

Disproportionate Discipline Team Model Examples

We've discussed the importance of engaging a variety of school and community stakeholders in the student discipline root cause discussions. Here are a few ways local school systems in Maryland are engaging stakeholders.

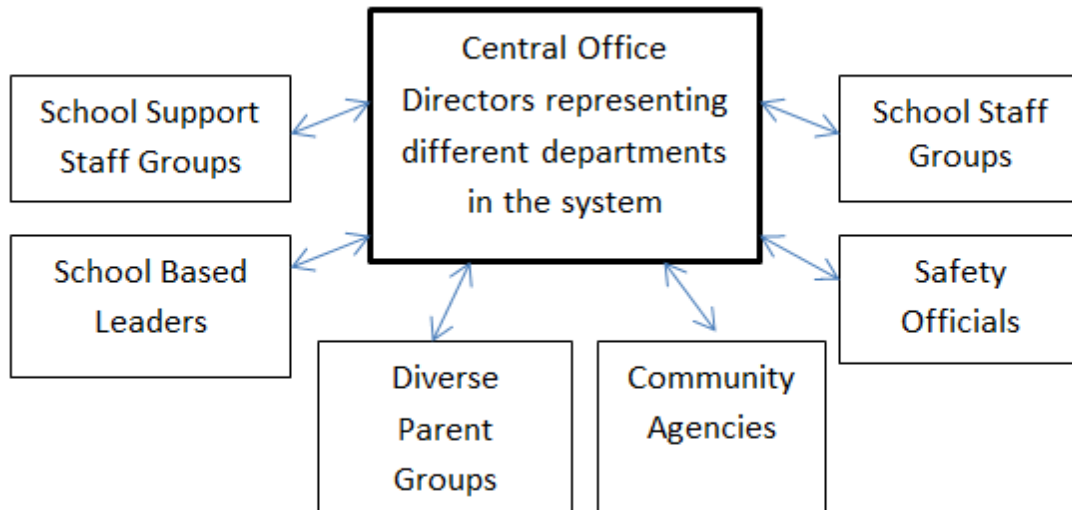
Model A - Reaching Out

Consider this model if the local school system has many different stakeholder groups within the community. It keeps conversations purposeful and allows for many individual voices to be heard.

A group of school system central office staff meet regularly as a core disproportionate discipline review team. They represent many different departments in the school system (special education, student services, curriculum and instruction, school safety, school improvement, executive leadership, etc.) and meet regularly as the disproportionate discipline review team to:

1. Review the root cause domains from their perspective.
2. Schedule time to meet with various external stakeholders who have input, experiences, expertise to share through a review of one or more of the root cause domains.
3. Report back results from the stakeholder meeting to the central disproportionate review team.

The core team then gathers and collates all of the information into one cohesive root cause analysis to determine which causes to investigate more deeply and what action steps to take.



Model B - Invitation to Specialist

Consider this model if the local school system has fewer external stakeholder groups and needs to engage them within a limited timeframe.

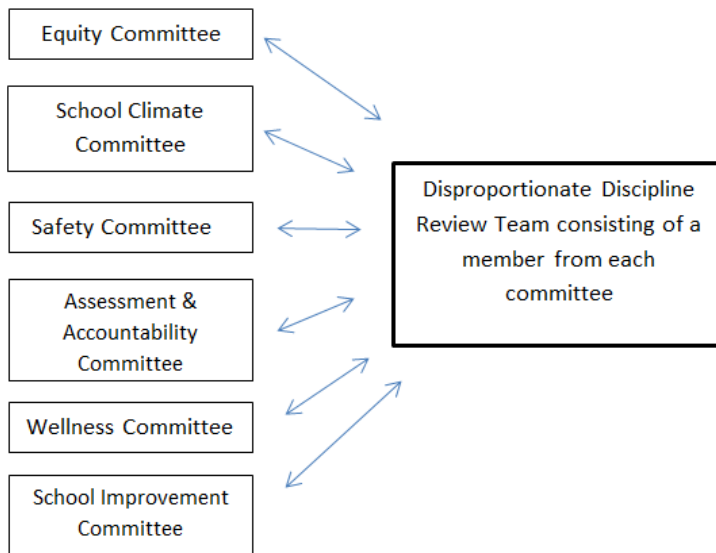
A group of school system leaders meet regularly as a core disproportionate discipline review team. The core team is composed of stakeholders from across the local school system (central office directors, school administrator, teacher, special educator, school counselor or other student services staff, parent, etc.). The core team meets together for each team meeting. This team examines one root cause domain each meeting. A schedule is created that allows the team to invite other participants who have a more in-depth perspective related to a specific root cause analysis domain (ex. School Resource Officer or safety personnel, instructional experts, leadership supervisors, mental health agencies, etc.) to attend one or more meeting(s). The entire team collates all information into one cohesive root cause analysis to determine which causes to investigate more deeply and what action steps to take.

Model C - Committee Coordination

Consider this model if the local school system has a plethora of existing committees, workgroups and teams to coordinate efforts. This model will capitalize upon existing efforts within the system while increasing the dialogue about student discipline among many decision makers.

Individuals from existing local school system committees/teams become members of the disproportionate discipline review team with the intent of coordinating and aligning initiatives across many school system committees. It's important that the individuals on the disproportionate discipline review team engage in the following activities as a means of successfully using this model.

1. **Gather** specific information related to discipline root causes from members of the other existing committee. The individual must be systematic about this effort seeking to take time on the committee agenda to discuss a specific root cause domain and review indicators for feedback from these committee members.
2. **Share** information (root causes and actions being used) from the existing committee back to the disproportionate discipline review team. The individual on the committee represents the many voices from the existing committee, therefore needs to guide the conversation to capture beliefs and knowledge appropriately.
3. **Disseminate** specific information about disproportionate discipline root causes and dialogue happening in the disproportionate discipline review team to members of the existing committee. This step allows existing committees the opportunity to incorporate action items from the disproportionate discipline plan into their committee recommendations and outcomes.



Model D - All Together

Consider this model if there are diverse members of the local school community who have expressed extensive interest in the topic of disproportionate discipline and are invested in the outcome of the team's work. This model is likely the most ideal for small school systems.

Individuals are identified or nominated to serve on the disproportionate discipline review team because they represent the voice of a specific stakeholder group (parents, teachers, school based leaders, school safety officials, community partners, special education teachers, central office leadership, students). Each member attends each team meeting and is responsible for gathering the necessary information from their stakeholders to fairly represent the views and opinions of the group. Each individual works as part of the team to identify likely root causes for disproportionate discipline within the system and seeks solutions to address the root causes. Individuals on the team are also responsible for taking information about the team's efforts back to the stakeholder group they represent as a means of engaging support for actions taken.

