

Discipline Disparities Action Plan

Root Cause 1: Discipline Policies and Practices; Inconsistent training for staff on policies and procedures. Policies and levels of responses aren't restorative in nature.

Corrective Actions	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
<p>1. Annually revise and update the district-wide student discipline policy to ensure an aligned progressive discipline system by improving the specificity of the behavioral supports and consequences.</p>	<p>MTSS Coordinator SEL & Family Engagement (FE) Coordinator Parent-Teacher Advisory Committee</p>	<p>-Current student discipline policy -Sample policies that are more restorative</p>	<p>a. Updated Discipline Handbook b. Training for Administrators, Deans and Behavior Specialists completed.</p>	<p>Monthly, throughout the school year 19-20 and 20-21 through review of discipline data</p>	
<p>2. Annually provide training to administrators, deans & behavior support specialists (BSS) on the consistent implementation of the discipline handbook</p>	<p>Director of Equity MTSS Coordinator SEL & FE Coordinator</p>	<p>-Revised Student Discipline Policy</p>	<p>a. Training completed b. Use of strategies and consistent practices, evidenced by a decrease in referrals</p>	<p>Monthly Discipline Reports in eduCLIMBER</p>	
<p>3. Limit use of Out of School Suspension at all school sites & set expectations for the use of restorative approaches w/ administrators and behavior support staff.</p>	<p>Director of Equity</p>	<p>-Book: Hacking School Discipline -Book: Please Don't Suspend Me -Revised Student Discipline Policy</p>	<p>a. Reduction in out of school suspensions b. Increased use of restorative practices or alternatives to suspension</p>	<p>Monthly Discipline Reports in eduCLIMBER</p>	

Root Cause 2: Instruction and Assessment; Lack of integration of SEL and academic skills and implicit biases as reported by staff

Corrective Actions	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
<p>1. Provide training to all staff on trust based relationship building to understand students and increase classroom engagement</p>	<p>MTSS Coordinator Behavior Support Specialists, School Social Workers, Counselors, Family Resource Coordinators or other trained staff members</p>	<p>Training: \$20,000 materials, travel, release time Support: Regularly defined times to support teachers during PLC grade level meetings, District Institute Professional Development days.</p>	<p>a. training completed b. use of learned strategies confirmed through classroom walkthroughs c. positive relationships built with students and increased learner engagement</p>	<p>Monthly throughout the academic school year.</p>	
<p>2. Cultural competency training for all staff focusing on Implicit Bias, Colorblindness, and other culturally relevant topics</p>	<p>Director of Equity Equity Steering Committee Members Equity Teams at school sites</p>	<p>Book: Solving Disproportionality and Achieving Equity Educational articles from various sources, i.e. Teaching Tolerance, Education Week, etc.</p>	<p>a. training completed b. Increased knowledge and understanding of cultures as evidenced by improved relationships with students and families, PLC conversations, increased use of learned strategies in the classroom confirmed by walkthroughs</p>	<p>Monthly through Equity Steering Committee Meetings</p>	
<p>3. Train all staff PreK-12 in the implementation of evidence-based program to teach SEL skills</p>	<p>MTSS Coordinator SEL & FE Coordinator Counselors Social Workers</p>	<p>Second Step Curriculum Second Step Webinars Why Try Curriculum/TBD</p>	<p>a. training completed b. use of language and learned strategies in classrooms evidenced by walkthroughs/evaluations c. Enhancement in student skills in areas of empathy, impulse control, communication and decision-making and relationships with school communities.</p>	<p>Monthly throughout the first semester of school through walkthroughs (all) and on-line completion lists (grades 6-8) Monthly throughout the academic school year after high school adoption.</p>	

Root Cause 3: Interventions and Referrals; Identified researched based interventions but inconsistent implementation in schools, deficits in classroom management.

Corrective Actions	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
1. Provide ongoing training to all staff in implementation of PBIS school-wide and classroom practices w/ targeted goals	MTSS Coordinator SEL & FE Coordinator Behavior Support Specialists PBIS Tiered Coaches	District PBIS Manual District MTSS Manual Training Slide Decks created by district coordinators and Midwest PBIS Association	a. Training completed b. Use of PBIS strategies throughout school and classrooms as evidenced by walkthroughs, matrices and posters. c. Tiered Fidelity Inventory (TFI) d. Self Assessment Survey (SAS)	August/January Kick Off Meetings Monthly Walkthroughs Spring Semester-TFI Fall and Spring SAS	
2. Enhancements of internal data systems through the implementation of a data dashboard to monitor tier 2&3 interventions. Train staff in use of dashboard (eduCLIMBER)	MTSS Coordinator	eduCLIMBER	a. Training completed b. Use of the new system confirmed through logins, meetings, PLC discussions.	Sprg 2019 Administrators Family Resource Coordinators, Tier I Coaches Summer 19 Deans, Behavior Support Specialists Fall 2019 Counselors, Social Workers Teachers On going training 2020-2021 as needed	

<p>3. Train all staff in restorative discipline practices, such as community circles (K-8) & peer mediation (9-12)</p>	<p>MTSS Coordinator SEL & FE Coordinator</p> <p>Building Principals</p> <p>Behavior Support Specialists</p> <p>School Counselors/Social Workers</p>	<p>Book: Hacking School Discipline</p> <p>Restorative Justice Rubric</p> <p>Possible outside consultant</p>	<p>a. Book Study completed</p> <p>b. Training completed</p> <p>c. Use of restorative rubric</p>	<p>Monthly throughout school year 2021-2022</p>	
--	---	---	---	---	--