disciplinary actions. In recent years, out-of-school suspensions and expulsions have decreased, but these disparities remain. There is concern that in-school suspensions have replaced exclusionary discipline, though it is difficult to track what type of discipline is being used with limited data available.

## What needs to change?

### Use of Data:

- Comprehensive, **common** data collection (**quantitative and qualitative**) of discipline-related events, **to be reviewed by a regional committee.**
- Road Map Project schools use a uniform school climate survey (students, staff and parents/families) and share results with community. **Data and results need to be viewed in relation to the context of specific communities.**
- Improve systems for site-based data review (real time **and longitudinal** reporting) and install in-house data teams focused on identifying patterns **in discipline data and correlations between discipline data and other system-level and student-level measures.** Data teams should be trained to apply culturally responsive, trauma-informed solutions.

### Policy:

- School staff adopt clear standards for school-wide behavior (using PBIS or another system)
- Schools have and implement discipline policies that include self-regulation, relationship building, repair and skill building
- Adults (**parents, teachers, principals, etc.**) also build their own skills to self-regulate, build relationships, and model repair.
- Schools **develop and adopt, in conjunction with community and key stakeholders,** vision statements that address equity.
- **Funding mechanisms not only support data collection and analysis, but also build administrative capacity around discipline policies and practices.**

### Professional Development:

- Districts train all principals in cultural responsiveness, **the discourse of power, implicit bias and its causes,** and trauma-informed practice, and how to lead this work in their schools.
- Professional development opportunities in cultural responsiveness and trauma-informed practices for in- and out-of-school staff.

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## Practice:

- Widespread use of trauma-informed behavioral support practices by certificated and non-certificated staff as well as professionals working in before- and after-school programs.
- Widespread adoption and implementation of restorative practices (focus on repairing conflict instead of punishment)
- Schools respond to their own disparities with intentional learning about their students and their community. This can take many forms: home visits, community elders teaching staff, listening tours, community outreach.
- Schools actively involve parents/families in addressing inequities **and empower them to be advocates for students.**
- **Development and adoption of multicultural social emotional curriculum to promote mutual respect in the school climate.**

## How can we track progress?

- Multi-grade analysis **of exclusionary and non-exclusionary discipline data**, disaggregated by race and ethnicity **and connected to data on student outcomes.**
- Investigate and track the degree to which schools of education are teaching trauma-informed practices.
- Review discipline policies and practices at the school and district levels
- Analysis and publication of school climate survey results
- Correlate school climate results with discipline data.
- **Collection and analysis of data on representation of teachers, staff, and administrators who recommend and execute on exclusionary and non-exclusionary discipline practices.**
- Collection and analysis of discipline data in the context of after-school programs.

## Potential Data Sources and Indicators:

(Please provide potential data/information, source, and idea for indicator(s):

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## Initiatives & partners involved in this work:

- Best Starts for Kids (BSK)
- Community Center for Education Results (CCER) Data Team
- Grassroots Organizing
- HB 1541
- Juvenile Justice System
- Local communities of faith
- Local parenting education/ support networks
- OneAmerica
- Puget Sound Educational Service District (PESD)
- School Districts
- Schools Out Washington
- Sound Discipline
- South King County Discipline Coalition
- TeamChild
- Washington State Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- Washington State ESSA planning group

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