



Exploring Educators' Commitment to Racial Equity in School Discipline Practice

Table: Number of Incidents and Total Percentage of Participants for Helping Categories, Hindering Categories and Wishlist Items

Incident type	Categories	Number of Incidents (% total respondents)
Helping Self	Disaggregating School Data by Race/Ethnicity (Helping Others)	12(67%)
	Learning About Racial Discrimination in Society	12(53%)
	Witnessing Racial Prejudice in Schools	11(47%)
	Discussing Race and Discipline with Peers (Wishlist Self)	7(40%)
	Acknowledging Racial Biases (Wishlist Self)	5(33%)
	Examining White Privilege and Identity	6(27%)
	Implementing PBIS as a Foundation for Equity	5(27%)
	Learning from Trusted Peer(s)	5(27%)
Helping Others	Sharing Equity Focused School Practices	12(47%)
	Disaggregating School Data by Race/Ethnicity (Helping Others)	7(47%)
	Providing a Voice to Students and Families	5(33%)
	Normalizing Discomfort in Addressing Race (Wishlist Self)	5(27%)
	Getting Cited for Disproportionality	5(27%)
	Confronting Prejudicial Beliefs	4(27%)
Hindering Self	Avoiding Discussing Race	14(67%)
	Experiencing Lack of Conviction from Leaders & Peers (Hindering Others)	10(47%)
	Imposing Cultural Norms	10(40%)
	Lowering Expectations and Stereotyping (Hindering Others)	7(27%)
	Adhering to School Discipline Policies	5(27%)
Hindering Others	Lowering Expectations & Stereotyping (Hindering Self)	12(47%)
	Experiencing Lack of Conviction from Leaders & Peers (Hindering Self, Wishlist Others)	8(40%)
Wishlist Self	Experiencing Racially Diverse Students and Communities	7(33%)
	Training on Culturally Responsive Practices (Wishlist Others)	6(33%)
	Normalizing Discomfort in Addressing Race (Helping Others)	5(27%)
	Acknowledging Racial Biases (Helping Self)	4(27%)
	Discussing Race and Discipline with Peers (Helping Self)	4(27%)
Wishlist Others	Accessing Equity Mentors & Exemplars	6(40%)
	Experiencing Conviction from Leaders and Peers	6(27%)
	Training on Culturally Responsive Practices (Wishlist Self)	5(27%)

Note: PBIS = positive behavioral interventions and supports.



School Board of Levy County Bronson, Florida

A Memorandum of Understanding (MOU) was developed between the *School Board of Levy County* and Florida's Positive Behavior Support: Multi-Tiered Systems of Support (FLPBS:MTSS) Project at the University of South Florida in December of 2015. This agreement outlines the parameters of a partnership with FLPBS:MTSS and the School Board of Levy County for addressing disproportionate discipline

Goals and objectives of this agreement included :

- Establish a culturally diverse district level team that actively committ to eliminating the significant over-representation of minority students in school discipline. Team members include upper-level cabinet holders who have authority over school leaders, and family/community stakeholders.
- Conduct a needs assessment to identify strengths and potential areas for improvement across topics that can be related to disproportionate discipline, such as:
 - The district data system (required data elements, metrics, etc.)
 - Discipline policies and code of conduct
 - District Improvement Action Plan (DIAP - to identify related priorities)
 - District policies/procedures related to family and community engagement
 - School-level problem-solving fidelity
 - Integration with related district initiatives

–Other areas (e.g., attendance, trauma) that the district leadership team agrees may be related to disproportionate discipline in their schools.

The FLPBS: MTSS Project agreed to:

- Work with district-level staff to increase their capacity to apply the problem-solving process to the problem of disproportionate discipline.
- Assist with report generation, data compilation, and report analysis as needed. As needed, the FLPBS project will assist the district with identification of potential data sources, tools, and timelines to assist with data collection.
- Work with district staff to complete and report the results of a needs assessment for disproportionate discipline to facilitate problem-solving and action planning.
- Work with the district team that consisted of: (1) district personnel with authority for making decisions regarding policy and practice; (2) culturally diverse family members; and (3) culturally diverse community stakeholders. This team met regularly (i.e., at least twice each school year) to review successes and barriers for reducing the district’s discipline gap, and updated their plan as needed. This team had the authority to make decisions about district resources, such as training, code of conduct revisions, policy revisions.
- Complete equity profile for all schools and reviewed as a District Instructional team
- Provide guidance to schools to organize meetings to share data and problem analysis