J3 – PBIS in Theory & Policy: Development & Implementation of Disciplinary Policies & Procedures

Presenters:
Ambra L. Green, University of Texas at Arlington; Dr. Susan Enfield, Superintendent & Holly Ferguson, Highline Public Schools (WA)

- **Topic: Equity**
- **Keywords: Policy, Discipline, Alternatives to Suspension**

Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE RESPECTFUL	✧ Limit **distractions** ✧ **Follow up** on your assigned action items	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
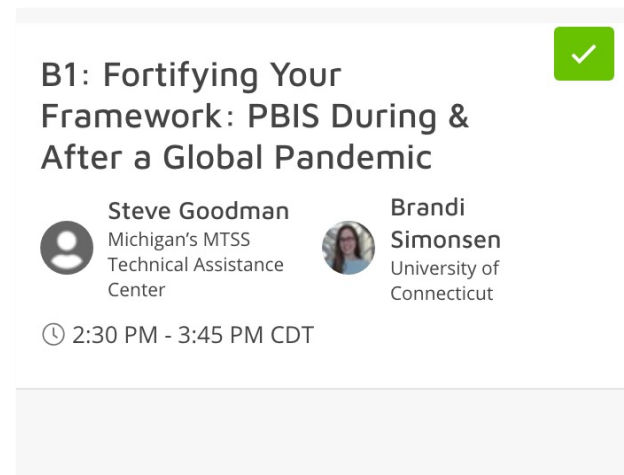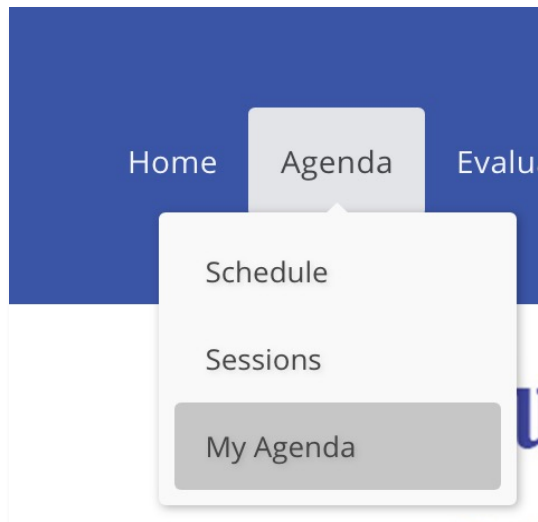
Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)

2. **Join Session**

3. **Interact through Chat, Polls, & Uploaded Files**

Tips for Participants
Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

   Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for *responsible, respectful,* and *safe* chatting

   1.
Chat	Polls	People	Files

   meeting?

   Jennifer Norton — 2 days ago ···
   Let's all Join!

   Brian Meyer — 2 days ago ···
   Can you all see this window?

2. Find the **Q&A** under **Polls.** Questions for presenters go there.

3. Some sessions have other **Polls or** more **Specific Questions.** Complete those when prompted

   2.
Chat	Polls	People	Files

   What Questions do you have for the Presenters?

   ASK QUESTION

   3.
Chat	Polls	People	Files

   What is your favorite thing about Fall?

   VOTE
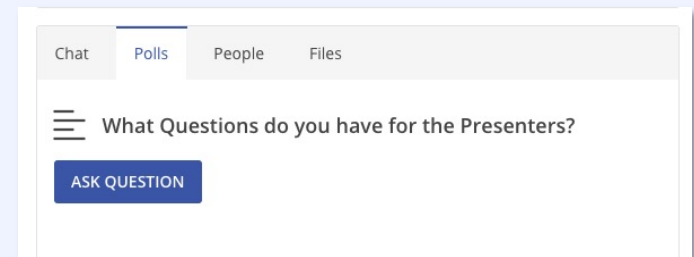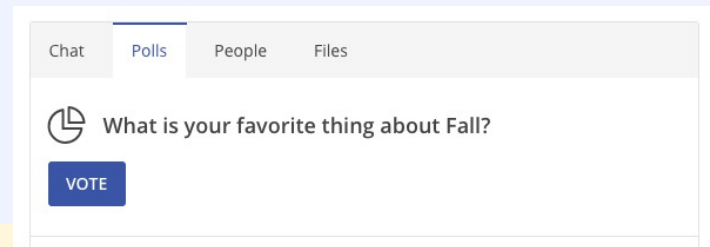
Be careful of accidently navigating away

While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.

- What does **navigating away** look like? Here are some examples:

    1. *Clicking on* any area of the navigation menu
    2. *Clicking on* a Person's name

1.

2.

A3: Multi-tiered Systems to Support Adult Wellness

Susan Barrett
Center for Social Behavior Supports at Old Dominion University (VA)
Director

Ami Flammini
Midwest PBIS Network (IL)
Technical Assistance & Training Director

12:45 PM - 2:00 PM CDT on Wednesday, October 21
Add to Calendar

This session will focus on an integrated approach to organizational health, professional learning networks, and discussion on the way we establish a culture of health and wellness for teachers to feel connected and have the skills to support ALL students.

Chat   Polls

Home   Agenda   Evaluations   SCTG Highlights   Social Media   Help Desk   Video Overview

Presenters   Account

DRESS REHEARSAL

D3 Dress Rehearsal

Support is Available

If at any time you need support as a participant,
use the **Help Desk:**

Virtual PBIS Leadership Forum | **#PBISForum** **October 26-28, 2021**
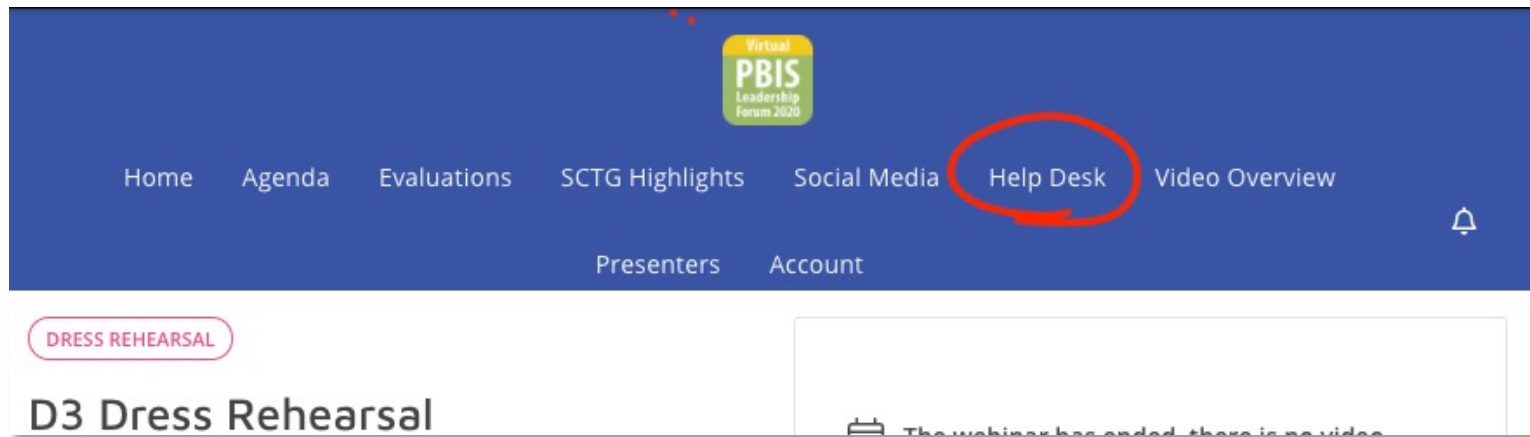
Outcomes

This session will discuss best practices for policy revision and implementation that can increase equitable and preventative school frameworks.

Agenda

- PBIS Framework in Theory
  - Ambra L. Green, Ph.D.

- PBIS Framework in Policy
  - Exemplar: Highline Public Schools

*Discussion-centered format
  - Questions and comments are welcomed in the chat

History of Discipline Policies

- 100-year history

- Safe School Study
  - While school violence decreased compared to previous years, **school crime increased when rules were not clear and/or were extremely punitive.**
  - Largest shift towards the need for the use of written policies

- National School Resource Network, and legislation
  - **published set of guidelines** on developing effective codes of conduct for discipline

  (Fenning & Bohanon, 2006; National Institute of Education, 1978)

Earlier Perceptions of Discipline Policies

A positive way of providing clear guidelines for behavior that would likely result in the "consistent and equitable application of rules for all" while making schools safer.

(Fenning & Bohanon, 2006)

Discipline Policies: Early 1990's

- Gun Free Schools Act of 1994 (GFSA): A series of shooting and deaths in US schools.
  - **Mandated an adoption of zero tolerance weapons policies**
    - *Reduce weapons on campus*
    - *Reduce school violence and violence at school-sponsored events*

- In the 1990's- 60% of the US states **broadened** federal guidelines for zero tolerance:
  - Fighting
  - Drug or alcohol
  - Gang activity
  - Possession of narcotics
  - Disrespect to authority
  - Sexual harassment
  - Verbal threats vandalism
  - ***…and all other behaviors considered to disrupt the school environment***

  (Congressional Quarterly Incorporated, 2000; Skiba & Peterson, 1999)

Effects of Zero Tolerance and Exclusionary Policies

- Overrepresentation of students of color and students with disabilities receiving exclusionary practices for minor and arbitrary behaviors unrelated to weapons or drugs (Skiba et al., 2000).

- Policies are theoretically unsound, empirically unsupported, and fall prey to several legal critiques (Losen, 2013; Mongan & Walker, 2012; Skiba et al., 2000).

Addressing Discipline Disparities

- Civil Rights Data Collection Surveys

NEW RELEASE FOR 2016

U.S. Department of Education
Office for Civil Rights

*UPDATE (as of 10/28/16):
The state of Florida, on behalf of its school districts, corrected data it previously submitted to the 2013-2014 Civil Rights Data Collection. Those data are now incorporated in this revised document. See page 13 for details.

2013-2014 CIVIL RIGHTS DATA COLLECTION

A FIRST LOOK

KEY DATA HIGHLIGHTS ON EQUITY AND OPPORTUNITY GAPS IN OUR NATION'S PUBLIC SCHOOLS

The **2013-14 Civil Rights Data Collection (CRDC)** is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources – as well as school climate factors, such as student discipline and bullying and harassment – that impact education equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now; please visit crdc.ed.gov for more information. In Fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at ocrdata.ed.gov.

Addressing Discipline Disparities Cnt.

- Civil Rights Data Collection Surveys
- Dear Colleagues Letter (2014)

U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights

December 8, 2014

Dear Colleague,

Although the overall number of youth involved in the juvenile justice system has been decreasing, there are still more than 60,000 young people in juvenile justice residential facilities in the United States on any given day.[1] With the support of grants administered by the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ), juvenile justice residential facilities provide educational services to hundreds of thousands of students over the course of each year.[2]

Addressing Discipline Disparities Cnt.

- Dear Colleagues Letter (2014)
  - Remove zero tolerance and exclusionary policies
  - Multi-tiered behavioral frameworks
  - Manage discipline equitably
  - Implementing PBIS
  - Restorative Practices

PBIS Equity Workgroup Members (2018-2019)

- Aaron Barnes
- Erin Chaparro
- Bert Eliason
- Erik Girvan
- Steve Goodman
- Ambra Green
- Beth Hill
- Milaney Leverson
- Stephanie Martinez
- Kent McIntosh
- Rhonda Nese
- Vicki Nishioka
- Heidi von Ravensberg
- Ruthie Payno-Simmons
- Jennifer Rose
- Therese Sandomierski
- Russ Skiba
- Kent Smith
- Keith Smolkowski

PBIS Positive Behavioral Interventions & Supports — OSEP TECHNICAL ASSISTANCE CENTER

PBIS Positive Behavioral Interventions & Supports — OSEP TECHNICAL ASSISTANCE CENTER

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & Mcloughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce discipline disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing discipline disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disability and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

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OSEP TECHNICAL ASSISTANCE CENTER

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

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PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

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Examples of Engaging Instruction to Increase Equity in Education

Erin A. Chaparro, Rhonda N. T. Nese, & Kent McIntosh

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OSEP TECHNICAL ASSISTANCE CENTER

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Leverson[1], Kent Smith[1], Kent McIntosh[2], Jennifer Rose[3], Sarah Pinkelman[4]
1: Wisconsin RTI Center; 2: University of Oregon; 3: Loyola University of Chicago; 4: Utah State University

- 7 domains
- Examples and non-examples

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at:
http://www.pbis.org/school/equity-pbis.

Systematic Review of District Discipline Policies

- Coded 147 policies
  - *Hawaii and D.C. coded as 1 policy each*
- Checklist for Analyzing District Policies and Procedures for Equity (CADPPE)
  - **Adapted from Discipline Disproportionality Policy Guidebook and other policy checklists (*Longstreth et al. 2013, Fenning and Bohanon, 2006*)**
  - **7 Domains Elements and Early Childhood Section**
    - 47 Questions

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

September 2015

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

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7 Domains

Key Elements of Effective Policy to Enhance Equity in School Discipline

Based on the limited research available, we recommend seven key elements for equity policies (and policies in general). These elements include:

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

CADPPE

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

	Element 4: Clear, Objective Discipline Procedures
✓	
	21. Does the policy/ procedure provide clear delineations between major and minor behavior incidents?
	22. Are problem behaviors operationally defined?
	23. Are rights and responsibilities for adults and students defined?

	Element 5: Absence, Removal, or Reduction of Exclusionary Practices
✓	
	25. Is "zero tolerance" (i.e., other automatic suspension procedures for certain behaviors) mentioned as a practice/strategy in the district policy/ procedure?
	28. Does the policy/ procedure restrict the use of exclusionary discipline (i.e., ISS, OSS, or Expulsion) for non-violent behavior incidents (e.g., suspensions for disrespect)?
	26. Is there clear communication that suspension or expulsion is limited to behavior incidents that pose a serious and credible threat to the safety of students and staff?
	27. Does the policy/ procedure include descriptions of and guidelines for using alternatives to suspension?

CADPPE

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

|	Element 6: Graduated Discipline Systems with Instructional Alternatives to Exclusion
✓	
	29. Does the policy/ procedure provide lists of possible instructional responses in place of punitive responses? *(If the answer is no, skip to question #31.)*
	30. Does the list include one or more evidence-based strategies (e.g., behavior specific praise, opportunities to respond, precorrection)?
	31. Does the policy/ procedure provide *universal* (or general) strategies for students exhibiting problem behaviors?
	32. Does the policy/ procedure provide *secondary* strategies for students at-risk for problem behaviors?
	33. Does the policy/ procedure provide *tertiary* strategies for children who exhibit chronic and intense problem behavior?
	34. Is there a process for assessing academic support needs as part of determining responses to behavior incidents (e.g., student support teams assess academic risk as a potential reason for problem behavior)?

Systematic Review Data

- Does the policy provide practices for reinforcing prosocial and expected behaviors?

Question 22
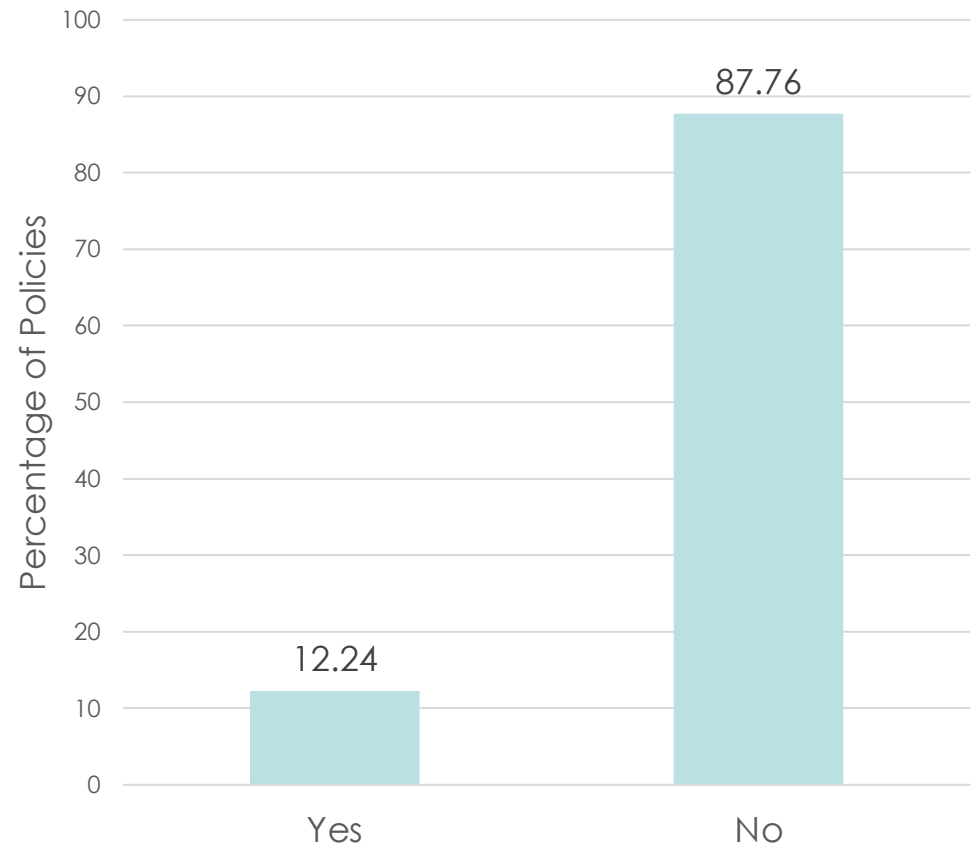
Systematic Review Data Cnt.

- Is "zero tolerance" (i.e., automatic suspension procedures for certain behaviors) mentioned as a practice/strategy in the district policy?

Question 28
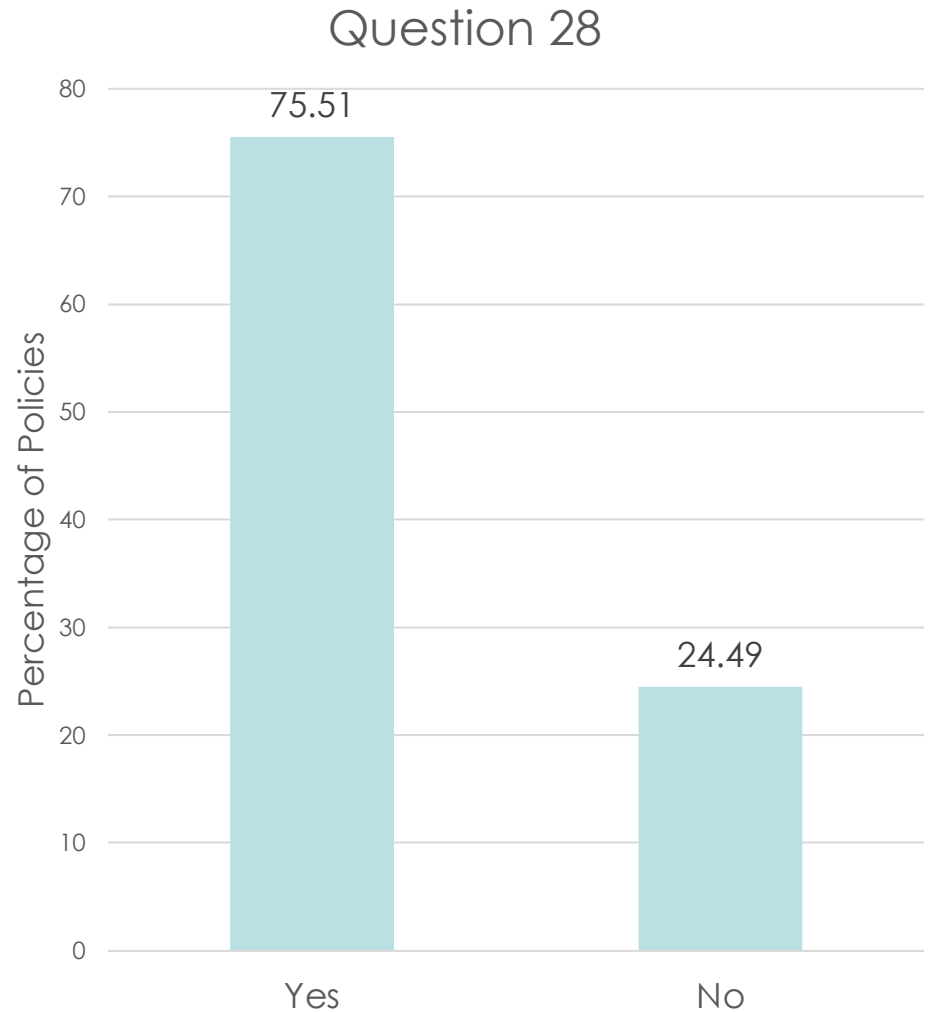
What common themes exist in district discipline policies across the 50 United States and the District of Columbia?

- The overall percentage of items in place barely exceeded 50%.

- The maximum percent of items in place for each element ranged from 50% to 100%.

- The average percent of items in place for each item ranged from 0.68% to 59.18%.

Table 2. Average of Checklist Scores by Element

	Mean		Min		Max	
Total	8.09	17.98%	0	0.00%	25	55.56%
E1	0.57	11.42%	0	0.00%	3	60.00%
E2	1.67	20.83%	0	0.00%	6	75.00%
E3	1.29	18.46%	0	0.00%	6	85.71%
E4	1.77	59.18%	0	0.00%	3	100.00%
E5	1.32	33.16%	0	0.00%	4	100.00%
E6	1.11	18.59%	0	0.00%	6	100.00%
E7	0.31	3.99%	0	0.00%	7	87.50%
E8	0.02	0.68%	0	0.00%	2	50.00%

What is the relationship between themes found in a district's discipline policy and the risk ratio of ISS, OSS, and expulsion for students of color with and without disabilities ?

Table 3. Correlations between Total Percent Checklist Score and Risk Ratio

- Not statistically significant; small correlations

- HOWEVER,
  - higher scores on the checklist are correlated with a decreased risk ratio for exclusionary discipline for students **without** disabilities.
  - higher scores on the checklist are correlated with decreased risk ratios for exclusionary discipline for students **with** disabilities identifying as Hispanic, African American, and Native American.

	Without Disabilities	With Disabilities
Hispanic		
ISS	-.023	-.115
OSS	-.121	-.146
EXP	-.062	.087
African American		
ISS	-.038	-.007
OSS	.023	-.073
EXP	-.006	.053
Native American		
ISS	.066	.026
OSS	-.043	-.091
EXP	.134	-.031

Non-examples of Policy Statements

- Students suspended from school will receive up to a maximum of 50% credit for all make up work completed for the time they were suspended from school.

- Missing an assigned detention or misbehaving during a detention will result in referral to the office for disciplinary action. Subsequent offenses will include in or out-of-school suspension.

- Many policies continue to use suspension for truancy and attendance.

Policy Recommendations

- Language that is more conversational and less legal to ensure that it is available to everyone.
- Define district-wide (or school-wide) expectations.
- Define prosocial behaviors.
- Define undesired behaviors.
- Graduated discipline policy.
- Separate equity policies ensuring the use of equitable practices.
- Instructional approaches (e.g., re-teach expectations, model).
- Evidence-based practices (e.g., precorrection, positive specific feedback, reinforcement).

Policy Recommendations Cnt.

- **<u>Include a Specific Commitment to Equity</u>**
  - Create mission statements that include equity
  - Enact hiring preferences for equitable discipline
- **<u>Install Effective Practices</u>**
  - Require clear, objective school discipline procedures
  - Support implementation of proactive, positive approaches to discipline
  - Replace exclusionary practices w/ instructional ones
- **<u>Create Accountability for Efforts</u>**
  - Create teams and procedures to enhance equity
  - Share disproportionality data regularly
  - Build equity outcomes into evaluations

Our Promise: Every student is known by name, strength & need, and graduates prepared for the future they choose.

Our Foundation

Equity

Instruction

Relationships

Support

Demographics--Students & Staff

Students

- American Indian/Alaska Native: 1%
- Asian: 15%
- Black/African American: 15%
- Hispanic: 40%
- Native Hawaiian/Other Pacific Islander: 4%
- 2+ Races: 6%
- White: 20%

Staff

- American Indian/Alaska Native: 1%
- Asian: 9%
- Black/African American: 5%
- Hispanic: 11%
- Native Hawaiian/Other Pacific Islander: 1%
- 2+ Races: 4%
- White: 69%

Demographics--Students

Top 5 Languages

- English 57%
- Spanish 27%
- Vietnamese 4%
- Somali 3%
- Amharic 2%

Program Information

- ELL: 28%
- Special Ed: 17%
- Highly Capable: 4%
- Native Education: 2%
- Dual Language: 13%

Highline's Timeline

- Superintendent Enfield arrives July 1, 2012

- 2012-13 school year District engages in data review and community engagement process to result in a **new strategic plan** with a metric of "zero suspensions except when needed for staff or student safety"
  - This metric was embedded in our "school culture" goal

- Fall 2013 opened with the new belief around reducing suspensions, but our policies hadn't changed yet

Highline's Discipline Policies

- We looked at changing policy to reflect our goals and beliefs
  - Focused primarily on our discipline policy (what can students be disciplined for) as well as our PBIS-specific policy

- Discipline policy is required by Washington State law, which sets a floor for discipline; policy was updated in 2014, 2015, and 2017; procedure updated in 2014, 15, 17, 18, and 19
  - Broad, cross-departmental team to create the 2014 and 2019 changes

PBIS Policy

- PBIS policy & procedure are Highline-specific, created in 2014 to reflect the goals of the strategic plan--ensuring that school is a place students want to be

- Policy & procedure revised in 2018 to reflect our updated strategic plan and especially the updated school culture goal

Top Behavior Incidents
School years 2012-13 & 2018-19

Cedars Consequence Code
- Classroom Exclusion
- In-School Suspension
- Other
- Out-of-School Suspension/Expulsion

Consequences by Incident Type - 2012-2013 & 2018-2019

Academic Year

	2012-13	2018-19
Refusal to Cooperate	348 3,731	1,640
Disruptive Conduct/Unsafe Activity ..	2,267	3,853 272
Truancy	1,470	834
Inappropriate Language	677	776
Fighting	342	
Assault (Without Major Injury)	430	1,174
Bullying		
Inciting Aggression		630
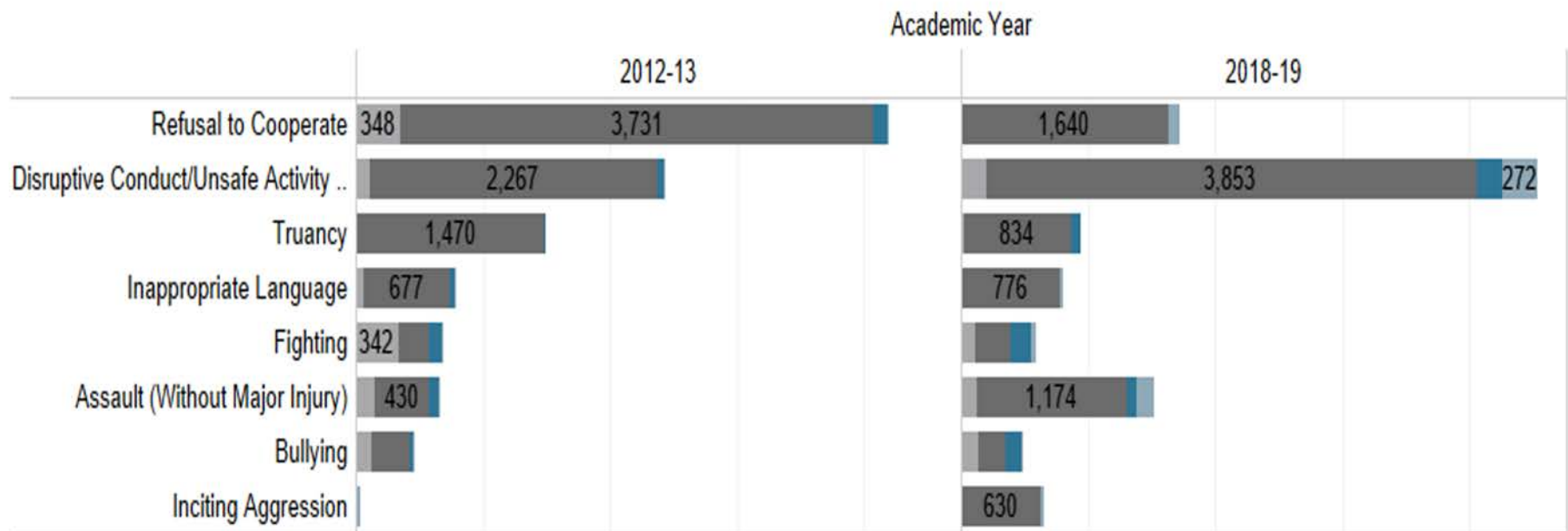
Behavior Data

Overall Proportionality of ISS/OSS/Exp by Race
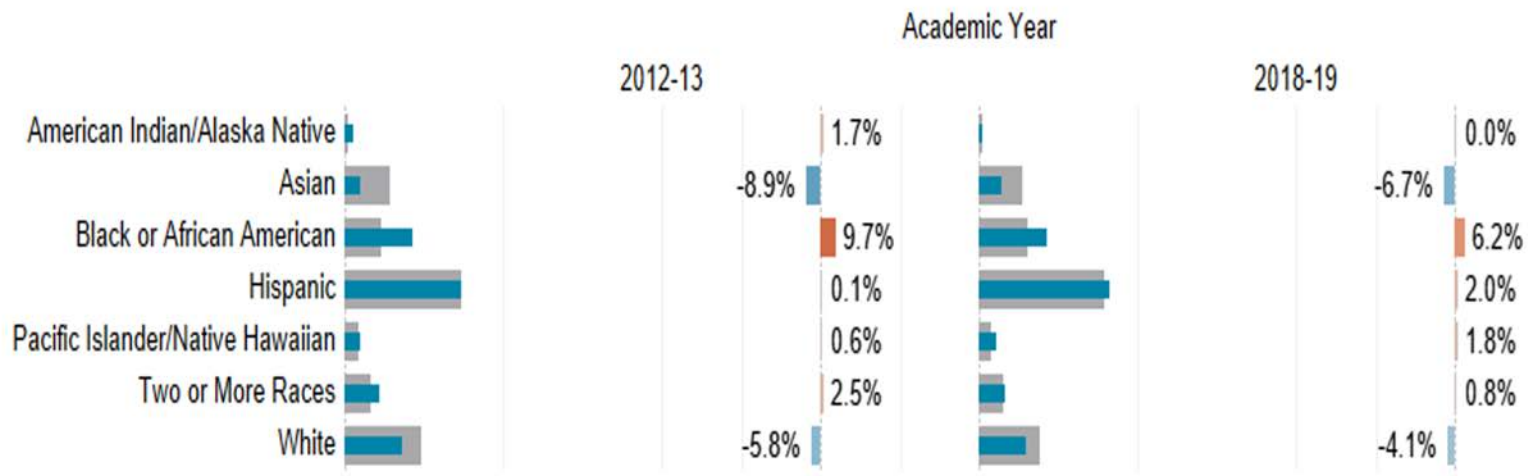
Measure Names
- % of students overall
- % of students with ISS/OSS/Exp

% point difference

-15.0% ▬▬▬▬▬ 15.0%

A **positive** percentage point difference indicates *overrepresentation* of a race/ethnicity within the incidents.

A **negative** percentage point difference shows an *underrepresentation*.

ISS/OSS/Exp by Race

Academic Year

2012-13 | 2018-19

Race	2012-13	2018-19
American Indian/Alaska Native	1.7%	0.0%
Asian	-8.9%	-6.7%
Black or African American	9.7%	6.2%
Hispanic	0.1%	2.0%
Pacific Islander/Native Hawaiian	0.6%	1.8%
Two or More Races	2.5%	0.8%
White	-5.8%	-4.1%

*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Behavior Data

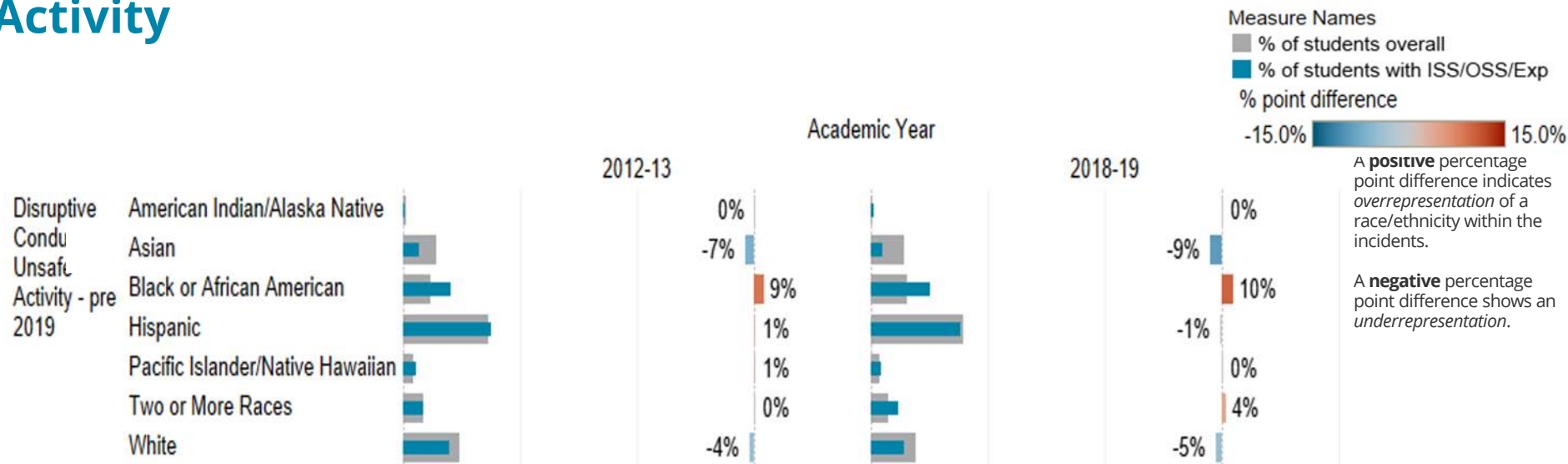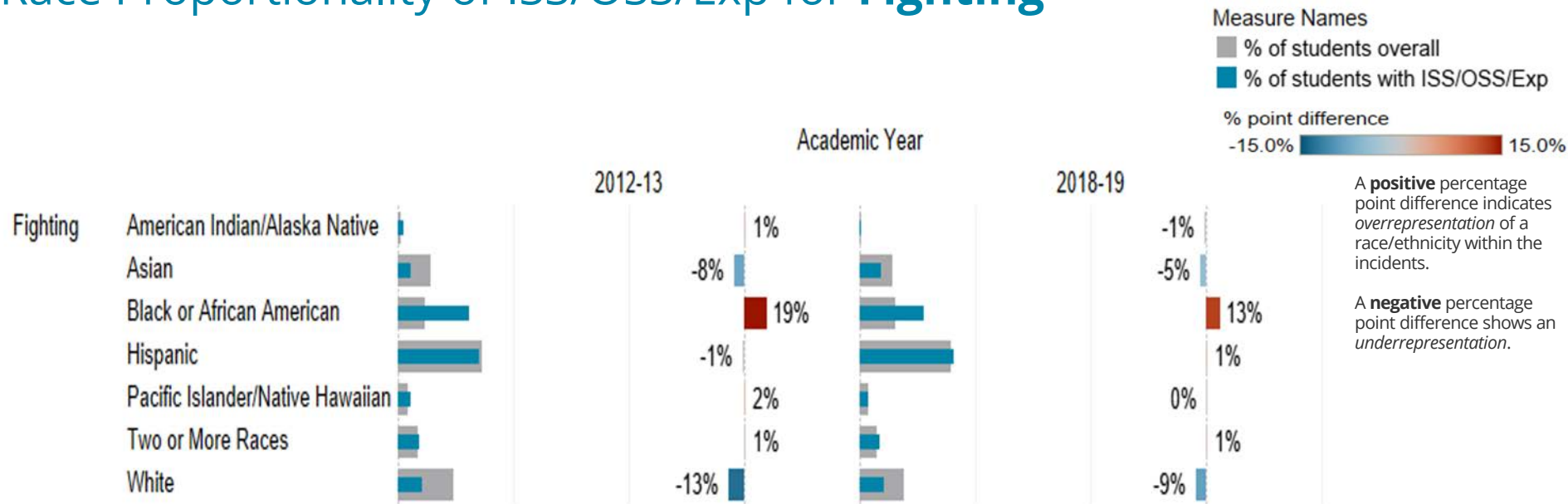## Overall Proportionality of ISS/OSS/Exp by ELL status
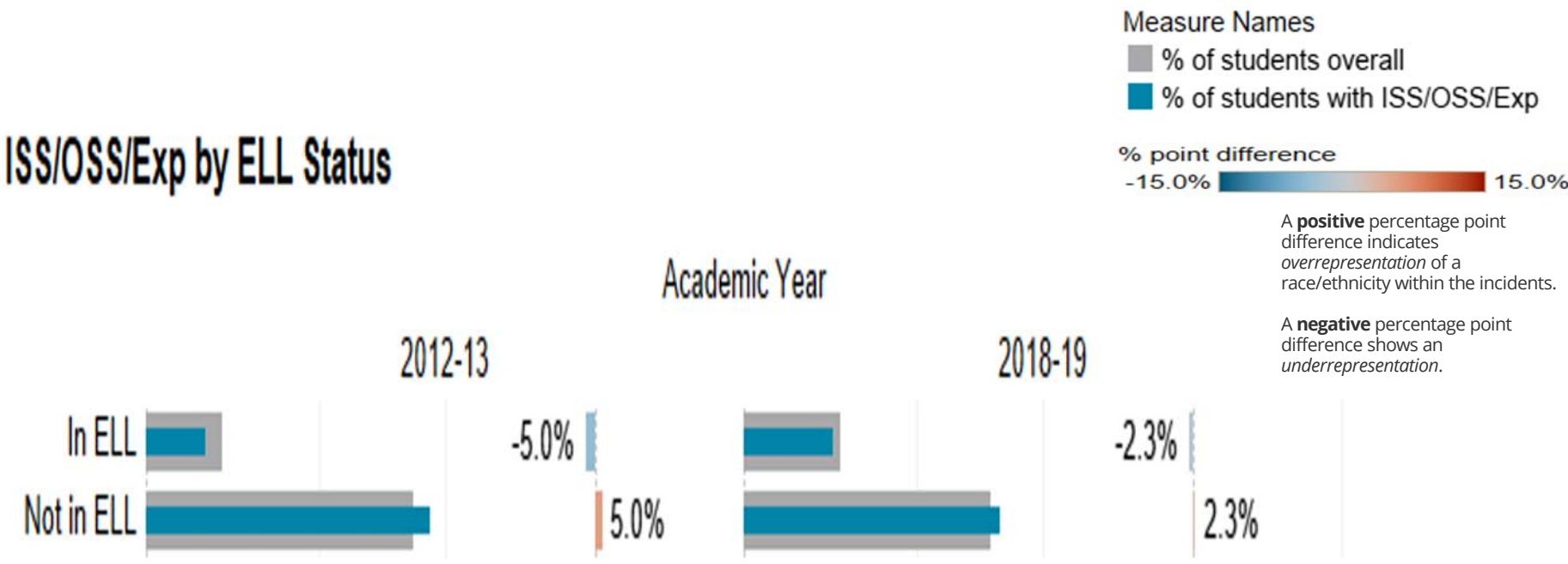
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Behavior Data

Overall Proportionality of ISS/OSS/Exp by ELL status
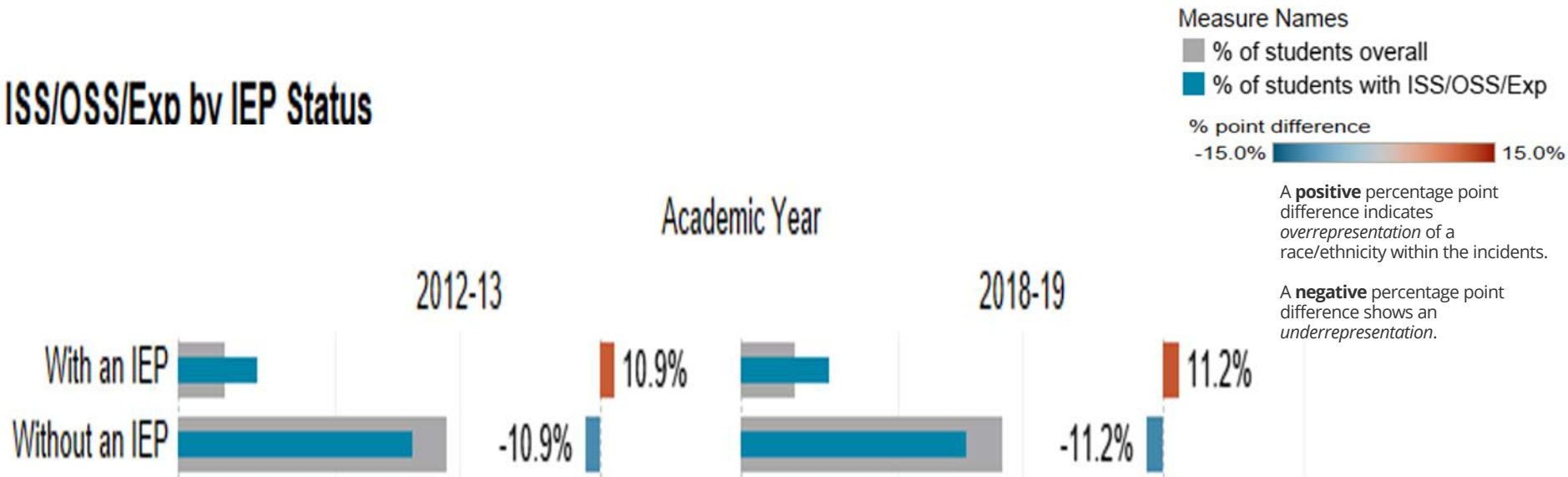
*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Behavior Data

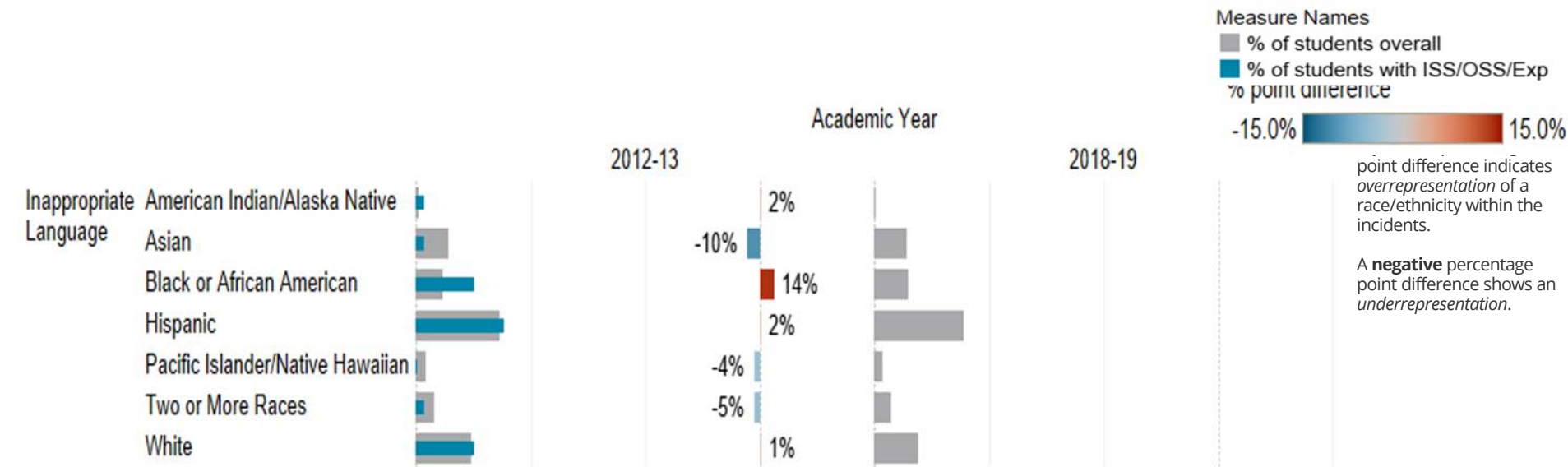## Overall Proportionality of ISS/OSS/Exp by Gender
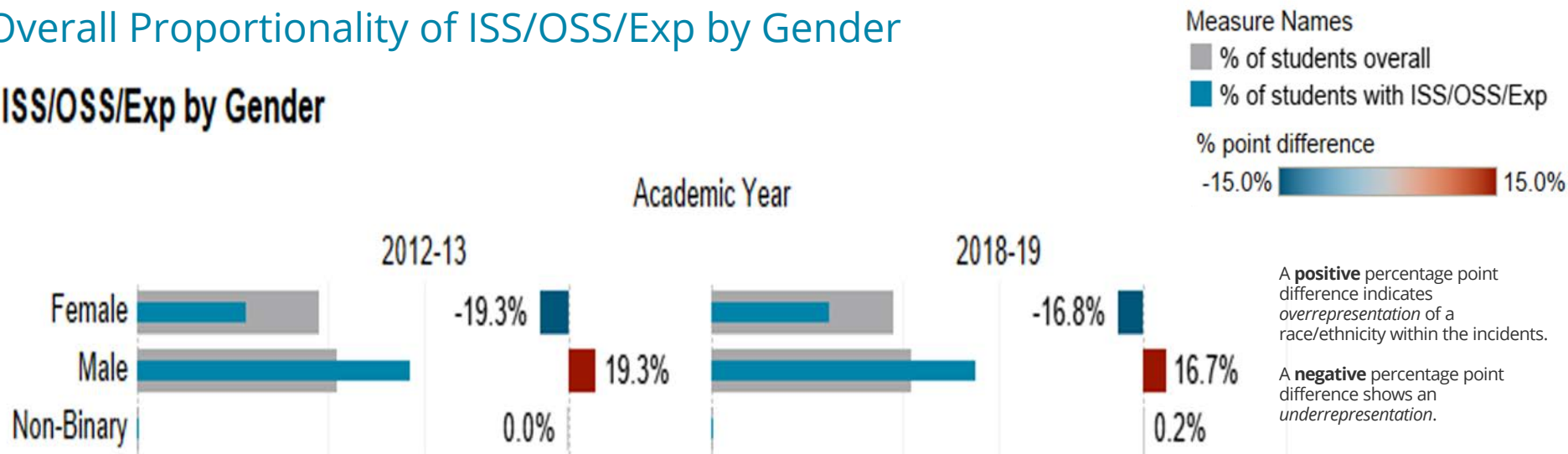
*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Behavior by Incident Type

Top Incident Types
Race Proportionality of ISS/OSS/Exp for **Refusal to Cooperate**
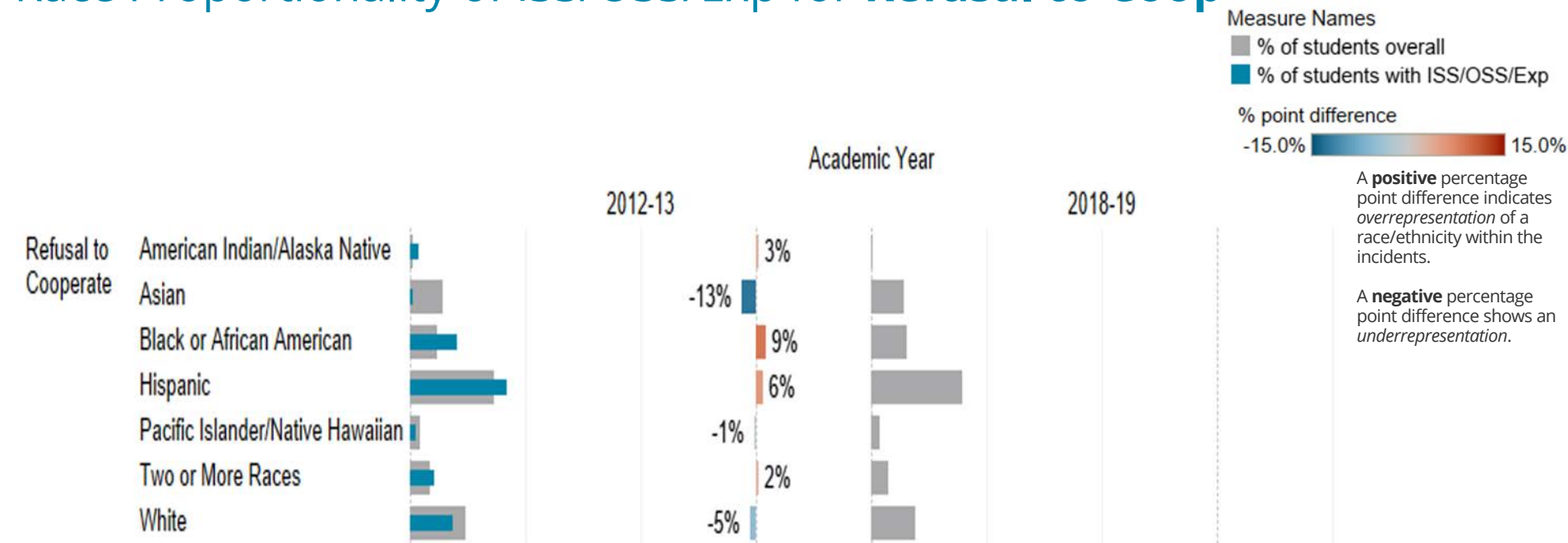
*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Top Incident Types
Race Proportionality of ISS/OSS/Exp for **Disruptive Conduct/Unsafe Activity**

*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Top Incident Types
Race Proportionality of ISS/OSS/Exp for **Truancy**
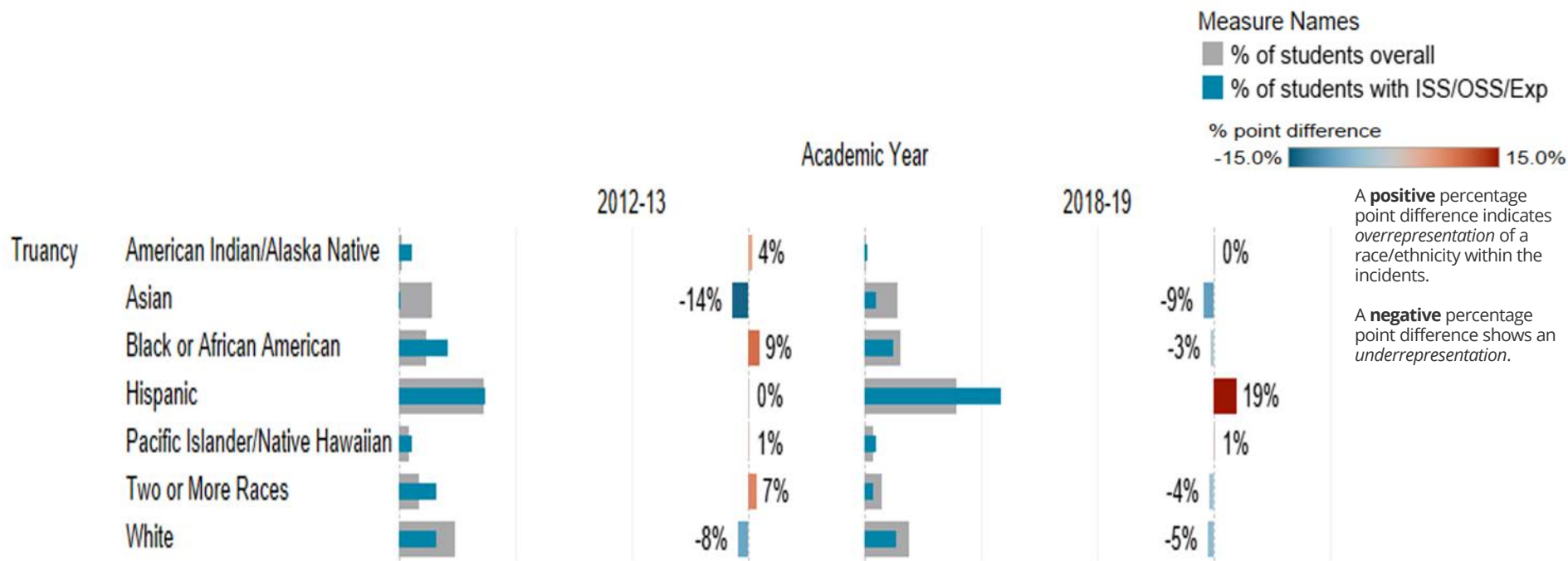
*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*
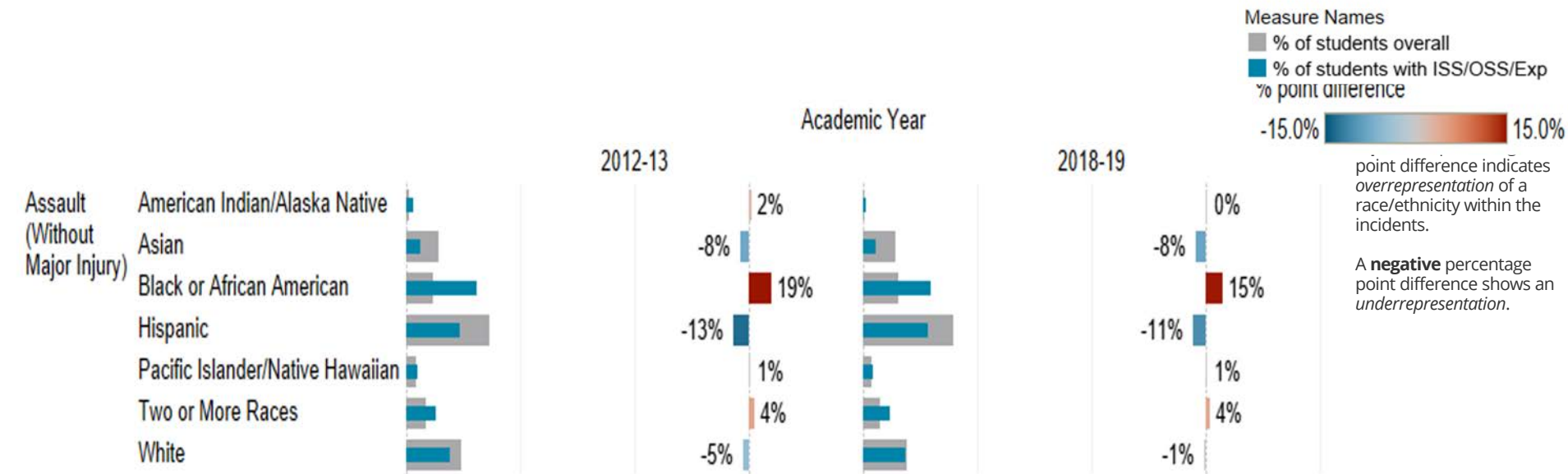
Top Incident Types
Race Proportionality of ISS/OSS/Exp for **Fighting**

*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Top Incident Types
Race Proportionality of ISS/OSS/Exp for **Inappropriate Language**

*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*
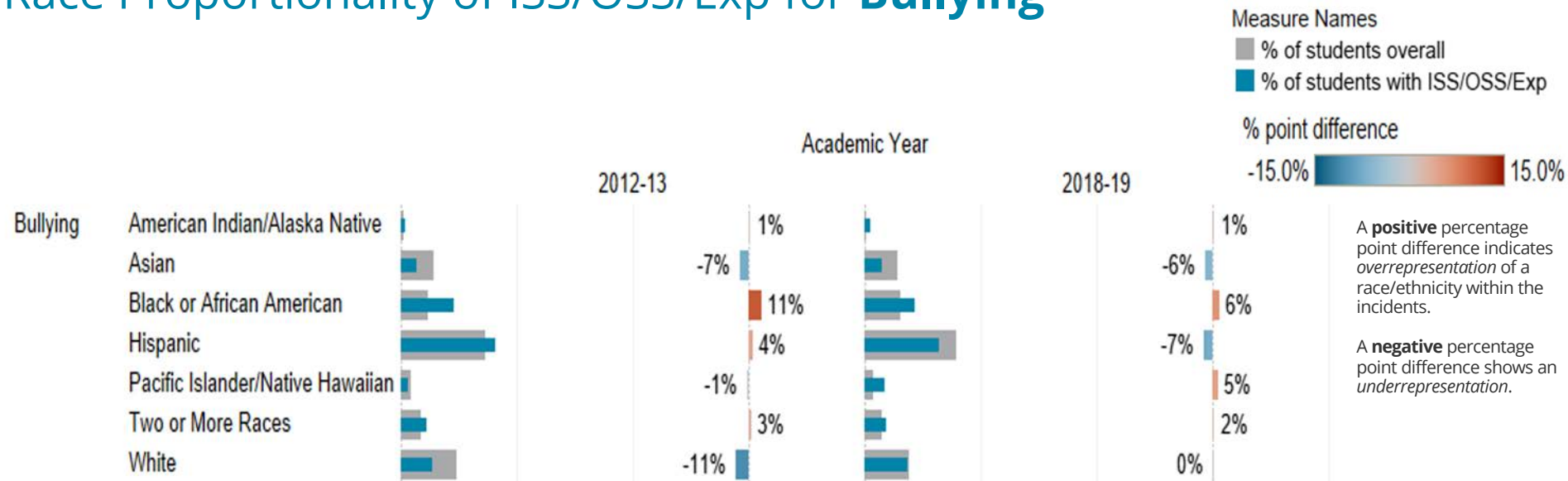
Top Incident Types
Race Proportionality of ISS/OSS/Exp for **Assault (without major injury)**

*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Top Incident Types
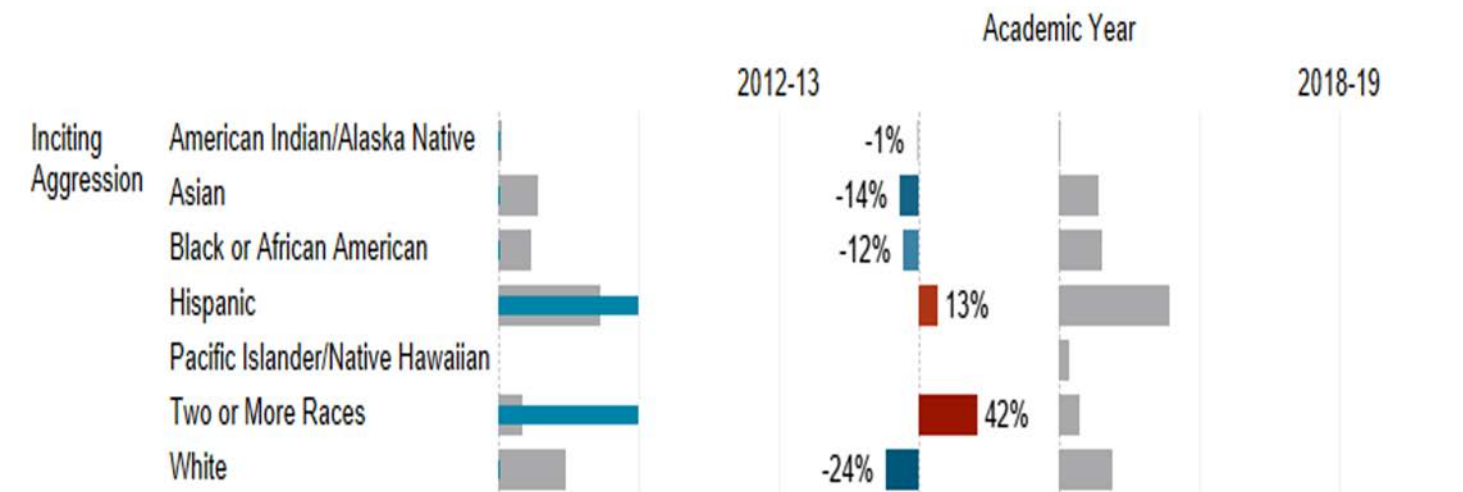## Race Proportionality of ISS/OSS/Exp for **Bullying**

*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

Top Incident Types
Race Proportionality of ISS/OSS/Exp for **Bullying**

*If the blue bar is longer or shorter than the grey bar, there is **disproportionality**.*

What We've Learned

- Words matter
- If suspension is the only tool you know, it's the only tool you use
- PBIS & SEL need to be infused throughout all things, including PD
- Teach, reteach applies to adults as well as students
- Organizational & personnel changes should be accompanied by recommitting to your systemic goals/beliefs
- State or Federal rules or laws can hamper your ability to innovate
- At the end of the day, student success is tied to family engagement, staff involvement, and a belief that all students are beautiful, brilliant, and brimming with promise!

Questions?

Please Complete this Session's Evaluation

Session #J3 - PBIS in Theory & Policy: Development & Implementation of Disciplinary Policies & Procedures

1. In the Event Platform/App: OR   **2. QR Code**

- In **"Files"** tab,
- In **"Evaluations"** in the navigation menu
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Evaluations are anonymous! We send reminder emails to all participants.

SCAN ME