

# Reframing School Discipline 2020

During a pandemic  
During heightened social change  
A Whole New World

## Session Learning Outcomes

- Examine how classroom environments can mitigate the effects of trauma.
- Examine student conduct policies and practices that safeguard marginalized student groups disproportionately impacted by exclusionary discipline policies.



## What has changed for public school discipline and safety in the last six months?

- The classroom has gone virtual - at least part of the time.
- There is an invisible “monster” on the loose.
- People interact differently (social distance, gatherings, sports, etc.).
- The cry for social change and social justice is louder and more visible.
- Access to resources is challenging.
- Trauma is all around us.



# The State of Young People during COVID-19

- 92% are participating online but 78% are spending 4 hours or less engaged in learning.
  - Levels of concern about the present, future, and overall health and wellbeing have increased.
- 30% report feeling more unhappy or depressed.
  - 29% say they do not feel connected to school adults, their classmates, or the school community

Margolius, M., Doyle Lynch, A., Pufall Jones, E. & Hynes, M. (2020). *The State of Young People during COVID-19: Findings from a nationally representative survey of high school youth*. Americas Promise Alliance.

“Taken together, these findings suggest that students are experiencing a collective trauma, and that they and their families would benefit from immediate and ongoing support for basic needs, physical and mental health, and learning opportunities. Without that support, this moment in time is likely to have lasting negative effects for this cohort of high school students.

Margolius, M., Doyle Lynch, A., Pufall Jones, E. & Hynes, M. (2020). *The State of Young People during COVID-19: Findings from a nationally representative survey of high school youth*. Americas Promise Alliance.

# Opportunities

1. Individualize learning.
2. Develop independent learners.
3. Apply learning to daily life.
4. Build technological capacity.
5. Reframe how we approach school discipline.



A school environment that is warm, friendly and rewarding promotes cooperation rather than competition; facilitates supportive, open communications; views the provision of creative opportunities as important; and prevents physical punishment, bullying, harassment and violence.

World Health Organization (WHO)

Education Equity is achieved  
when we *eliminate the  
predictability of student  
outcomes* based on race, gender,  
zip code, ability, socioeconomic  
status or languages spoken at  
home.



What do children (and adults) need from schools?

- Supportive relationships.
- Social emotional skill development.
- Comfort in an environment that values and reflects the diverse cultural traditions and beliefs of the community.
- A sense of value, dignity, and worth.
- Hope.



## Guiding Principals for School Climate:

1. Create positive school climates that focus on prevention;
2. Develop clear appropriate and consistent expectations and consequences to address disruptive student behaviors; and
3. Ensure fairness, equity, and continuous improvement.



# Virginia Tiered Systems of Supports

## Impact



Increased SOL pass rates



Increased graduation rates



Decreased discipline referrals  
and suspensions



Increased the number of students  
served by school-based mental  
health professionals



Empowered schools to engage  
with families and communities

VTSS coaches work with school division leadership teams to establish a framework of data-informed decision making to select and monitor evidence-based practices to address challenges specific to the school division or school-based teams.





## Review and Renew Tiered Systems of Supports

- Renew strategies and supports for students, families, and staff members
- Review the referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals.

Social Emotional Learning

NASP School Reentry Considerations



### School Reentry Considerations

Supporting Student Social  
and Emotional Learning  
and Mental and Behavioral  
Health Amidst COVID-19



## Re-examine school climate to focus on prevention

Involve students and families in establishing behavioral expectations and routines using these questions:

1. How have the behaviors we expect to see in our school have changed? How are they the same?
2. What new behaviors need to be taught?
3. How can we teach and reinforce those behaviors so that all students can meet the expectations?
4. What new routines do we need to develop?
5. How can we teach and reinforce those routines so that all students can follow them?



# Focus on building relationships

- Use polls and surveys to gauge student and family needs.
- Ask how the learning environment can support family needs.
- Check in regularly with students.
- Take time to engage with families.
- Assess and address social emotional development.
- Embed social emotional learning in academics.
- Teach using a calendar, setting learning goals, and measuring progress.


# Provide Resources for Families

- Formed Families Forward
- Engagement with Schools Strategies
- Social Emotional Wellness Quick Guides

ot secure | [doe.virginia.gov/support/prevention/index.shtml](https://doe.virginia.gov/support/prevention/index.shtml)

### Social Emotional Wellness Quick Guides

[Social-Emotional Wellness-](#)




[Considerations for Military-Connected Learners](#) (PDF)

Resources include:

- [State and Federal Resources for Military Families](#) (PDF)

[Social-Emotional Wellness-](#)




[Considerations for Early Learners Quick Guide](#) (PDF)

Resources include:

- [Early Learners Book Nook for Dealing with Big Emotions](#) (PDF)
- [My Individual Action Plan](#) (PDF)
- [Common Reactions and How to Help](#) (PDF)

[Social-Emotional Wellness-](#)




[Considerations for Parents and Caregivers Quick Guide](#) (PDF)


Resources include:

- [Parent Resources for Cyber-Bullying](#) (PDF)
- [Activities and Learning at Home Resources](#) (PDF)
- [Common Reactions and How to Respond](#) (PDF)
- [Talking to Children about COVID-19](#) (PDF)
- [Children Coping Resources](#) (PDF)


[Social-Emotional Wellness -](#)



[Social-Emotional Wellness -](#)



[Social-Emotional Wellness -](#)



# Be Trauma Sensitive

- Behavior is communication.
- What is being communicated?
- What am I communicating to the student? Am I “triggering” a behavior?
- How can the student learn to communicate wants and needs more effectively?
- What supports and interventions are available to help the student and provide support to the family?

## Ensure fairness, equity, and continuous improvement.

- Avoid excluding students from instruction.
- Provide opportunities to teach behavior expectations while students continue to engage academically.
- Review policies and practices using Virginia's Equity Compass. Make changes to align with the 5 C'S of Equity.
- Describe student behavior without bias and without criminalization.
- Respond to behavior using a matrix of responses that aligns the response to student need.
- Do not rely on punitive responses to change behavior.
- Build on students' assets.

## CENTERING EQUITY COMPASS (VIRGINIA'S EQUITY 5C'S)

### Continuous Reflection

- Data Driven Decision Making - Culturally relevant data guides decision making.
- An Equity Dashboard for data is published on the website.
- Accountability Mechanisms
- Examine Implicit biases
- Engage students, families, and stakeholders
- Requires Self Awareness through Self Assessment

### Culturally Responsive

- Culture is centered as a vehicle for learning.
- Instruction is tailored to meet student needs.
- School climate fosters affirmation of ALL students.
- Power imbalances based on race, culture, ethnicity, and class are mitigated.
- Teacher Evaluation, Educator Licensing, & Teacher Preparation.
- Staff communicates high expectations for ALL students.

### Compassionate Student & Family Engagement

- Social Emotional Learning (SEL)
- Student Supports
- Restorative Practices
- Asset-based Interventions
- Trauma Informed

### Courageous Leadership

- Anti Racism & Equity Policy is explicitly stated and published to the broader community.
- Equity Audit is conducted annually and results published.
- School division leaders promote Diversity & Cultivate Responsibility for Equity
- Equity goals in Strategic Planning are explicitly stated
- Resource Allocation advances equity goals.

### Curriculum Reframing

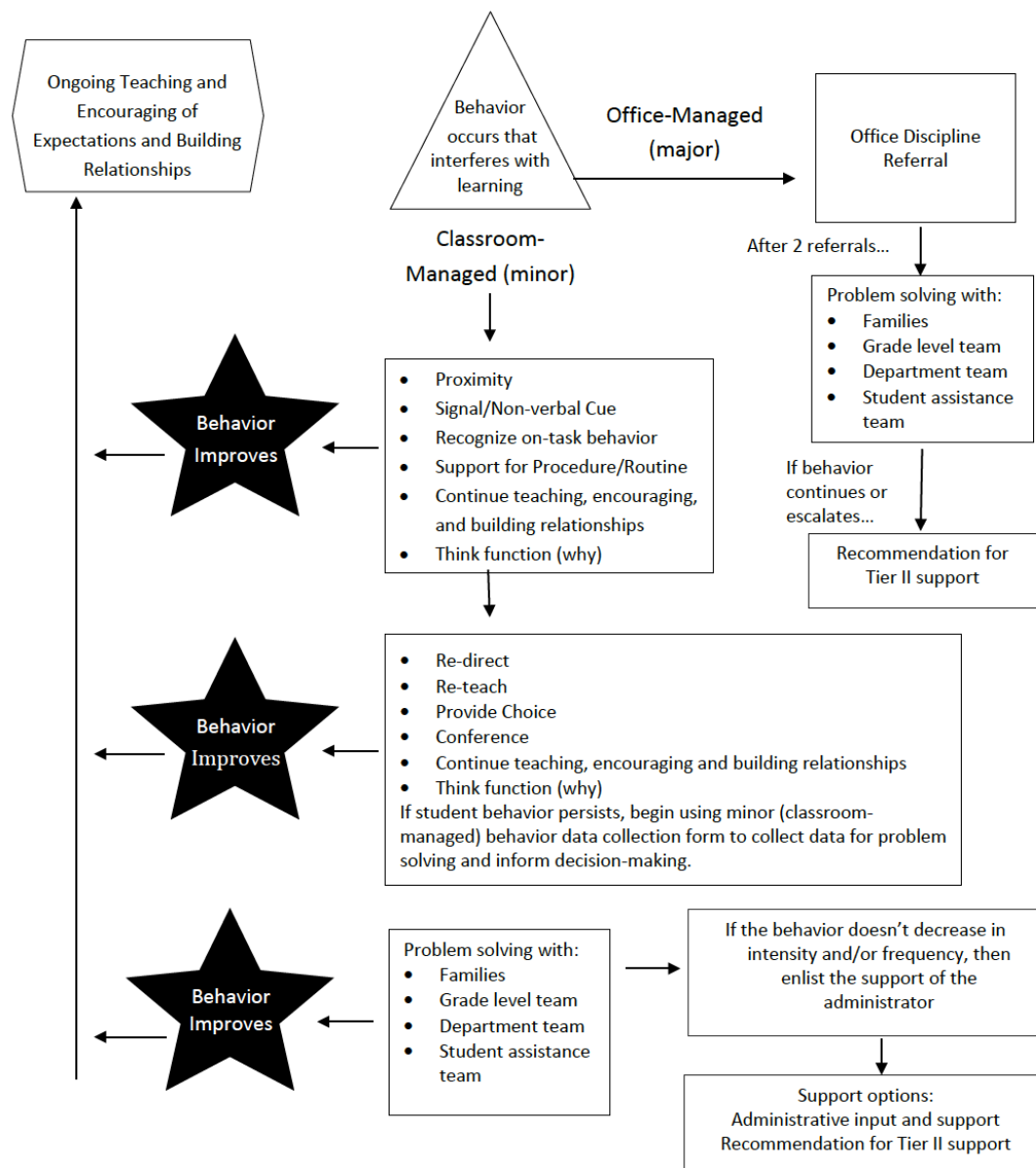
- Cultural Competency Audit
- Culturally Relevant
- Deeper Learning Aligned
- High Quality Instructional Resources
- Embedding Student Voice



VIRGINIA DEPARTMENT OF EDUCATION



# Discipline Process: Continuum of Support for Discouraging Inappropriate Behavior



## Be Prepared

When behavior incidents occur, what process will we follow to address them?

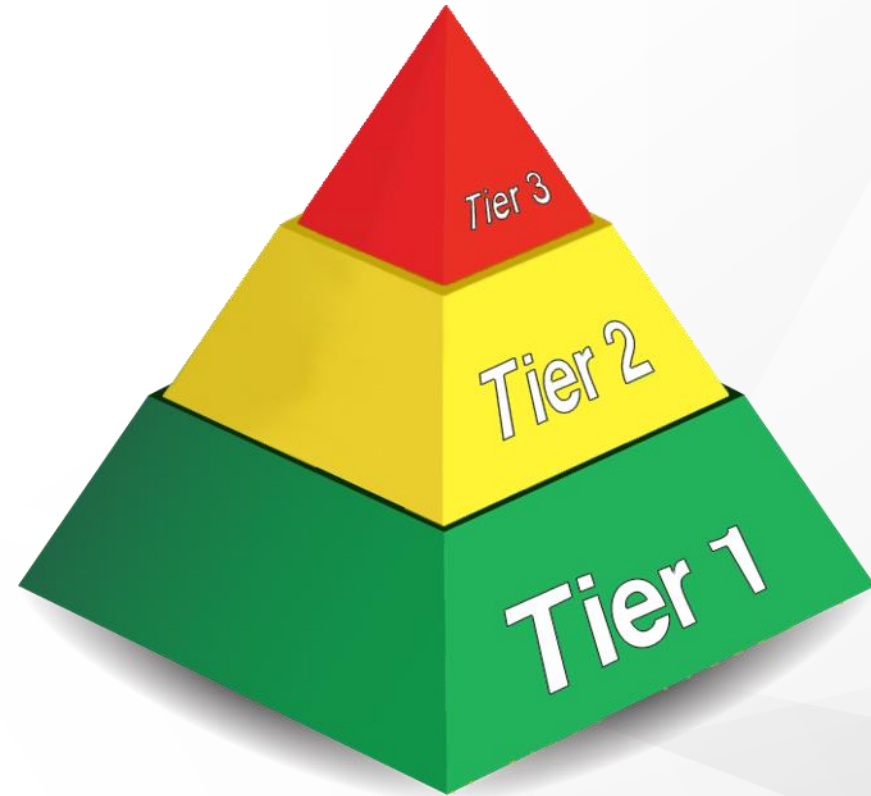
What social emotional, behavioral, and academic supports are needed to change the behavior and continue academic progress?



## RESPOND TO MEET NEEDS

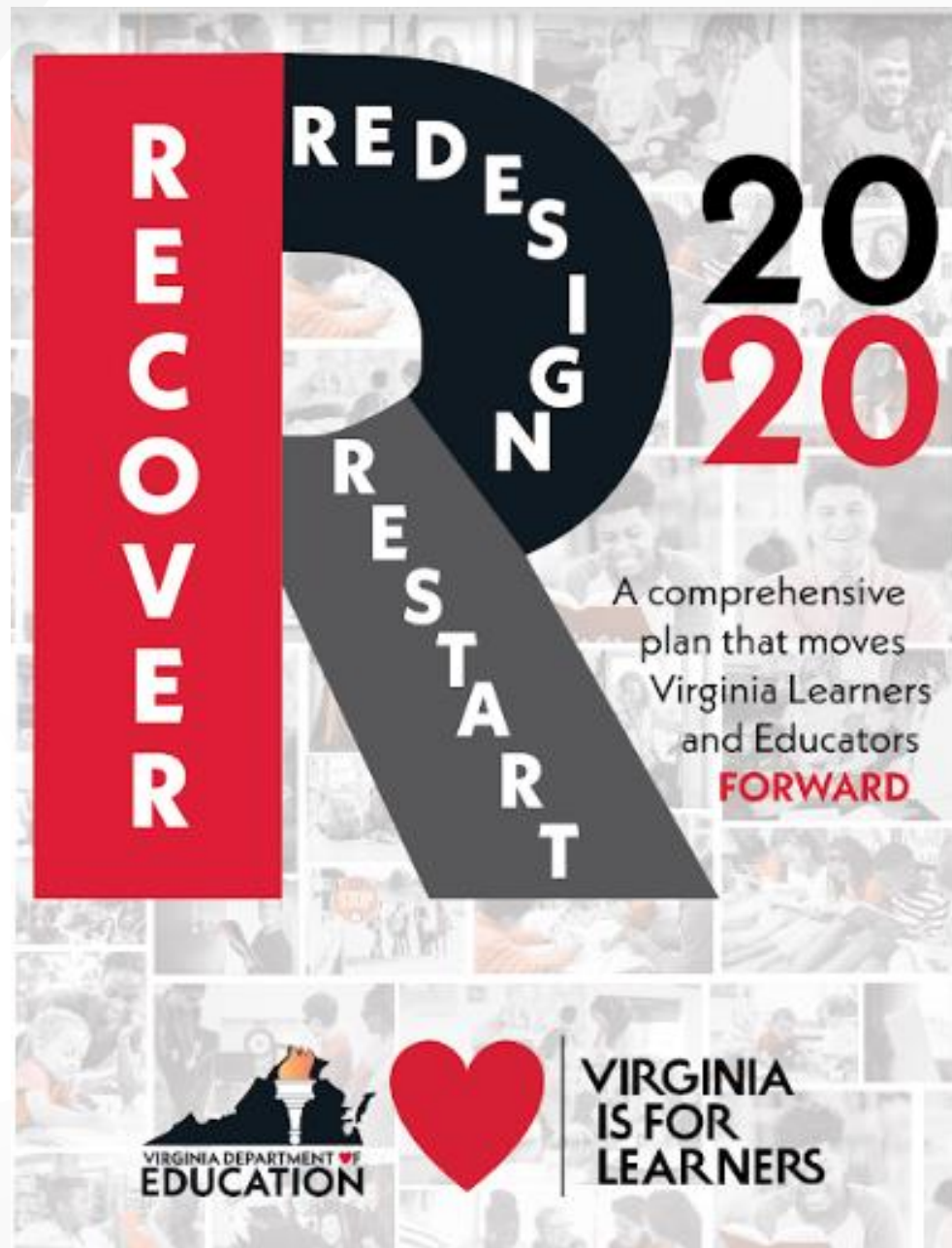
“Educational equity requires that educational opportunity be calibrated to need, which may include additional and tailored resources and supports to create conditions of true educational opportunity.”

National Academies of Sciences, Engineering, and Medicine (2019)



# RECOVER REDESIGN RESTART -

A comprehensive  
plan that moves  
Virginia Learners  
and Educations  
FORWARD



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