ENHANCING EQUITY THROUGH DISTRICT AND SCHOOL POLICY

Rhonda Nese, PhD
University of Oregon

2016 Texas PBIS Conference

A 5-point Intervention Approach to Enhance Equity in School Discipline

http://www.pbis.org/school/equity-pbis

5-point Intervention Approach

1. Use engaging academic instruction to reduce the support gap (achievement gap)
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report disaggregated discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points

http://www.pbis.org/school/equity-pbis

Key Elements of Policies to Address Discipline Disproportionality

A Guide for District and School Teams

current topics

2015 PBIS National Leadership Forum
SCTG Webinar Announcement
Classroom Management (Oct 15, 2015)

- Equity and PBIS
  New practice guide Key Elements of Policies to Address Discipline Disproportionality
  - Special Issue of Education and Treatment of Children
  - PBS as Prevention for High-Risk Youth
  - Advancing Education Effectiveness: Interconnecting School Mental Health and PBIS
  - Creating Safe Schools through Positive Discipline
  - Bullying Prevention in PBIS

Find my state

GO TO:
www.pbis.org
Click on: Equity and PBIS
Click on: Key Elements…
Purpose of the Guidebook

- Provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline.
- Describe and provide examples of key elements for policy and their application in schools.
- Provide a process and tool for assessing aspects of policies to enhance equitable discipline.
- Not intended to replace legal counsel for policies required by local, state, and federal legislation.

How Equity Policies Could be Effective

- Effective Equity Policies
  - Set clear priorities.
  - Reduce the effects of explicit bias.
  - Enable implementation of specific interventions.
  - Reduce discriminatory practices.

Key Elements of Effective Policy to Enhance Equity in School Discipline

1. Specific Commitment to Equity
2. Family Partnerships in Policy Development
3. Focus on Implementing Positive, Proactive Behavior Support Practices
4. Clear, Objective Discipline Procedures
5. Removal or Reduction of Exclusionary Practices
6. Graduated Discipline Systems with Instructional Alternatives to Exclusion
7. Procedures with Accountability for Equitable Student Outcomes

Key Elements and Critical Features of Effective Equity Policies

<table>
<thead>
<tr>
<th>Key Element</th>
<th>Critical Feature</th>
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<tbody>
<tr>
<td>Specific Commitment to Equity</td>
<td>- Specific language that expresses a commitment to equity</td>
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<tr>
<td>Family Partnerships in Policy Development</td>
<td>- Involvement of families in the development of school policies and procedures</td>
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<tr>
<td>Focus on Implementing Positive, Proactive Behavior Support Practices</td>
<td>- Positive behavior support systems in place throughout the school</td>
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<tr>
<td>Clear, Objective Discipline Procedures</td>
<td>- Clear and objective discipline procedures in place</td>
</tr>
<tr>
<td>Removal or Reduction of Exclusionary Practices</td>
<td>- Graduated discipline systems in place</td>
</tr>
<tr>
<td>Graduated Discipline Systems with Instructional Alternatives to Exclusion</td>
<td>- Procedures for identifying and addressing the needs of students</td>
</tr>
<tr>
<td>Procedures with Accountability for Equitable Student Outcomes</td>
<td>- Ongoing evaluation of equity outcomes</td>
</tr>
</tbody>
</table>
Element 1: Specific Commitment to Equity

Policy development must take into account explicit policies, systemic, cultural, and structural barriers that exist at the district and school levels. These specific commitments support two key goals for the district: equity as a district and equity as a school. The district must fulfill a significant role in implementing equity interventions and creating an environment for schools to work families and communities for their school and district.

Critical factors of specific commitment to equity include:
- Explicit language related to diversity, equity, and inclusion
- Translation, translation, and translation
- Implicit language related to diversity, equity, and inclusion
- Documentation of progress made toward diversity, equity, and inclusion implementation
- Accountability for implementation

Examples: District Policy

Example

Element 2: Specific Commitment to Equity

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Examples: District Policy

Example

Example High School is committed to high expectations, varied and challenging experiences relevant for each student, positive and proactive discipline practices, and educational equity for all students. We are committed to identifying strengths and addressing improvements in the operations of our school through the continuous use of data as an effort to honor each component of our mission.

What does not work in policy

- Enacting policies that nobody knows about
- Enacting policies that don’t change practice
- Policies without accountability for implementation

Element 1: Specific Commitment to Equity

Example High School is committed to high expectations, varied and challenging experiences relevant for each student, positive and proactive discipline practices, and educational equity for all students. We are committed to identifying strengths and addressing improvements in the operations of our school through the continuous use of data as an effort to honor each component of our mission.

How could policy work fit in to enhancing equity?

- Could reduce effects of explicit bias
- Could enable implementation of other aspects of equity interventions
- Could reduce use of discriminatory practices
Element 1: Specific Commitment to Equity

The mission of Non-example Elementary School, a diverse community, is to cultivate relationships and acceptance while developing college and career ready students. We welcome and respect students from all cultures and diverse backgrounds, and all students have a chance to succeed.

Element 4: Clear, Objective Discipline Procedures

Non-example School District believes in punishment that fits the crime. Therefore, we work with our schools to make sure that fair disciplinary actions are appropriately assigned in response to student offenses.

Policy 3.1.A: Schools within Example School District will:

- Develop precise definitions for each common problem behavior in the school. These definitions are taught to all staff members in order to gain consensus on what specific problem behaviors look like.
- Define the differences between major versus minor behavior incidents. This step is critical, because many behaviors (e.g., disrupting the class, talking back to the teacher) can either be easily handled in class or be so severe that an administrator needs to be involved.
- Train teachers on the difference between major problem behaviors, which are typically handled by an administrator, and minor problem behaviors, which are most commonly addressed by the teacher in the classroom.
Because the issue of disproportionality in school discipline is multifaceted, there may not be one easy solution.

However, direct efforts in policy are recommended to reduce ubiquitous racial and ethnic disparities (Skiba et al., 2011).

### Appendix C

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<thead>
<tr>
<th>Key Demand</th>
<th>Critical Features</th>
<th>Yes</th>
<th>No</th>
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Students of Color in Tigard-Tualatin School District

Office Discipline Referrals per 100 Students per Month

PBIS in Place at all schools since 1997

RTI in Place since 2001

Percent of Students Meeting or Exceeding OAKS Benchmarks
Tigard-Tualatin School District (on current standards)
Focus on Closing the Achievement Gap

Tigard-Tualatin School District
High School OAS Reading Achievement Gap

# OSS/100 Students

# OSS/100 Students

# OSS/100 Students

# OSS/100 Students
Our exclusionary practices weren’t equitable and weren’t working!

We needed to change our practices!

- Spring 2014: Secondary Associate Principals met regularly to revise/rewrite disciplinary procedures
  - Removed all “zero tolerance” wording
  - Added guidance for thinking restoratively
  - Reviewed past data
  - Developed agreements, actions & SMART goals

Work Continued through 2014-15

Administrators met twice monthly to:
- Learn about best practices for reducing discipline disparities
- Review current data
- Discuss what’s working and areas of concern
- Continue to develop Discipline Procedure guidelines

TTSD Student Discipline Guide

Student learning is at the center of all the work we do in TTSD. With instruction as the focus, our goal goes beyond compliance and asks educators and administrators use all the tools and resources we have to reserve exclusion through any means (sending a student to the office, suspension, etc.) as the last resort.
Administrative Action Guiding Questions

1. What happened before the incident occurred?
2. What happened after the incident occurred?
3. What was the student trying to gain or avoid?
4. What was the teacher or adult who responded to the incident trying to gain or avoid?
5. What are the different ways to address these concerns?
6. What will restore the environment and social relationships (teachers and peers) in the classroom and/or school?

Discipline Practices to Consider

<table>
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<tr>
<th>Mild</th>
<th>Restorative</th>
<th>Punitive</th>
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<tbody>
<tr>
<td>• Student Conference</td>
<td>• Student Conference/Involvement in Planning</td>
<td>• Suspension</td>
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<tr>
<td>• Parent Conference/Involvement in Planning</td>
<td>• Prompted Reflection</td>
<td>• In-School Suspension</td>
</tr>
<tr>
<td>• Verbal Reprimand</td>
<td>• Planning with Counselor</td>
<td>• After School Detention</td>
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<tr>
<td>• Loss of Privilege</td>
<td>• After School Conference with Teacher</td>
<td>• Saturday School</td>
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<tr>
<td>• After School Conference with Teacher</td>
<td>• Coordinated Behavior Plan/Monitoring Plan</td>
<td>• Lunch Academy</td>
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<td>• Alternative Programming</td>
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<td>• Alternative Programming</td>
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TTSD Student Discipline Guide, Continued

- A student whose conduct is seriously detrimental to the health and safety of the school can be referred for expulsion under School Board policy.
- Our goal is to limit the use of expulsion to the most serious of cases and to utilize an alternative to expulsion program to offer intervention services whenever possible.

“If student conduct poses a threat to health and safety or when required by law...”

1. Submit findings of fact to your direct supervisor for guidance.
2. Depending on the nature of the findings, the Cabinet member will either:
   - Recommend the student for an expulsion hearing
   - Work with the building administrator to determine the duration of suspension
   - Work with the building administrator to refer the student to an appropriate Alternative Placement OR
   - Work with the building administrator to determine the appropriate supports at the student’s home school
Secondary School Administrators Developed Smart Goals

1. By June, 2015, the (difference in the) number of days that our students of color miss due to ISS/OSS/expulsions (compared with our white students) will reduce by 15% from last year. (So that it’s in line with the percentage of students of color in the district)

2. By June, 2015, the number of TOTAL days of exclusion all students miss due to ISS/OSS/expulsion will reduce by 50% from last year.
There's still work to do.
Thank you!!!!!!!!!!

rnese@uoregon.edu