

Summary of Recommended Approaches for Reducing Disproportionate Discipline

CURRICULA & INSTRUCTIONAL PRACTICES:

- Challenging, culturally-relevant academic curricula used in conjunction with rigorous, evidence-based, explicit instructional practices
- Behavioral curricula which values and builds upon students' cultures
- ***Explicit teaching of social-emotional and behavioral skills***
- Culturally responsive positive behavioral supports implemented with fidelity

AWARENESS OF:

- One's own personal culture, values, and subtle biases
- Students' cultures and learning histories, and how these intersect with and facilitate learning
- ***Best practices for culturally responsive instruction, classroom management and behavioral support***
- Necessary skills and expertise that enable effective problem solving

RELATIONSHIPS:

- ***Positive, warm, and authentic relationships with students, their families, and community members***
- A multi-tiered approach for soliciting family and community engagement in whole-school/district initiatives, as well as engagement in matters concerning their own child
- ***Collaborative partnerships with community mental health providers, law enforcement, and social service agencies that enable a proactive, interconnected systems framework of support for students***

ENVIRONMENT:

- Effective policies and strategic plans that explicitly promote equity
- School and district leaders who are committed to achieving equitable outcomes for students
- A positive, inclusive school and classroom climate that values students' culture and compliments academic goals
- Data systems that facilitate disaggregated analysis of student progress and outcomes
- Regular review of data which leads to proactive instruction and intervention
- Evaluations and assessments that inform culturally responsive practices
- An open atmosphere that promotes data sharing and stakeholder participation in plan development
- Structures and practices that facilitate effective implementation of a multi-tiered positive behavior support system
- Easy access to behavioral and mental health support
- Ongoing professional development and job-embedded coaching for instructional staff and school leaders

DISCIPLINE:

- Teachers' and administration's approach to discipline is linked to the multi-tiered system for behavior, provides an explicit focus on equity, is positive, supportive and proactive in nature, and utilizes consequences that remove a student from their assigned classroom as a last resort
- Student/family/community stakeholders are involved in the development of discipline matrixes that respect and build upon student culture, teach new skills and problem-solving, and provide effective educational alternatives to suspension
- Multi-disciplinary and diverse teams use data to proactively identify vulnerable decision points, and teach necessary skills to neutralize the role of implicit bias in these situations
- ***Discipline definitions, staff roles, and procedures are clear and consistently adhered to, while allowing for differentiation based on the function of the problem behavior and the student's developmental level***

Curriculum and Instruction	
Awareness	
Relationships	
Environment	
Discipline	

Other Notes: