Discipline: Back to the Basics

Serving All Students

January 12, 2022

Molly M. Spearman – State Superintendent of Education

Presented by:

- Office of Special Education Services
- Office of Student Intervention Services
- Office of General Counsel
- Office of Virtual Education

Welcome...Getting Started and Getting to Know You



PLEASE MUTE YOUR MIC AND USE THE CHAT FOR QUESTIONS



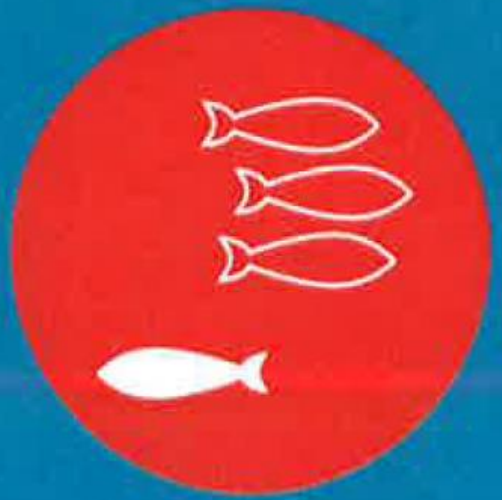
THIS PRESENTATION WILL BE RECORDED

Meeting Agenda

1. Definitions & School Climate
2. Reporting Requirements
3. Discipline Coding Reminders
4. Trauma and Behavior
5. Important Legal Reminders
6. Discipline at the District Level



Belonging is linked to better academic, psychological, and health outcomes[1]



About 25 percent of students are classified as having a low sense of belonging[2]



Teacher support is one of the strongest predictors of having a sense of belonging in school[3]

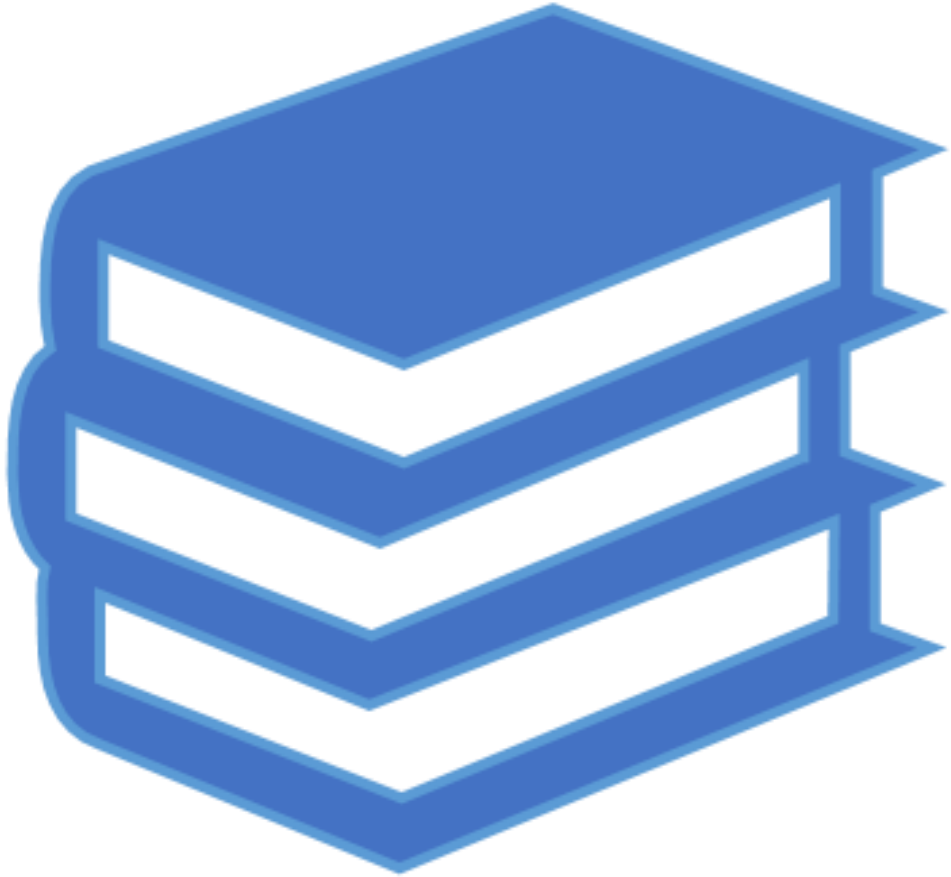


Emotional support from teachers is linked to SEL development in students[4]

Positive School Climate:

Where everyone feels **safe**, **valued** and **respected**!

Definitions



Suspension: Out of School (Out-of-School Suspension)

- Instances in which a child is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center).
- This includes both removals in which no services in a child's individualized education program (IEP) are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his or her IEP.

Suspension: In-School (In-School Suspension)

- Instances in which a child is temporarily removed from his or her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel.
- Direct supervision means school personnel are physically in the same location as students under their supervision.

Expulsion: With Educational Services

- Removing a child from his or her regular school for disciplinary purposes and providing educational services to the child for the remainder of the school year (or longer) in accordance with local educational agency policy. (e.g., instruction provided at student's home or a transfer to an alternative school program)
- Includes removing a child as a result of a violation of the Gun Free Schools Act that is modified to less than 365 days.

Expulsion Without Educational Services

- Refers to an action taken by the local educational agency of removing a child from his or her regular school for disciplinary purposes, and
- not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy;
- also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Expulsion: Under Zero Tolerance Policies

- Action taken by the local educational agency of removing a child from his/her regular school for the remainder of the school year or longer because of zero-tolerance policies.
- Zero-tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors).

Reporting



Reporting Discipline Data 2020-21

Schools are required to report the following in all learning environments:

- All Suspensions and Expulsions (all offenses)
- All In-School Suspensions (all offenses)
- Bullying Incidents
- Harassment Incidents

Table 5 Reporting Categories

Multiple Disciplinary Categories

1. Unilateral Removals to IAES by School Personnel
2. Interim alternative educational settings (IAES) Removals by a Hearing Officer
3. Out of School Suspensions
4. In School Suspensions
5. Total Disciplinary Removals
6. Expulsions
7. Sections required for each category
    - By Disability
    - By Race/Ethnicity
    - By Gender
    - By Limited English Proficiency (LEP)

How should counts be reported?

(Report number of children, not incidents for 5B, 5C and 5D)

Removal length	**How to report**
<0.5 cumulative days	Do not report
≥0.5 cumulative days to <1.5 cumulative days	Totaling 1 day (5B)
≥1.5 cumulative days to ≤10.0 cumulative days	Totaling 2-10 days (5C)
>10 cumulative days	Totaling >10 days (5D)

Table 5 – Data Entry Considerations

If you have never done this report before, or have had difficulty in the past:

1. Reporting cohorts as a guide to determine the total number of students or incidents that need to go in each box
2. Ensure your total numbers meet the disciplinary removal formula. Once you know the total numbers for each category, break down each number by disability, race/ethnicity, gender, and Multilingual Learner (MLL)
3. Fill in the Table 5 spreadsheet

Table 5 – Data Entry Considerations –Check the following



- The LEA name and date of submission are entered on Section A – Page 1
- No missing or invalid values
- All “blanks” values are replaced with the appropriate count or 0 (there should be no “blank” values in the submitted report)
- No red cells
- No computation discrepancies
- Provide any supporting information or clarifications in the “Comments” section if necessary

Significant Disproportionality

- Significant Disproportionality
- Significant Discrepancy
- Indicator 4

Significant Discrepancy (Indicator 4) & Significant Disproportionality

Significant Discrepancy

- **Purpose:** Fulfill federal IDEA requirements to evaluate the extent to which there is a discrepancy in the rate in which students with IEPs (Indicator 4A) or students with IEPs in each racial/ethnic group (Indicator 4B) receive long term disciplinary removals exist.

- **Data Source:**
  - Previous Year's Data
  - Table 5 (Discipline) and Tables 1 & 3 (Child Count)

- **Methodology:** Compares the rate(s) of long-term suspensions within a district to the rate(s) of long-term suspensions within the state.
  - Rate Ratios > 2.5

Indicators 4A & 4B
Reporting Significant Discrepancy

Indicator 4A

Percent of districts that have a **significant discrepancy** in the rate of suspensions and expulsions of greater than 10 days in a school year for children with individualized education programs (IEPs);

Indicator 4B

Percent of districts that have: a **significant discrepancy**, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and;

Significant Discrepancy:
Rate Ratio > 2.5

Any LEAs that are determined to have significant to have significant discrepancy must complete a review to determine whether the significant discrepancy is attributable to policies, procedures, or practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Districts Identified for Indicators 4A/4B

- 8 districts were identified for Indicator 4A
- 23 districts were identified for Indicator 4B

Significant Disproportionality
(Discipline Categories Only)

- **Purpose:** Fulfill federal IDEA requirements to evaluate the extent to which students with IEPs in racial/ethnic groups disproportionately receive:
  - OSS greater than 10 days
  - OSS 10 days or less
  - ISS greater than 10 days
  - ISS 10 days or less
  - Total Disciplinary Removals
- **Data Source:**
  - 3 Previous Year's Data
  - Table 5 (Discipline) and Tables 1 & 3 (Child Count)

Significant Disproportionality Methodology

- **Risk Ratios:**
  - Compares the risk for students with IEPs in specific racial/ethnic groups in a district for receiving certain disciplinary actions to the risk for students with IEPs in all other racial/ethnic groups in the district
- **Alternate Risk Ratios:**
  - Compares the risk for students with IEPs in specific racial/ethnic groups in a district for receiving certain disciplinary actions to the risk for students with IEPs in all other racial/ethnic groups in the state
- **Significant Disproportionality:**
  - Risk ratios or alternate risk ratios greater than 3.0 for 3 years
  - Districts with risk ratios or alternate risk ratios greater than 3.0 for the last two years are considered "Approaching Significant Disproportionality"

Districts Identified for Significant Disproportionality

- 5 districts were identified with Sig Dispro (Discipline categories only)
- 12 districts were identified for "Approaching" Sig Dispro

Discipline Coding Reminders



What is VirtualSC?

- A free state-sponsored online program serving students in grades 6-12 currently attending public, private and home schools in South Carolina.
  - Office of Virtual Education, SCDE
- Not a school, but a supplemental program. Students must be sponsored by their current South Carolina school.
- VSC offers free rigorous online courses aligned to state standards that are developed and taught by Highly Qualified, SC certified teachers.
- Enrollment is first-come, first-served.
  - Priority week of registration granted to students in current grades 11-12 for high school credit courses.

Administrative Withdrawal Policy

Students may be withdrawn from a course by VirtualSC administration for any of the following reasons:

- Students who do not submit assignments for a period of 14 calendar days will be withdrawn for non-attendance in accordance with the VirtualSC Attendance Policy.
  - Students may apply for reinstatement into dropped course.
- Students who violate the VirtualSC Academic Integrity Policy.
  - Students withdrawn after 2nd offense.
  - A student in violation of the VSC Academic Integrity Policy is also subject to discipline by his/her home district/school per the district/school's discipline policy.
- Students who violate the VirtualSC Code of Conduct.
  - Students may be withdrawn from their current course or from the program based on the violation.
  - A student in violation of the VSC Student Code of Conduct is also subject to discipline by his/her home district/school per the district/school's discipline policy.

Discipline Reminders

- All incidents should have the following:
  - Offender
  - Behavior
  - Action
  - Duration

Discipline Reminders (cont)

- All SUX-Pending Expulsion should be resolved before the 180th day reporting with the following:
  - Expulsion
  - Referred to Alternative School
  - OSS
  - Overturn Expulsion
  - Other outcome-Probation

More Discipline Reminders

If a student is recommended for expulsion or suspended pending expulsion the incident should include:

- OSS days (Duration information should be completed)
- Expelled Coded
  - With Services
  - Without Services

More Discipline Reminders (cont)

All Incidents involving a firearm must be reported:

- Number of Incidents
- 781-Handguns
- 782-Rifles
- 783-Other Firearms

All incidents must include a duration and action.

Discipline Scenario-Poll Question 1

Scenario 1: If a student receives a discipline referral and is sent home for the day by the principal/assistant principal?

How should this student be coded in PowerSchool?

- A. Excused **absence**
- B. OSS **Incident and the absence code as an OSS**
- C. Unexcused **absence**
- D. OSS

Discipline Scenario-Poll Question 2

Scenario 2: Two ninth grade male students got into a serious fight in the hallway. Both students had scratches and one student may have a broken arm.

How do you code this incident?

- A. One incident of fighting with two students coded on the same incident.
- B. Two incidents of fighting each student coded on a separate incident.
- C. One incident of fighting with two students involved and the physical injury that occurred.
- D. None of the Above

Discipline Scenario-Poll Question 3

Scenario 3: A middle school student brought a BB gun to school.

Which code should be used?

- A. 783 **Other Firearms**
- B. 004 **Contraband**
- C. **780 Other Weapons**
- D. 390 **Unauthorized Device**

Discipline Scenario-Poll Question 4

Scenario 4: A middle school student brought a taser to school.

Which code should be used?

- A.783 **Other Firearms**
- B. 004 **Contraband**
- C. 780 **Other Weapons**
- D. 390 **Unauthorized Device**

Discipline Scenario-Poll Question 5

Scenario 5: A 2nd grade student brought his Dad's gun on the school bus to show his friends.

How do you code this incident?

- A. Code the incident as a bus incident.
- B. Code the incident as a bus incident, include the weapon behavior and weapon sub-code and call to law enforcement.
- C. Code the incident as a bus incident and include the weapon behavi
- D. Call to law enforcement



Trauma & Behavior



The ACE Study

A score of 3 is considered immediate risk without associated health conditions. If there are associated health conditions, an ACE score of 3 is high risk.

- High risk for: (just school outcomes)
  - Learning/behavior problems: 4x more likely
  - Repeating a grade: 4x more likely
  - Not completing homework: 4 times more likely
  - High school absenteeism: 4 times for likely
  - Graduating from high school: 4 times less likely

ACE Scoring

WERE YOUR PARENTS SEPARATED, DIVORCED, OR DID A PARENT/CAREGIVER DIE?

ACE Scoring (cont)

DID YOU LIVE WITH ANYONE WHO WAS A PROBLEM DRINKER OR ALCOHOLIC, OR WHO USED STREET DRUGS?

ACE Scoring (cont)

WAS A HOUSEHOLD MEMBER DEPRESSED OR MENTALLY ILL, OR DID A HOUSEHOLD MEMBER ATTEMPT SUICIDE?

ACES Effect

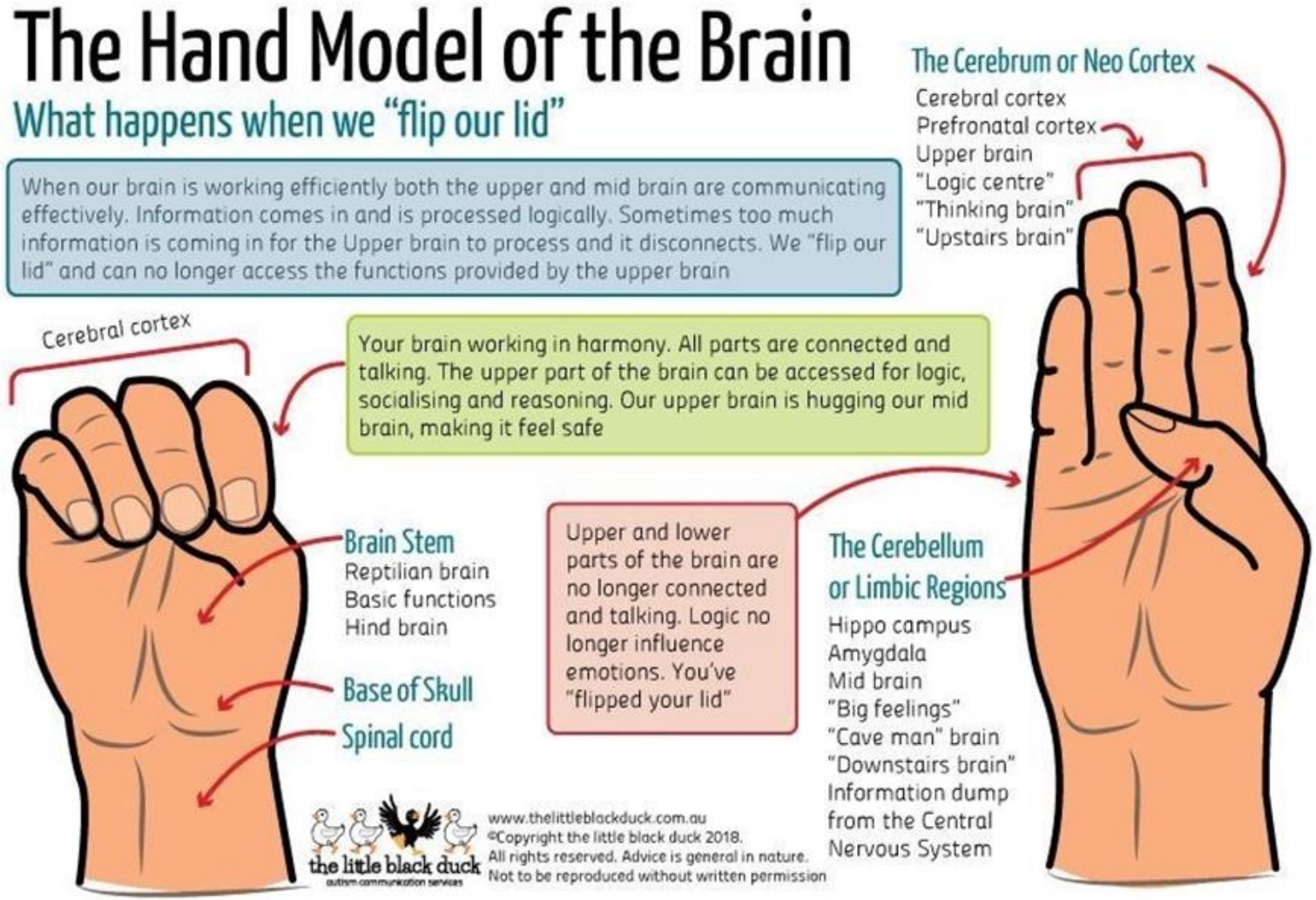


Short-Term Effect
Flipping Your Lid
Upstairs/Downstairs
Thinking Brain/Feeling Brain
Reptilian Brain/Thinking Brain

What other terms have you heard used?

TRAUMA + BRAIN SCIENCE = PREDICTABLE BEHAVIORAL RESPONSE

Flipping Your Lid





THIS ISN'T A CHOICE OF BEHAVIOR...THIS IS SCIENCE

And so, we need to reframe our thinking when working with children and adults--

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TRAUMA EFFECTS THE BRAIN AND THE BODY

Trauma interferes with the brain's ability to:

- Ay attention to, decipher, and enjoy signals in and around us
- Synchronize with, mirror, and engage socially with people around us
- Detect, interpret, and respond to possible danger signals
- Restore "normal" function once a perceived threat has passed
- Recognize, engage with, or describe emotional states
- Learn and adapt effectively to new information

Trauma interferes with the body's ability

- Manage/recover form adrenal/stress response to fight/flight/freeze signals
- Breathe properly due to hyperactivity of the fight/flight/freeze state
- Manage basic functions (sleep, immune, etc.) due to prolonged stress
- Digest food properly due to interference with the function of the viscera to add text

POSITIVE CHILDHOOD EXPERIENCES (PCE)

- In the past couple of years, there has been a focus on Positive Childhood Experiences, or PCEs. Although there isn’t a study that can correlate xx amount of PCEs to a specific resiliency score, there is a dose-response relationship to how many times/categories PCEs occur to being a resilient, healthier adult.

PCE

- IN 2019, A TEAM OF RESEARCHERS — DR. CHRISTINA BETHELL, JENNIFER JONES, DR. NARANGEREL GOMBOJAV, DR. JEFF LINKENBACH AND DR. ROBERT SEGE — FOUND A DOSE-RESPONSE ASSOCIATION BETWEEN POSITIVE CHILDHOOD EXPERIENCES AND ADULT MENTAL AND RELATIONSHIP HEALTH AMONG ADULTS WHO HAD EXPERIENCED ACES, IRRESPECTIVE OF HOW MANY ACES THEY HAD.

- This means that it's really important to have positive childhood experiences, no matter how much adversity you have in your life. And if you have A lot of adversity and A lot of positive childhood experiences, you are less likely to suffer the consequences of aces. However, if you have no positive childhood experiences and few aces, the consequences of the aces are more likely to appear.

1. Look beyond the behavior
2. Build relationships
3. Create a safe environment
4. Meet students where they are
5. Be predictable

LET'S TALK ABOUT IT…

1. LOOK BEYOND THE BEHAVIOR

- Provide a calm environment
- Minimize distractions
- Emphasize routine
- Explicitly teach the behavior you expect
- Focus on assisting rather than disciplining
- Provide a calming corner
- Make sure the student feels safe
- Resist the temptation to talk while the behavior is occurring
- Provide an outlet to explain what happened prior to behaviors occurring

2. BUILD RELATIONSHIPS

- Learn names quickly and correctly
- Students are never too old for show-and-tell
- Post student pictures and student work
- Listen
- Spend 1:1 time with each student
- Find their love language and fill their bucket in their language
- Share your stories
- Have a sense of humor
- Attend student events

3. CREATE A SAFE ENVIRONMENT

- Be a role model
- Follow the rules yourself
- Show students respect and encourage them to be successful
- Make expectations clear
- Keep your requests simple, direct, and specific
- Reward good behavior
- Use 1:1 feedback and no more than 3 seconds to provide corrective prompts
- Help students correct their own behavior (restorative justice

4. MEET STUDENTS WHERE THEY ARE

- Meeting all students where they are is a commitment that requires that we reconfigure our old systems and practices and paradigms; that we place the individual learner at the center of the learning process; and that the learning process – what actually happens cognitively, neurologically, and developmentally as children learn – be placed at the center of the pedagogical model.
- Student goals and data notebooks
- Student selection of material
- Real-world application of content
- Teaching emotions and behavior within content
- Read-alouds and bibliotherapy

5. BE PREDICTABLE

- Class/School rules, norms, and expectations
- Explicitly teach expectations and behavior
- State expectations positively
- State in terms of observable behavior
- Use brief, child-friendly language
- Only use the word “promise” if it is something that you can guarantee will happen
- Support self-regulation
- Prep for all transitions



Break



Discipline Scenarios



Suspension in the Virtual Environment

- Any consequence that limits students who are experiencing difficulties, to an alternative virtual educational setting, and/or prohibits them from access to the virtual learning environment at the same times and duration or their peers.

Discipline Scenario #1

During a google meet session a student posted inappropriate comments in the chat box. The student was given a warning from the teacher, but the student continued to post for the remaining of the remote session.



What intervention(s) can take place?

What are the possible disciplinary actions that can take place?

Discipline Scenario # 1

Examples of Interventions

- Teach/Re-teach Behavior Expectations
- Reinforcement of Appropriate Behavior
- Explicit Instruction
- Teacher/Student Conference
- Parent/Guardian Contact
- Teacher/Parent/Student Conference
- Telephone Call

Examples of Disciplinary Actions

- Intervention plan/behavioral contract
- Verbal reprimand
- Conference
- ISS
- OSS

Virtual setting

- Telephone Call
- Virtual meeting (Google Classroom, Zoom or Microsoft Teams)
- ISS Virtual Classroom (Supervised)
- Regulation 43-279: Level I: Behavioral Misconduct or Level II: Disruptive Conduct (*Please review your district's policies)

Discipline Scenario #2

During a face-to-face session, a student continues to interrupt instruction by and talking during instruction, getting out of their seat. The student was given numerous warnings to follow class rules.



What intervention(s) can take place?

What are the possible disciplinary actions that can take place?

What does this look like in the virtual setting?

Discipline Scenario #2

Examples of Interventions

- Teach/Re-teach Behavior Expectations
- Explicit Instruction
- Teacher/Student Conference
- Parent/Guardian Contact
- Teacher/Parent/Student Conference

Examples of Disciplinary Actions

- Intervention plan/behavioral contract
- Conference
- ISS

Regulation 43-279: Level I: Behavioral Misconduct (*Please review your district's policies)

Discipline Scenario #3

In the hallway at their lockers a student is overheard threatening to fight another student after school. (We know that the student who is making the threat has a BIP.)

What intervention(s) can take place?

What are the possible disciplinary actions that can take place?

Discipline Scenario #3

Examples of Interventions

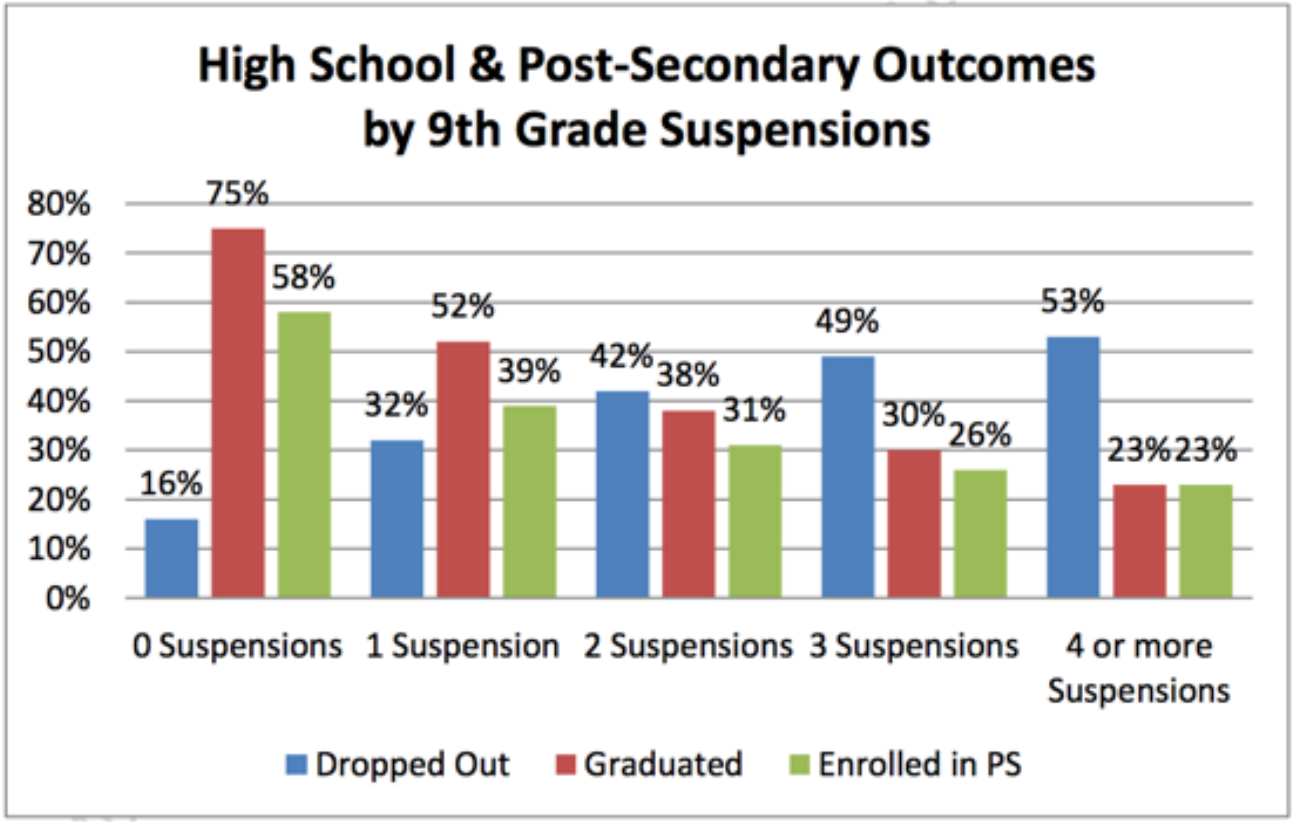
- Review/Implement the BIP
- Teacher/Student Conference
- Parent/Guardian Contact
- Teacher/Parent/Student Conference
- Telephone Calls

Examples of Disciplinary Actions

- Intervention plan within the BIP
- IEP Team Meeting
- ISS
- OSS

- Regulation 43-279: Level I: Behavioral Misconduct or Level II: Disruptive Conduct (*Please review your district's policies)

High School & Post Secondary Outcomes by 9th Grade Suspensions



Source: Everyone Graduates Center

Reminders

IAES - Definition of Weapons

The Individuals with Disabilities Education Act (IDEA) allows a local educational agency (LEA) to place a student with a disability in an IAES for **up to 45 calendar days** if the student carries or possesses a weapon at school, on school premises, or at a school function. 34 C.F.R. § 300.530(g)(1).

- State Law

  A "weapon", as used in this section, means a firearm, **knife with a blade-length of over two inches**, dirk, razor, metal knuckles, slingshot, bludgeon, or any other deadly instrument used for the infliction of bodily harm or death. S.C. Code Ann. § 59-63-370

- Federal Law

  The IDEA adopts the definition of weapon in the U.S. Criminal Code. 34 C.F.R. § 530(i)(4). This provision defines the term dangerous weapon as "a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, **except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length**." 18 USC 980(g)(2).

State and Local Procedures

S.C. Code Ann. § 59-63-210

A district board may authorize or order the suspension, expulsion, or transfer of a student for a criminal act, gross misbehavior, persistent disobedience, or a violation of written rules established by the district board or State Board of Education.

Suspension – All Students

S.C. Code Ann. § 59-63-220

Any district board may confer upon any administrator the authority to suspend a pupil from a teacher's class or from the school **not in excess of ten days for any one offense and for not more than thirty days in any one school year** but no such administrator may suspend a pupil from school during the last ten days of a year if the suspension will make the pupil ineligible to receive credit for the school year without the approval of the school board unless the presence of the pupil constitutes an actual threat to a class or a school or a hearing is granted within twenty-four hours of the suspension.

Disciplinary Removals

- The limit on days of suspension for a single offense apply to all students, not just students with disabilities.
- Once you reach ten cumulative days of disciplinary removal for students with disabilities, the due process protections and rules for changes in placement under the IDEA and Section 504 of the Rehabilitation Act of 1973 (Section 504) are triggered.

Due Process Rights – All Students

Regardless of the instructional delivery model students retain their due process rights.

- In-Person
- Hybrid
- Distance Learning

Suspension Notice Requirements – All Students

S.C. Code Ann. § 59-63-230

- When a student is suspended, written notice must be sent to the parent/guardian containing the reason for the suspension and the time and place an administrator is available for a conference with parent/guardian. This conference must be within **three** days of the suspension.
- The parent/guardian may appeal the suspension to the district board or its authorized agent.

Expulsion Notice Requirements – All Students

S.C. Code Ann. § 59-63-240

- A district board may expel a student for the remainder of a school year.
- Notice must be sent to the parent/guardian to inform them of the student's hearing time and location. The notice must be sent when the procedures for expulsion are initiated, and the hearing must be within **fifteen** days of the notice.



Disciplinary Hearings – All Students

S.C. Code Ann. § 59-63-240

- The student may have legal counsel for the hearing, and they retain all other legal rights.
- A decision must be issued within **ten** days of the hearing.
- If the hearing is not held in front of the district board, either party may appeal the decision to the board. Any action by the board may be appealed to the appropriate court.

Disciplining Students with Disabilities

- Any disciplinary action taken against a student with a disability who qualifies for special education and related services must be consistent with the IDEA and Section 504.
- Schools must appropriately record and report all disciplinary offenses and actions.
- All of the same requirements for a change in placement for brick and mortar school settings apply to virtual and hybrid settings.

Change in Placement – Students with Disabilities

- A change in the placement for disciplinary reasons requires the involvement of student's IEP team and a determination by the IEP team that the change in placement is appropriate.
- The LEA must continue providing students with disabilities a free appropriate public education (FAPE). The LEA must provide services to the extent necessary to enable a student with a disability to continue to appropriately participate in the general education curriculum and appropriately progress toward the goals in his or her IEP.
- Students are still entitled to receive related, transition, and counseling services, etc.

Notice Requirements – Students with Disabilities

On the date that the decision is made to impose a disciplinary removal that constitutes a change in placement for a student with a disability, the school district or agency must notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 C.F.R. § 300.504.

34 C.F.R. § 300.530(h)

Report All Discipline Data

Schools are required to report the following in all learning environments:

- **All** Suspensions and Expulsions (all offenses)
- **All** In-School Suspensions (all offenses)

Procedural Requirements

- Manifestation Determination Review (MDR) - The IDEA and Section 504
  - Students previously identified
  - Students not yet identified
  - Participants
  - Timelines
  - Data that must be considered
  - Behavioral Intervention Plans (BIPs)
  - If a plan exists, how was it implemented?
  - Based on the change in the instructional delivery model, are revisions to the existing BIP necessary?

- Functional Behavioral Assessments (FBAs)
  - Is additional data necessary?
  - If yes, develop a plan to collect the data.

Due Process Rights – Students with Disabilities

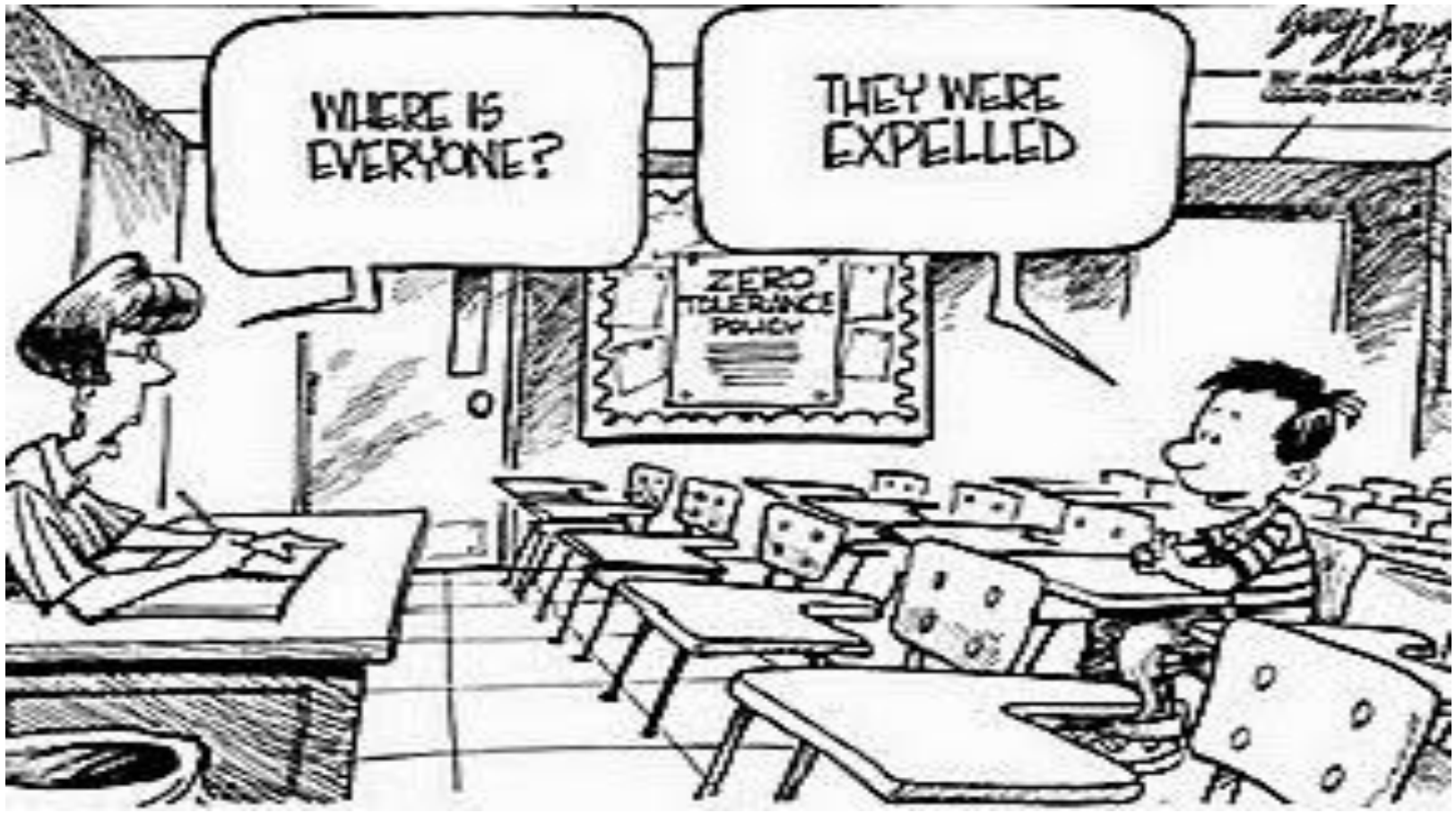
- A parent who disagrees with a determination that the student's behavior is not related to his or her disability can request an expedited due process hearing to appeal the result of the MDR.
- A parent can appeal the IEP team's decision regarding the appropriateness of a proposed placement, the length of time the LEA is proposing to change the student's placement, whether the LEA can provide the student a FAPE in the new placement, whether the new placement is accessible to the student, and/or whether the appropriate procedures were used during the MDR process.
- This right applies to students identified as having disabilities under the IDEA and students who have Section 504 Plans.

Action Steps

Serving All Students

Re-thinking discipline, Florence School District Three

Cheryl Hubbard-George



Our data

Suspension rates for general education students

- 2018-2019 – 24.2%
- 2019-2020 – 15.8%

Suspension rates for students with disabilities

- 18-19 = 31%
- 19-20 = 23.9%

Just because you can suspend a SWD up to ten days, doesn't mean you should.

How do we get to the 9% OSS target?



Recommendations:

- To reduce the variability of discipline trends from district to district and school to school, schools are encouraged to use an alternative to suspension framework which includes strategies used to respond to student misconduct.
- Adopt an **EXPLICIT** framework. It lessens the likelihood of variability, confusion and or bias often based on the school the student attends, the adult the student encounters or the characteristics of the student (Losen, Whitaker, & Civil Rights Project, 2017).
- An explicit preventative discipline framework includes explicit information that is **clearly stated, leaving nothing implied**.
- **What is needed –A Process:** Not Just A Product (clear, consistent, communicated and commitment by all staff)

What are we doing?

- District-wide diversity training
- OSS goals defined for each school and for the entire district
- Revised process for alternative school placement
- Positive behavior interventions and supports
- MTSS
- Social Emotional Counselors in each school – Trauma informed staff
- SEL district-wide curriculum (Ripple Effect, Panorama, Teach Town, Milo)
- Mental health partnerships
- Check in and Checkout (virtual and face to face)
- Threat Assessments process and trained staff
- MDR process - clear consistent process with room for conversations, analysis and alternative options.
- Data reviews
- Home visits
- Focus on truancy and chronic absenteeism
- Preventative focus verses reactive focus

Take away

- Review the Progressive Discipline Matrix for your district
- Develop an explicit plan for your district that addresses behavioral challenges to reduce the likelihood of further discipline and teaches students the expected behavior
- Add specific strategies, frameworks or personnel needed
- Review discipline data at least monthly
- Stop just talking about MTSS and actually implement MTSS



Resources

Resources -**Data Collection & Reporting**

- Website path: ed.sc.gov > Districts & Schools > Special Education Services > Data Collection and Reporting > Data Collection Instructions > Table 5 – Discipline
- 20XX-20XX Table District 5 (File Template for Submission)
- Other collection forms (DO NOT SUBMIT these to state level) – not required to use these, but may be helpful
- Template Student Collection form
- Template District Collection form
- Table 5 Manual Reporting Instructions

Resources -**Classroom Behavior**

- SOAR: Virtual Learning Matrix
- PBIS: How do we add virtual learning to our behavior matrix?
- Supporting and Responding to Behavior: Evidence Based Classroom Strategies - OSEP
- Trauma-informed planning strategies to help students transition back to school in the era of COVID-19
- Social and Emotional Climate and Learning (cdc.gov)
- HLP #7: Establish a Consistent, Organized and Respectful Learning Environment
- Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf (gtlcenter.org)



Discipline & School Environment

- Cheryl Fitts cfitts@ed.sc.gov
- Dianne Bennett dsbennett@ed.sc.gov

Reporting Requirements

- Yolanda Singletary ycsingletary@ed.sc.gov
- Kelvin Pompey kpompey@ed.sc.gov

Discipline Coding Reminders

- Katina Montgomery kmontgomery@ed.sc.gov
- Aveene Coleman acoleman@ed.sc.gov

Trauma and Behavior

- Rikki McCormick-Lowe
- Dianne Bennett dsbennett@ed.sc.gov
- Tina Ross tross@ed.sc.gov

Important Legal Reminders

- Barbara Drayton bdrayton@ed.sc.gov

Discipline at the District Level

- Cheryl Hubbard-George chubbard@fsd3.org

Thank you for attending!