



# RESET CENTERS REIMAGINING STUDENT BEHAVIOR CONSEQUENCES

Dallas ISD

Karla Garcia, Board Trustee District 4

Michael Hinojosa, Ed.D., Superintendent of Schools



# POLICY & GOVERNANCE

## **FO (LOCAL) – Amendment from 2017-2018 School Year**

In prekindergarten–grade 2, the District shall use disaggregated disciplinary data to inform actions that will identify inequity and reduce the number and percentage of student in-school and out-of-school discretionary suspensions, except as required by law with the goal to eliminate discretionary suspensions by 2022–23.

## **Student Code of Conduct**

For the 2021-2022 School Year, the Student Code of Conduct does not contain any references to suspensions due to the elimination of all Out-of-School and In-School Suspensions.



# WHY?



2017-2018  
Elimination of  
Pre-K – 2<sup>nd</sup> Grade  
Suspensions

2019-2020  
51 % of Grades 3  
– 12 Suspensions  
were African  
American Males

2019-2020  
African American  
Males made up  
13% of District  
Population

Effects and Pivot  
Due to Pandemic

Question from Superintendent



# A Case for Change: Effects from the Pandemic

**COVID-19 has created numerous issues for districts to consider,  
but its consequences for discipline are tremendous**

## Learning Loss

Frustration with academic regression or remediation could produce short- and long-term negative behavioral effects



## Mental Health

Students will have had experiences detrimental to their mental health since the pandemic began which may require support or manifest into behavioral issues

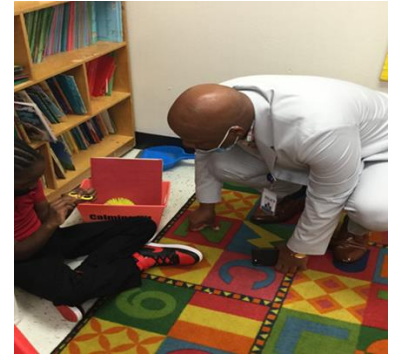
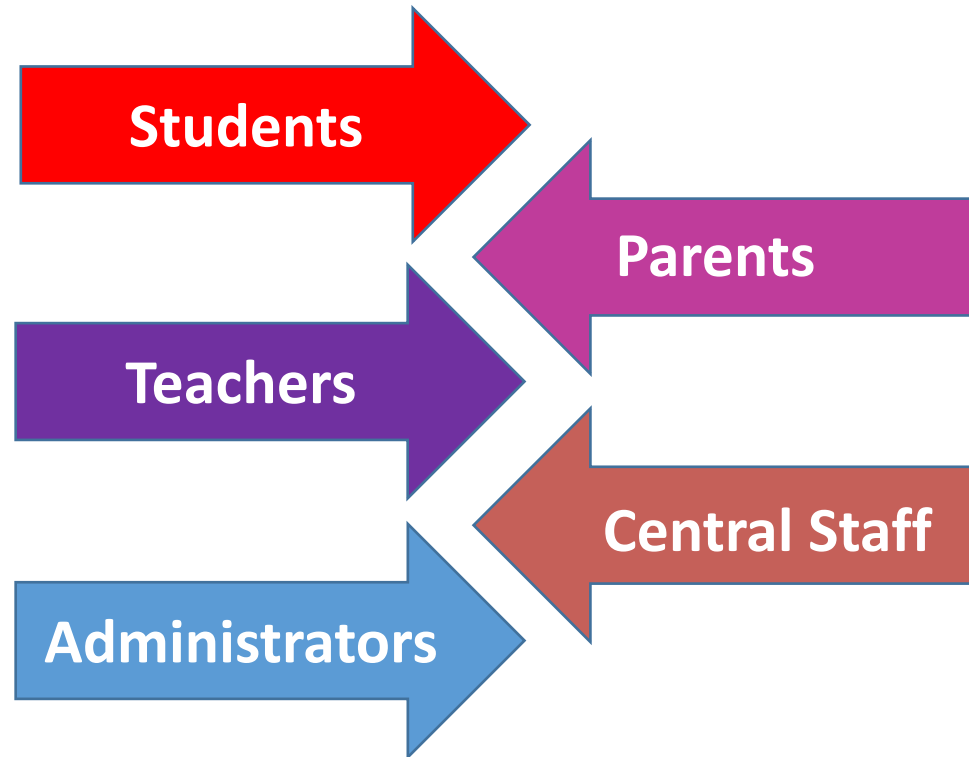


## In-Person Transition

Proximity to and engagement with other students in person again could lead to behaviors resulting in disciplinary actions

These three factors (and many others) will undoubtedly affect behavior which could have negatively associated outcomes on their academic performance and short-/long-term well being unless our system is prepared to respond thoughtfully

# DESIGN RESEARCH INTERVIEWS



# Suspension Vs. Removals Vs. Student Code of Conduct

## Suspension Elimination Level 1 and 2

- Level 1 Examples
  - Profanity toward other students
  - Offensive language
  - Refusing to give up a cell phone
- Level 2 Examples
  - Electronic Cigarette
  - Profanity toward personnel
  - Fighting
  - Major school disruption

## Mandatory and Expellable Removals Level 3 & 4

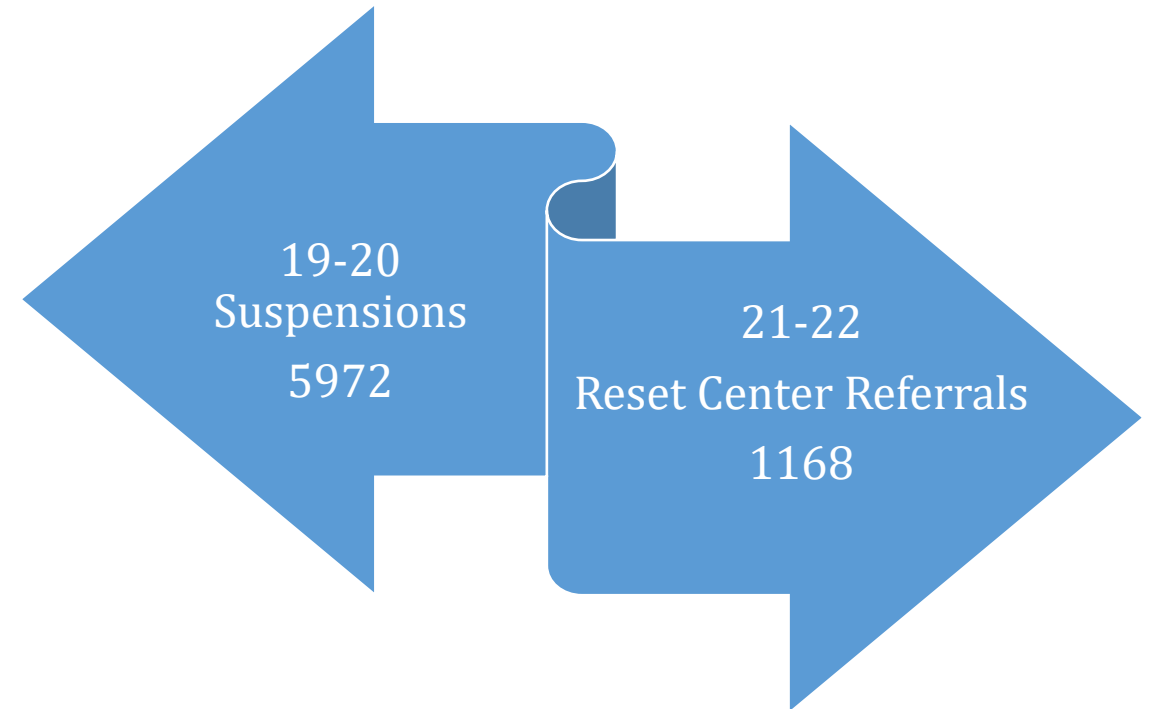
- Level 3 Examples
  - Alcohol
  - Class A Assault
  - Drugs
  - Indecent Exposure
- Level 4 Examples
  - Aggravated Robbery
  - Aggravated Sexual Assault
  - Exhibition of Firearm
  - Terroristic Threat

## Student Code of Conduct

- Reset for a class period or 1 -3 days
- Removal from extra-curricular, detentions, conferences, etc.
- DAEP for major school disruption

# DATA

Year	Discipline Actions	1st Semester
2019 - 2020		
	In-school Suspensions	1109
	Out-of-school Suspensions	4863
	DAEP	995
	JJAEP	7
2021 - 2022		
	Reset Center	1168
	DAEP	949
	JJAEP	9
	Reset Recidivism	107



# Purpose of Reset Center

# Assignment

- Level I or Level II Offenses
- Class period or 1 – 3 days
- Removal for one class period or 1 – 3 days



## Philosophy / Supports

- Restorative approach rather than punitive
- Restorative circles support student conflicts and student / staff conflicts
- Tools to deal with anger management, grief, frustration, etc.
- Online support modules
- Calming environment (rocking chairs, yoga mats, bean bags, exercise bikes, etc.)



## Mental Health Services

Trauma-induced, severe, and consistent behavior concerns

## Counseling Services

Guidance lessons, bullying, Suicide Risk Assessments, grief counseling, and group/individual support

## Social & Emotional Learning

Professional learning and coaching: SEL & Positive Behavior Systems

## Dallas ISD Police

Assistance with classification of offenses pertaining to the Student Code of Conduct



## Office of Student Engagement & Support

All actions of the Student Code of Conduct and Student Discipline data systems compliance

## MTSS

Tiered interventions for all students, small groups, and individuals

## 504

Students who need accommodations in the learning environment

## Special Education

Students with a Special Education Behavior Intervention Plan and/or exhibit behavior concerns

## Parent Advocacy & Support Services

Support families with resources and services

# PROFILE OF A RESET FACILITATOR

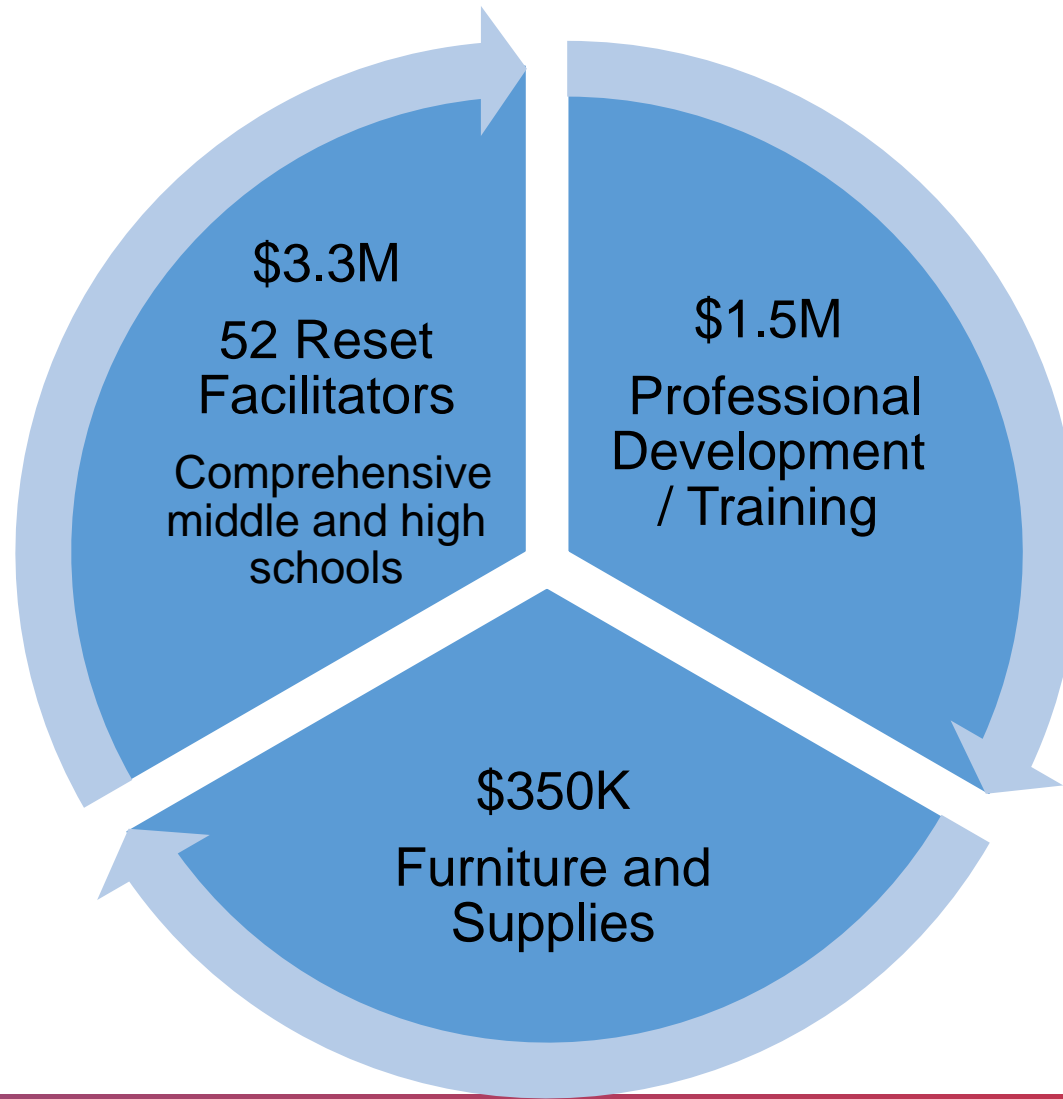
## Qualifications

- Degreed Professional
- Teaching, Mental Health Clinician, or Social Work Background
- Passion and Empathy for Children
- Relationship Builder

## Trainings Provided

- Behavior Specialist
- Restorative Practices
- Social Emotional Learning
- Mindfulness
- Trauma Informed Care
- Trust Based Relational Training
- Creating Positive Classrooms
- Avoiding Power Struggles
- De-escalation

# BUDGET



# RESET CENTER HIGHLIGHTS

Staff seeking to  
better understand  
students

Students learning to  
resolve conflict  
without violence

Shifting discipline  
philosophy across  
the District

"Reset culture"  
leading to reduction  
in referrals

Identification of  
students needing  
mental health  
services

Started dialogue  
across the state and  
nation to address  
discipline concerns

# RESET CENTER TOOLS AND SUPPORTS

## Seating for Restorative Circles



## Intentional Use of Calming Colors



## Continued Academic Engagement



## Calming/ Fidget/ Sensory Tools

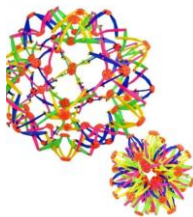
Noise-Canceling Headphones



Fidget Spinners



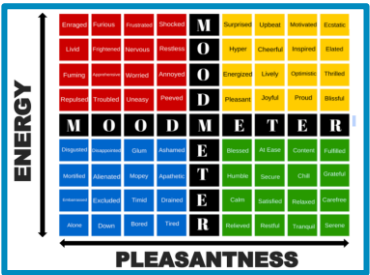
Expanding Ball



Stress Balls



## Mood Meter Tools



## Flexible Seating Allowing for Movement & Emotion Processing





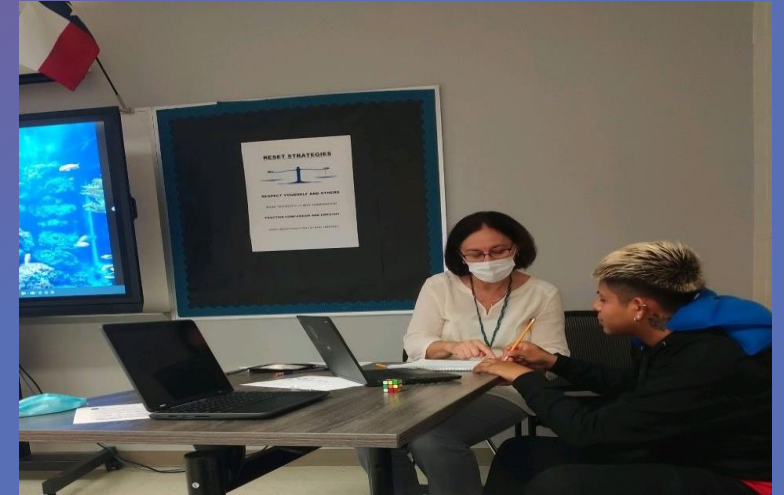
# RESET CENTER GALLERY WALKS



Curtis Jones – Reset Center Coordinator at Medrano MS



Yoga and Meditation at Zumwalt Reset Center



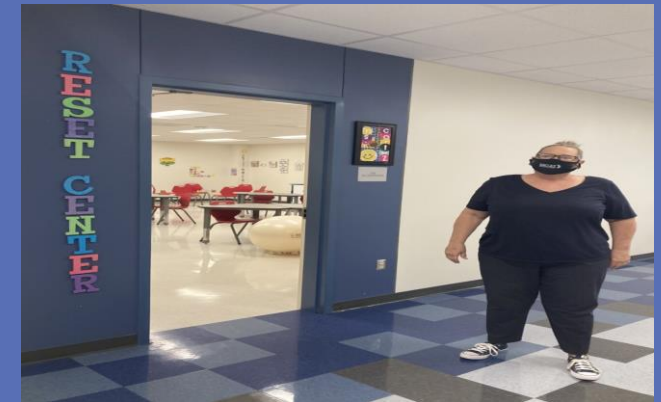
Conrad HS Teacher Tutoring Scholar in Reset Center



Inspirational Message & Therapy Ball at Samuell HS



Respect / Treatment Agreements at Richards MS



Gerre Cortez - Reset Center Coordinator at Spruce HS

# MID YEAR CONVERSATIONS

Some Growing Pains

Discussed a Central  
Reset

Board felt more time  
needed before shifting

Want to Keep Integrity  
of the Program / No  
Suspensions

Need more Training for  
Classroom Teachers

Centers are Impacting  
Culture and Behavior

Are growing pains an evolution of the concept or a symptom?

# Next Step – Intensive Support Pilot Features

## *Campuses Needing Additional Supports*



### Students

Identify 10-15  
Aggressive behavior patterns  
Review process  
Fluid admission as needed



### Staffing

Excess Staff  
SEC Staff  
Mental Health Clinician



### Schedule Blocks

Content  
Electives  
SEL/Mental Health/ Counseling  
Interventions  
Breakfast/Lunch in Classroom



### Instruction

Asynchronous



### Location

Away from mainstream  
Easily accessible by administration



### Interventions, Partnerships & Vendors

Communities in Schools  
Tomlinson Foundation  
BAM/WOW  
Restorative Practices



### Parent Communication

Conference  
Intake/Contract



### Exit Process

Length of stay  
Criteria/Contract for exit  
Survey







# THANK YOU

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Questions?