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?

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Percentage/Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>Elimination of Pre-K – 2nd Grade Suspensions</td>
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<tr>
<td>2019-2020</td>
<td>51% of Grades 3 – 12 Suspensions were African American Males</td>
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<tr>
<td></td>
<td>2019-2020 African American Males made up 13% of District Population</td>
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<td>Effects and Pivot Due to Pandemic</td>
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**Question from Superintendent**

*Why would we ever suspend a student?*
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

- Students
- Parents
- Teachers
- Central Staff

Chief of Staff
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Discipline Actions</th>
<th>1st Semester</th>
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<tbody>
<tr>
<td>2019 - 2020</td>
<td>In-school Suspensions</td>
<td>1109</td>
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<tr>
<td></td>
<td>Out-of-school Suspensions</td>
<td>4863</td>
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<tr>
<td></td>
<td>DAEP</td>
<td>995</td>
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<tr>
<td></td>
<td>JJAEP</td>
<td>7</td>
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<tr>
<td>2021 - 2022</td>
<td>Reset Center</td>
<td>1168</td>
</tr>
<tr>
<td></td>
<td>DAEP</td>
<td>949</td>
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<tr>
<td></td>
<td>JJAEP</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Reset Recidivism</td>
<td>107</td>
</tr>
</tbody>
</table>

19-20 Suspensions: 5972
21-22 Reset Center Referrals: 1168
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

Continuum of Supports

Parent Advocacy & Support Services
Support families with resources and services

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
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

$3.3M
52 Reset Facilitators
Comprehensive middle and high schools

$1.5M
Professional Development / Training

$350K
Furniture and Supplies
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

Mood Meter Tools

Flexible Seating
Allowing for Movement & Emotion Processing

- Seating for Restorative Circles
- Intentional Use of Calming Colors
- Continued Academic Engagement

- Calming/ Fidget/ Sensory Tools
- Mood Meter Tools
- Flexible Seating

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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

Questions?