

## Framework for Increasing Equity in School Discipline

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<b>Prevention</b>	1. <i>Supportive relationships</i>	Authentic connections are forged between and among teachers and students.
	2. <i>Bias-aware classrooms and respectful school environments</i>	Inclusive, positive classroom and school environments are established in which students feel fairly treated.
	3. <i>Academic rigor</i>	The potential of all students is promoted through high expectations and high-level learning opportunities.
	4. <i>Culturally relevant and responsive teaching</i>	Instruction reflects and is respectful of the diversity of today's classrooms and schools.
	5. <i>Opportunities for learning and correcting behavior</i>	Behavior is approached from a nonpunitive mindset, and instruction proactively strengthens student social skills while providing structured opportunities for behavioral correction within the classroom as necessary.
<b>Intervention</b>	6. <i>Data-based inquiry for equity</i>	Data are used regularly to identify “hot spots” of disciplinary conflict or differential treatment of particular groups.
	7. <i>Problem-solving approaches to discipline</i>	Solutions aim to uncover sources of behavior or teacher-student conflict and address the identified needs.
	8. <i>Inclusion of student and family voices on conflicts’ causes and solutions</i>	Student and family voices are integrated into policies, procedures, and practices concerning school discipline.
	9. <i>Reintegration of students after conflict or absence</i>	Students are supported in re-entering the community of learners after a conflict or long-term absence has occurred.
<b>Prevention and Intervention</b>	10. <i>Multi-tiered system of supports</i>	Schools use a tiered framework to match increasing levels of intensity of support to students’ differentiated needs.

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Note: The numerical ordering of principles is not meant to suggest their relative importance.

Source: Gregory, A., Skiba, R., & Mediratta, K. (in press). Eliminating disparities in school discipline: A framework for intervention. *Review of Research in Education*.

# My Teaching Partner Cycle

