

**From Zero to Infinite Tolerance:  
An Examination of Exclusion Rates in  
Massachusetts Public Schools**

Stacey Elin Rossi

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***Disciplining a student both reinforces a school's legitimacy by punishing a rule violator and threatens its legitimacy by exposing to society that rule violations occurred.<sup>i</sup>***

## **I. INTRODUCTION**

The issues to be addressed in this paper include: 1) disproportionate “discipline” of minorities, i.e. ethnic/racial minorities and children with disabilities, 2) related to #1, discrimination against ethnic/racial minorities and children with disabilities in the form of verbal and physical abuse, and 3) draconian zero tolerance policies with their one-size-fits-all punishment approach to discipline and classroom management. In the exploration of these problematic themes, I will also try to address alternatives to zero tolerance. This paper will focus primarily on the Commonwealth of Massachusetts but will address wider cultural and legal contexts when appropriate.

First, questionnaires were distributed among educators and disability rights advocates surveying the pre-thesis topic. Second, a survey was administered to all Massachusetts schools in the 33 districts with ten or more student exclusions students in 2003 and districts with four or more student exclusions per 1000 in 2003, with a 4% response rate. Because of the poor response rate, school codes of conduct were requested from these 33 identified school districts in an attempt to find at least some answers to the questions posed in the survey. Third, exclusion data collected from the Commonwealth of Massachusetts Department of Education will be added to and questioned. Fourth, the counterpart to the exclusion issue, inclusion, generally speaking, will be explored by looking at the current research on best practices in positive disciplinary interventions that are safe, protective, and inclusive.

## II. BACKGROUND

At this crucial time for the institution of public education in the United States, and particularly the Commonwealth of Massachusetts as that is where the research for this thesis is being conducted, the profession seems to be in a constant state of reform. From higher standards for teachers to “high stakes” tests for students, much hullabaloo is made of what some perceive to be a state of crisis.

In recent news, for example, one hears of residential school closures (The Desisto School in Stockbridge) and abuse investigations (Hillcrest Educational Inc.), increasing public school dropout rates<sup>1</sup>, “failing schools” that are not making “adequate yearly progress”, special education departments put “on watch” (North Adams Public Schools), and so on. On the positive side, nary a word is heard in the media about a statewide discipline problem or what some have called the “schoolhouse to jailhouse track”. This doesn’t, of course, mean that it does not happen here, locally speaking. It just isn’t making a big stir. On the other hand, national news covers sensational stories about a ten-year-old being handcuffed and arrested for carrying craft scissors in a knapsack in Philadelphia<sup>2</sup>, suspension for saying “no problema”<sup>3</sup>, barbaric restraints in electric chair-like apparatus in West Virginia<sup>4</sup>, female students are forced to undergo pregnancy and STD testing in New York City<sup>5</sup>, deaths in restraints around the country<sup>6</sup>, and five year olds handcuffed at schools in Florida<sup>7</sup>, Ohio, and Missouri, etc.

### **III. DATA AND METHODS**

#### ***A. Origin of Thesis – Personal Experience***

In the spring of 2004, I resigned from a high school science teaching position to take the role of Special Needs Team Coordinator at the Berkshire Arts and Technology (BArT) Charter School amid much controversy over the opening of the school. The controversy was only beginning, at least for me. I had believed in the charter. It was written in the spirit of values such as compassion, equality, integrity, justice, and fairness. The charter's premise was that all students deserve an appropriate education, i.e. one that is individualized to their unique needs. However, based upon my experience, the charter was not carried out as its founder had intended.

The troubles began when the Individualized Educational Programs (IEPs) started coming in from the students transferring into BArT from the local schools in districts served by the brand new charter school. As I tallied up the services as they came in, the needs just got greater and greater. Given the legally required support services on the special education students' legally binding IEPs, the school was required to provide paraprofessional support to four classrooms with at least one student in each needing this service. At least two additional students required 1:1 support. On top of this, a number of the students were scheduled in their IEPs to have small group instruction in a separate classroom, some for only a subject or two and others for most of the school day.

At my interview for this job, I was informed that I would be providing the support to the classroom teachers, assisting them with individualizing their instruction, plus fulfilling the vast majority of administrative duties for special education. However, it soon became apparent that

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they had hired only one person for the jobs of about seven people. I quickly alerted the principal and the executive director to the gravity of what we were facing. In addition, there were students who obviously needed Functional Behavioral Assessments, a responsibility for the principal, but this need was being ignored.

Some support staff were hired, but the problem was much more serious than the principal would admit. A number of services were still not being provided to some students, school adjustment counseling in particular. It was a crisis of attitude and the victims were those who needed help the most. The local townspeople had been worried that the school would be “elitist” and I had some evidence that this had become fact for some students. On my last day at BArT, suspiciously timed, the principal had distributed photocopies of a 504 plan of a student facing suspension that had “School Adjustment Counseling”, a very important component for addressing the social and emotional needs of troubled youth, crossed out. The handwriting signaled impropriety as such legal documents do not allow for such method of alteration. I was luckily dismissed from my job on this day this alleged fraud occurred. Had it in fact been a fraudulent act, it could have constituted a cause of action against the actor.

The documents that follow show what transpired before and following my dismissal (the case notes were submitted to the Federal Department of Education’s Office for Civil Rights):

On 8/21/04, I strongly recommended a Functional Behavioral Assessment and Intervention Plan for STUDENT NAME based on my observations. This recommendation was never even acknowledged.

08/21 - 18:35

**Subject:** Re: friday meeting  
To [Principal] and [Executive Director]

Speaking of which, from my observation of STUDENT NAME today, I am very concerned about his behavior. He is physically aggressive and verbally threatening... I would recommend an immediate Functional Behavioral Assessment and Intervention Plan...

"We can't service this kid" said the Principal of BarT, before thoroughly learning about STUDENT NAME. This was said upon hearing that this "kid" was one of a handful of students requiring a nearly full time resource room program at their new placement, Berkshire Arts and Technology Charter School.

Due to a lack of responsiveness and inadequate prevention steps, BARt failed to make reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services. For example, the student required 2 hours of life skills daily which were only being addressed in a 30 minute "Advisory" every morning and 30 minute "Finale" every afternoon. It is questionable what life skills instruction he was actually receiving during these times and whether or not they addressed his individual needs.

The administration never waited for the findings of a current evaluation to examine whether there is a link between his language processing difficulties and his behavior in stressful circumstances with peers when he does not understand social cues or how to use words rather than physical aggression.

Security measures in the halls and in large groups, a peer mediation program, the assignment of an aide, and/or modifications to the IEP are some of the options that might have been considered. For example, in the small group settings called for in his program, he never displayed any of the inculpatory behaviors that resulted in his suspension. Thus, if provided adequate supports and services, the child did not represent real danger to himself or others.

STUDENT NAME was also suspended for acts that other children had committed and had not received disciplinary action. It appeared that he was being unfairly singled out.

According to state Regulation 1415(k)(1)(B) the school system must conduct a "functional behavioral assessment" and develop or modify a behavioral intervention plan as necessary to address the behavior for which the student is being disciplined. On August 21, 2004, before the school year began, I made a strong recommendation for this, based on my observations of STUDENT NAME, to the Principal but she never carried it out.

It is highly questionable whether this student's rights have been protected and that the school system has appeared to lose

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sight of the child's educational needs in its effort to enforce discipline.

.....  
I had advised the Principal and Executive Director numerous times that the school had to provide the services and supports for all students regardless of their disability. This information was consistently ignored and we were repeatedly asked "Do we have to service these students?" as if he and I had never already answered and discussed this with them. The selective hearing was so extreme that the Executive Director refused to listen to the school's consultant and went to the Department of Education to ask the very same question. Both the Principal and Executive Director had said at least one point each, "We can't service these students!"  
.....

Department Of Education  
Commissioner of Education

RE: BArT Charter School

January 17, 2005

Dear Commissioner:

I am writing because I would like to file a complaint against the Principal of the Berkshire Arts and Technology Charter School (BArT) at One Commercial Place, P.O. Box 267, Adams, MA 01220.

I have evidence to support that my dismissal from BArT was wrongful and politically connected to my hired role to oversee BArT's compliance with M.G.L. c. 71, § 89, or 603 CMR 1.00. In addition, the Principal's general conduct was highly unethical and unprofessional. Furthermore, in a charter school with no worker protections and few standards for professional credentials, the organization affords little room for accountability and recourse. For example, complaint procedure appeared to be obfuscated by the cronyism between the Principal and Executive Director.

I am enclosing supporting documentation and look forward to filing a formal grievance with your office against the Principal. There is another party to this complaint who would like to remain as anonymous as possible, as I would, as well, but we are ready to provide the Department of Education with whatever is needed to proceed to the fullest extent of the law in this matter.

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Sincerely yours,  
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In response to the January 17<sup>th</sup> letter, I received a letter from Mary Street at the Department of Education instructing me to clarify my request. This was my response:

Ms. Mary Street  
Department Of Education

RE: BArT Charter School

February 11, 2005

Dear Ms. Street:

I am in receipt of your letter dated February 4, 2005 regarding my correspondence to the Commissioner of Education.

Since the nature of my complaint is two-fold, with overlapping features, it is difficult to mete out the issues into two discrete categories.

First, let me explain that I had made numerous attempts to follow the grievance procedure at Berkshire Arts and Technology Charter School (BArT) both during and after my employment there. All of them proved fruitless and in vain due to the apparent thwarting by the Executive Director. This is why I have also filed a complaint with the State Ethics Commission as they handle issues of corruption due to cronyism. Since approaching the Board of Trustees at BArT was producing no results, I resorted to going to the next step, i.e. seeking a complaint with the Commission.

I also submitted my information to the Department of Education because my complaint also addresses numerous violations of the State Regulations. This would encompass the Principal's highly unethical and unprofessional conduct. Examples include the denial of services (e.g. 6<sup>th</sup> grade student[s] who required in classroom paraprofessional support; no SAC services for students whose IEPs list this), violations of FAPE (e.g. lack of adequate staff, such as expecting one person to be in four places at once, resulting in lack of services for students), heavy resistance to involving parents (e.g. allowing only a window of one to one and one half hours during the day to arrange for team meetings), discrimination (e.g. comments to



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the Outreach worker to "[not] encourage students like **that** from coming here"), and possible fraud.

I hope this makes the nature of my complaint more clear. Please advise me as to what is needed to proceed to the fullest extent of the law in this matter.

Sincerely yours,  
Stacey Elin Rossi

These letters document the difficulty I had exposing the principal's negligence at the school. The frustration I had experienced with obtaining the appropriate services for the students was monumental. At this point, I decided to write a letter to the editor of the local papers, lest action by the Department of Education would not be taken:

Dear Editor:

I think that it is high time that the truth be known about the Berkshire Arts and Technology Charter School. As a former insider at BArT (I was the Special Needs Coordinator), I have seen first hand the validity of all the concerns that the community had about this school. A year or so back, public school administrators and other local educators expressed concern about two major issues: that people from outside the area would be directing the school and provisions for the students, particularly in special education, might be inadequate. Both of these, prophetically, were **major** problems at BArT when I was there, and, mostly likely, continue to be. I say this because these factors are systemic to BArT and endemic to the nature of charter schools generally.

First, the principal was not experienced in school administration. Moreover, she had not even taught or worked in a Massachusetts school prior to being hired at BArT. Her lack of knowledge about and experience in the education laws and regulations in this state manifested in some serious violations of the rights of students and parents. This was especially the case with students protected under the Rehabilitation Act of 1973, otherwise known as Section 504, Education of the Handicapped Act, and the Individuals with Disabilities Education Act of 1997, now reauthorized in 2004.

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It was my job to train the staff in these regulations and ensure compliance. When I lead a half-day-long workshop this past summer for BArT staff, introducing the legally required documentation and procedures for special education, [Principal] only attended half of this session. She also never read the supporting paperwork describing the many and intricate protocols that required Principal involvement in managing at-risk students and students with disabilities. Evidence of just how much attention [Principal] gave to these matters included the fact that she put the paperwork in a binder and tossed it into the corner of the office, only to have me retrieve it on the day the movers came to vacate that location.

There is a tremendous amount of paperwork and keeping the teaching staff informed and on-target is difficult enough when you have the support of the principal and administration. It is impossible when they neglect the needs of "special ed" and fail to respect special education administrators. This was the case at BArT, particularly due to the lack of leadership and professionalism of [Principal].

Here are only a few, of the many, examples:

Norman Carmel and I had advised the Principal and Executive Director numerous times that the school had to provide the services and supports for all students regardless of their disability. This information was consistently ignored and we were repeatedly asked, "Do we have to service these students?" as if he and I had never already answered and discussed this with them. The selective hearing was so extreme that [Executive Director] refused to listen to Mr. Carmel and went to Barry Barnett at the Department of Education to ask the very same question. Both the Principal and Executive Director had said at least one point each, "We can't service these students!"

I asked [Principal] approximately three times over the course of three weeks from 9/14/04 to 10/5/04 – who will be conducting home visits and medical assessments as parts of the students' evaluations. Since this also involved Outreach support (one of our paraprofessional's original partial responsibility) I tangentially wanted to know how we were going to get documents to the parent without telephones and/or the ability to read – she never once responded to this concern.

I was supposed to be inflexible with the times I could meet with parents, DSS, and other concerned agencies. When there are complicated team requirements, such as 10 various

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interested parties, some of them unable to come to the same table at the same time, or some of them so ill that they can barely leave their beds, the directive to me was to offer a very limited choice of meeting times/dates regardless.

[Principal] was also known to not respond to other important messages via phone or email and then invoke "protocol" as it suited her. It is important to note that the "protocols" to which she referred were not in any BArT handbook or other writing, but made up as she went along.

The Massachusetts Department of Education has standards of professionalism that public school administrators and teachers must follow. Charter schools appear to have loopholes in this regard, thus allowing the slipshod leadership and lack of professionalism on the part of the BArT principal.

I witnessed the violations of two of those standards of professionalism rather consistently: 1) Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs. 2) Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.

One would have thought that since it was opening a new school, BArT would have learned about its student population before they started to attend the school. Yet, [Principal] never even bothered to ask the Outreach worker what the enrolled students were like. This posed serious problems when setting up the curriculum chosen by [Principal] – one more suited for advanced students and not serving the best interests of the approximately 30% of the population with special needs. This is what happens when the concerns of the community are ignored.

In conclusion, school administrators do not have the right to use selective hearing when the welfare of children is at stake. And in note to those parents considering sending their students to BArT – the grass is not greener.

Sincerely yours,  
Stacey Elin Rossi

The local media responded with one article alluding to "sour grapes" and others such as this:

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Berkshire Eagle, The (Pittsfield, MA)

January 24, 2005

**Educator says school failing special-ed kids**

*Nicole Sequino Berkshire Eagle Staff*

WILLIAMSTOWN -- A former special-needs coordinator at the **Berkshire Arts and Technology Charter School** recently filed a grievance with state Department of Education Commissioner David Driscoll and the State Ethics Commission, contending that the 5-month-old school does not meet the needs of its special-education students. Stacey Elin Rossi, now executive director of Berkshire County Educational Associates in Pittsfield, said in a recent phone interview that school officials neglected to learn and comply with special-education laws.

For example, Rossi claimed that [Principal] declined to learn the protocol in dealing with special-needs students. In other cases, some teachers would place students in the school's resource room if they proved difficult to handle, she said.

"There were specific ways in which the school was not in compliance with state laws," said Rossi. "This is not about me, it's about the kids whose rights were violated."

In response, the school's executive director said the complaints are "unfounded" because Rossi was dismissed Oct. 8 after only working at the school for a month. [This was a false statement by the Executive Director for I had been employed there for close to three months.]

"I think the best response I can give you are what the parents have said about our school," she said. "Their voices are much more important than mine. ... Our school works to help all students."

In the meantime, the state DOE has yet to complete an assessment of the school, said Jan O'Keefe, executive director for Driscoll's office. "We don't do any kind of [assessment] study until a school is established for a year," she added.

The charter school opened Sept. 7 with 78 students from the Northern Berkshires in sixth and ninth grades and about 30 percent of students requiring special education, [Executive Director] said.

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The school, which lost about 20 students for a variety of reasons, now has 58 students, she said. Some families decided to send their children elsewhere because a threatened state moratorium on charter schools last summer delayed the opening date, she explained.

"We lost students that way because families understandably needed to plan ahead and couldn't."

Other students left after a few weeks because their needs were met at other schools, [Executive Director] said. "We're a brand-new school, and people had different ideas of what we were about.

"Some thought we were an alternative school equipped to handle students with emotional needs, and we're not. ... As you're building your school culture, there are people who will decide if this is for them, and others who will decide a school like ours isn't for them." [Ironically, this statement actually inculcates the school as alleged, i.e. violations of disability rights law and other due process statutes.]

### ***B. Origin of Thesis – Analysis of Personal Experience***

At that point of time in my career in the field of education, five years into that which had begun in 1999, I began to feel overwhelmed by what I sensed were virulent politics in which I could not play a role from within the “system”. My experience at BArT Charter was the proverbial straw that broke the camel’s back: by then, I had seen too many rules arbitrarily applied and too many children whose rights were violated. I had found myself “in a situation” and I wanted to do something about it or “critically act upon” my existence, as Paulo Freire would say<sup>8</sup>; so I decided that I would explore the problems I had witnessed in an academic manner when I pursued my thesis in the following year of my masters program at the Massachusetts College of Liberal Arts.

Those problems include the aforementioned: 1) disproportionate “discipline” of minorities, i.e. ethnic/racial minorities and children with disabilities, 2) related to #1,

discrimination against ethnic/racial minorities and children with disabilities in the form of verbal and physical abuse, and 3) draconian zero tolerance policies with their one-size-fits-all mandatory punishment approach to discipline and classroom management. While charter schools' codes of conduct can legally include more "strict" rules than can codes of conduct in regular public schools, this does not mean that behavior that manifests from a disability can be punished or that children of color can be punished for infractions that are overlooked when committed by white students. A charter school is a public school with all the responsibilities and duties of regular public schools to provide all students, regardless of ability, socioeconomic status, or race/ethnicity, with a Free and Appropriate Public Education (FAPE). Students with disabilities, including those that are "social and/or emotional", have civil rights protections under the Individuals with Disabilities Education Act, the Rehabilitation Acts, and other federal laws, even in a charter school setting.<sup>9</sup>

The last quotation from BArT's executive director in the article above is indicative of the discriminatory attitude towards students with special needs, particularly those who pose a "problem" and are "difficult to manage" due to social and emotional disabilities. In the past two years, at least three families of BArT students have filed complaints with the Office for Civil Rights, the body of the Federal Department of Education responsible for investigating complaints such as those I had for the students not receiving their school adjustment counseling (SAC). SAC services are commonly employed to address the social and emotional needs of students, especially those who are in the foster care system as such counseling includes a social work component. It is important to note that these students comprise the most vulnerable population – often abused and neglected children without the powerful advocacy of parents. Had these families not had the assistance of Citizens for Public Schools, an organization that

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has conducted significant research on the lack of accountability of charter schools, it is highly doubtful that the claims would have been filed.

My impression from this experience, the witnessing of willful ignorance of the principal at the BArT Charter School regarding Functional Behavioral Assessments for special education students; students under a 504 Plan; and the legal obligation to all students to have evaluations done to determine possible manifestation of symptoms from a diagnosable disability [“manifestation determination”], made me question whether or not students with disabilities are disproportionately “disciplined” in schools. Black students were suspended for acts that were equal to and even less grave as the violations of white students. I had also witnessed violations of the code of conduct by a white female student go overlooked while black students complained that the principal was “racist” and was “racial profiling”. For example, on the very same day, a little Caucasian girl slapped a boy across the face and no consequence was imposed, but a little black boy tripped a student and was immediately sent home for at least three days. In fact, when I mentioned some questionable remarks regarding what “[he] would get when [he] gets home” made by one black student’s mother to her son in front of a couple of staff members and myself, the principal stated that the Department of Social Services would not pursue allegations of physical abuse in an African American family because that is a “cultural norm for them.” Having worked as a Volunteer Foster Care Case Review for DSS, I knew this was untrue. Naturally, I began to question whether ethnic/racial minority students also are discriminated against through disciplinary measures in schools.

### ***C. Communication and Organization Styles Among Pre-College Educators***

The above was included to demonstrate an example of the affiliative behavior I have so

frequently encountered in the field of pre-college education. This sort of “denial-projection” way of thinking seems common in the affiliative networks made among many educators. Affiliative styles are also most frequently observed among women and pre-college teachers are mostly female. Affiliative behavior often establishes cliques and unprofessional cronyism. This mode of behavior, the attitude cultivated with it, consists of one of the least effective management and communication styles. In management theory, affiliative style is opposed to pragmatic and rational styles. This may contribute to the stagnancy of real reform in schools.

Another component of affiliative management is what is known as “affiliative constraint” which is a constraint to decision making based on the relationships among members of the group; fearing that relationships will deteriorate, some group members will exert undue influence on other group members. Logical fallacies such as straw man arguments, appeal to authority, correlation equated with causation, false dichotomies, reductio ad absurdum, red herring, etc. are tools that are employed to exert that undue influence on group members who don’t join the groupthink. There should be no doubt that someone who staunchly refuses to allow a student’s right be violated would be subject to extreme affiliative constraint in an environment where this was happening because the modus operandi is that group members hold their input (e.g. will “cover another’s ass”, pardon the French, based on the pecking order) rather than risk rejection.

One possible contributing factor for the voraciousness of affiliative norms amongst pre-college educators may be the contentiousness of the “soft” science of education. With many different competing personalities in a school, district, region, etc., cooperation and collaboration can be very difficult when the professional standards and expectations are highly subjective. Further, teachers today face tremendous strain from the imposition of data-driven



goals through regulatory and legal channels, the changing population with increasing societal ills, increasing class sizes, crumbling infrastructures, and so on.

To return to the survey, a number of additional suggestions, to the original submission of suggested questions, were made and incorporated into the “Quality Assurance Questionnaire” that was distributed to masters-level students at the Massachusetts College of Liberal Arts in the summer of 2005 and fall 2005. 17 questionnaires were returned, however most of them were answered incompletely. The demographics of these respondents were primarily Massachusetts and upstate New York teachers. Two questionnaires were returned over the internet; one reporting on a school in Florida, the other is unknown. This Questionnaire was designed originally with the hypothesis in mind that students with disabilities may be disproportionately affected by zero tolerance discipline policies. However, based on the sheer unavailability of disaggregated data about the complex issues regarding “discipline” of students with disabilities, I decided to alter the topic of my thesis to include discipline of all students.

#### ***D. Opportunities Suspended – Disproportionate Discipline of Minority & Disabled Students***

One of the most thorough examinations of the correlation of zero tolerance<sup>10</sup> forms of discipline with discrimination against special education and minority children is Harvard University’s Advancement Project and Civil Rights Project June 2000 report, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies*.

As noted in its introduction,

These policies require that children in kindergarten through 12<sup>th</sup> grade receive harsh punishments, often for minor infractions that pose no threat to safety, and yet cause them and their families severe hardship.<sup>11</sup> A strong body of compelling research indicates that these ‘get-tough’ disciplinary measures often fail to meet sound

educational principles and, in many cases, their application simply defies commonsense...Often African-American, Latino, and disabled children bear the brunt of the consequences of these policies.<sup>12</sup>

The *Opportunities Suspended* report did not look at individual states except to provide examples. Significant research has been conducted in the area of “criminalization of disabilities” and racial profiling in schools across the nation as well as at the national level, but no study that I could find specifically addressed this phenomenon in the Commonwealth of Massachusetts.

### **Special Education and Disabled Students**

At least until 2004, disabled students retained the right to a "free appropriate public education" under (IDEA) even when faced with disciplinary proceedings that could result in suspension or expulsion. Consequently, where a disabled youth's misconduct relates to his or her disability, any effort to discipline the youth must be treated as a "change in placement" under the IDEA, and must be addressed in a meeting to develop a new [Individualized Educational Program].<sup>13</sup> Students with an IEP are legally guaranteed an education while serving an out-of-school suspension or exclusion; however, schools can choose not to provide an alternative education to regular education students in Massachusetts.

The special protections given to disabled children under court decisions or legislation do not generally apply to other youths facing charges, no matter how educationally or personally vulnerable they may be. Efforts to develop an innovative concept called "constructive special education" in order to secure needed educational services during a period of mandated expulsion or suspension thus far have been unsuccessful.”<sup>14</sup>

According to Frederick M. Hess and Frederick J. Brigham, “it is well established that students with disabilities are frequently ‘over-punished’ for behavior infractions. Many parents

of children with disabilities report that their children feel singled out by school officials for behavior that rarely leads to sanctions for other students.”<sup>15</sup> These researchers note, “there is a perception among school personnel that the IDEA simply blocks discipline for any students with an IEP.”<sup>16</sup>

In short, this perception is widely considered narrow-minded and imprecise by many researchers in this area as “in many circumstances, school officials are clearly ignoring the law”, according to *Opportunities Suspended* when referencing cases in which disabled students were arrested and charged with various crimes.<sup>17</sup> I would add that school officials are not so much ignoring the law but are circumventing the educational law by referring disabled students to the juvenile justice system for prosecution: the IDEA does not restrict a school’s right to ask police to arrest a child. Since there are no criminal protections, that is disability is not a valid defense, for the students with disabilities in many of these instances, educators find abdication in these school-based arrests. This presents a great advantage to exclusionary school cultures lead by officials who seek to police their schools and “get rid of the troublemakers and the kids who bring down test scores”.<sup>18</sup> Such attitudes take the easiest hold when used against children with disabilities and their families who often the least prepared to advocate for their rights in the juvenile justice and child welfare systems when egregious violations occur. Children with disabilities and their families who are non-English speaking, or who live in low-income, ethnic or racial minority, and rural communities, are frequently not represented as players in the process.

### **Ethnic/Racial Minorities**

Just as students with disabilities are disproportionately punished and excluded in and from schools, so are ethnic/racial minorities. In 1975, the Children’s Defense Fund found that

national suspension rates for Black students were two to three times higher than suspension rates for White students.<sup>19</sup> In 2000, Blacks were 17% of public school enrollment nationwide and 34% of suspensions.<sup>20</sup> With the increased referrals of these disciplinary issues to the juvenile justice system, students of color are more likely to be on the schoolhouse-to-jailhouse track than their White peers.<sup>21</sup>

In Massachusetts, African American students are over six times more likely to be excluded than are White students: the exclusion rate for African American students was 6.1 and for White students was 1.0 in 2002-2003, according to the Massachusetts Department of Education's (DoE) *Report of Student Exclusions, 2002-03*, (see Appendix 1), the latest paper available from the DoE reporting information about student exclusions in Massachusetts public schools. In fact, exclusion rates by race/ethnicity between 2000 and 2003 have shown that African American and Hispanic students are excluded at much higher rates than other groups in Massachusetts.<sup>22</sup>

According to the March 2005 report *Education Lockdown: The Schoolhouse to Jailhouse Track*:

In fact, this pattern is true beyond schoolhouse doors. The racial disparities of this track mirror the disparities in the juvenile and criminal justice systems—signifying that the track is merely a continuum of the over-criminalization of people of color. For example, in 2002, Black youths made up 16% of the juvenile population but were 43% of juvenile arrests, while White youths were 78% of the juvenile population but 55% of juvenile arrests.<sup>23</sup> Further, in 1999, minority youths accounted for 34% of the U.S. juvenile population but 62% of the youths in juvenile facilities.<sup>24</sup> Because higher rates of suspensions and expulsions are likely to lead to higher rates of juvenile incarceration,<sup>25</sup> it is not surprising that Black and Latino youths are disproportionately represented among young people held in juvenile prisons.

Researchers conclude that racial disparities cannot be accounted for by the

socioeconomic status of minority students. Nor is there any evidence that minority students misbehave more than their White peers.<sup>26</sup> Race does, however, correlate with the severity of the punishment imposed, with students of color receiving harsher punishments for less severe behavior.

Furthermore, research pertaining to the treatment of minorities in the juvenile justice and criminal justice systems indicates that racially biased decision making occurs at every step of those processes.<sup>27</sup> Thus, it is more likely that disparities in the schoolhouse-to-jailhouse track are due to racism, individual and/or structural. These disparities ultimately exacerbate racial inequities in education.<sup>28</sup>

The Massachusetts statistics are resultant of “the Massachusetts Reform Act of 1993, which provided sweeping changes to permit principals to expel students for possession of weapons, drugs, or assaulting school personnel (Mass. Gen. Laws, ch. 71 (1996), Sec. 37H). (see Appendix 2) Further, Massachusetts, like other states, added a Felony Conviction Law or Principal’s Bill (Sec. 37H1/2), authorizing principals, at their discretion, to suspend any student charged with a felony and expel any student convicted of a felony if ‘the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school.’ This permits principals to pick and choose.”<sup>29</sup>

More examination of exclusion data in Massachusetts schools based on demographic groups will be discussed below.

### ***E. Questionnaires for Educators and Disability Rights Advocates***

In the summer of 2005, an email soliciting suggestions was sent to an abuse of the disabled listserv with national scope as follows:

Dear All,

I am starting my masters thesis this fall and I am beginning to formulate a methodology for data collection. I was hoping that I could get some suggestions for questionnaire topics for this purpose. I want to collect data on the abuse of people with disabilities in our schools, both locally and beyond. Some questions that I can think of are: Have you ever witnessed physical

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abuse of a student with a disability by staff? [YES/NO] If so, what kind of physical abuse? How many times have you witnessed this? Etc. etc.

Also:

Have you ever witnessed emotional abuse of a student with a disability by staff? [YES/NO] If so, what kind of emotional abuse? How many times have you witnessed this? Etc. etc.

I am going to concurrently collect data on Zero Tolerance and what I call "The Bitch Factor" among educational staff. I expect patterns of positive correlations to emerge... this is still in the inception phase.

I have yet to design the survey, but suggestions for questions that you might want to see asked would be very much appreciated.

Stacey Rossi

Among the responses giving specific questions which were included in the "Quality Assurance Questionnaire" (see Appendix 3), a compilation of suggested questions from the members of the listserv, was this commentary:

The zero tolerance laws also effect our kids. Some of this is soooo ridiculous like when a five year old gets handcuffed and removed from school since she unknowingly had a pair of small scissors for cutting craft paper in her bag. That child was not even disabled but was traumatized. And how many kids that are disabled are being PROVOKED by the staff? ...then they act out. They already have a tough time coping and then are provoked...act out...then abused with the staff justifying abuse and focusing only on the aggression of the child and NOT the factors that lead to the behaviors. All in the name of education or protection.

It's just like the scene in anger management when Adam Sandler asks the flight attendant time after time for a request and she either ignores him or puts him off...so then he finally touches her on the sleeve when she walks by and she and others then accuse him of being agitated and they laser him. I use that in my talks as that is what happens to our kids all the time!! They request and are ignored or they tell us when they are overwhelmed or being hurt and we (society-school) do not care and ignore them and the problems. Then we label them as aggressive and give THEM the meds and restraints when in fact most abuse in this way could be avoided if staff would just be respectful. It is attitude, not about training - it is a vicious cycle. I am so glad you are addressing this issue! As you can see it is near and dear to my heart and I will help in anyway I can.

Kathleen in PA

Referring to retaliation as “common”, someone forwarded me this note from an advocate in Pennsylvania:

To #19 [the Questionnaire item asking: Have you ever witnessed a child being restrained by the body of the staff person or by use of bungee cords, strings, ropes or other items?, ed.] I would add “strait jacket”, body wraps and/or restraint chair since those are common in Berks County (sadly). Finally, I would fashion a question asking if educators have experience retaliation for advocating for kids (against restraints and such) using language from Section 504. As in “Have you ever felt or witnessed threats or actions of intimidation, retaliation or coercion or interference when you or someone attempted to advocate for a child with a disability?”

### **Findings from the Quality Assurance Questionnaire**

Although most of the questionnaires were returned incomplete, some basic information can be gleaned from the results. 13 out of the 19 respondents answered question number one affirmatively. Thus, 81.25% of those surveyed have witnessed a teacher or district personnel talking negatively or condescendingly to a child (e.g. you’re stupid, you never get it right, I’d prefer if you weren’t here, etc.). Six of the 19 answered question one negatively. Of those 13, three responded that it was witnessed three times and two responded “several”; one responded “more than 5” and one responded “less than 10”; others responded “20”, “20+”, “about 50” and “many”; two left the question blank. Not enough information was returned for question three to present statistically significant findings.

17 of the 19 respondents answered question four affirmatively; therefore, 89.47% of those surveyed have witnessed a teacher or district personnel shouting at (not just speaking loudly over noise but deliberately yelling) or using a disrespectful tone of voice to a child. Two of the 19 answered question four negatively. Of those 17, one responded that it was two times; one responded “3”, two responded “several” and one responded “few”; one responded “handful”, one responded “5”, and two responded “5-6”; two responded “50”; and one

responded “many” and one responded “countless”. Four left question five unanswered. Not enough information was returned for question six to present statistically significant findings.

11 of the 19 respondents answered question seven affirmatively; therefore, 57.89% % of those surveyed have witnessed a teacher or district personnel use physical intimidation with a child (e.g. finger pointing in face, face up to face, hovering over, invasion of personal space). Eight of the 19 answered question seven negatively. Of those 11, one responded that it was once; one responded that it was twice; one responded it was “2-3 times”; one responded “several”, one responded ”few”, and one responded “3”; one responded “less than 5” and two responded “5”; and one responded “10”. The remaining respondent left this question blank. Not enough information was returned for question nine to present statistically significant findings.

18 of the 19, 94.73%, respondents answered that they have never seen a teacher or aide physically move a child before requesting to the child verbally. One, 5.26%, responded that they did and that the number of times it was witnessed was “a lot”. Not enough information was returned for question 12 to present statistically significant findings.

Three of the 19 respondents, 15.78%, answered that they have witnessed a teacher of district personnel place their hands roughly on a child. 16 answered the question negatively. One responded that it occurred “3-4 times” and another responded that it was a “handful” of occasions. The third left this question unanswered. Not enough information was returned for question 15 to present statistically significant findings.

One of the 19 respondents answered affirmatively that they have witnessed a teacher or district personnel seclude a student in a closet or other small and dark room. This respondent



answered that s/he had witnessed this “10 times” and that every time was with a child who has a known disability.

Three of the 19 respondents answered affirmatively that they have witnessed a child being restrained by the body of a staff person or by the use of bungee cords, strings, ropes, or other items. Two of the three responded that they had witnessed this once. One of the three gave information regarding whether the child was disabled; another responded that the child they had witnessed being restrained was not disabled.

One of the 19 respondents answered affirmatively that they have witnessed a teacher or district personnel assault a child (e.g. slap, punch, hit, kick, etc.) on two to three occasions. The remaining respondents answered “no”. One wrote in, “No and if they did there would be hell to pay!”

Five of the 19, 26.31%, respondents answered that they have witnessed a child with a disability being bullied by another student with a teacher or staff present who did not protect the child or allowed the bullying to continue in an ongoing manner. One answered that this was witnessed once; one answered “twice”; and one answered “5 to 10”. The remaining two respondents left that section blank.

Four of the 19, 21.05%, respondents answered that they have witnessed a child with a disability not being allowed to attend activities or outings, including recess, due to hi/her disability. One responded that it was witnessed twice; one responded “5 to 10”; one responded “many; and one left this section blank.

14 of the 19, 73.68%, respondents answered that they have witnessed staff talking negatively about a child or the child’s medical condition in a public place or in a teacher

lounge. Since this set of questions was poorly designed the related responses will not be addressed.

One of the 19 respondents answered affirmatively that he or she has witnessed a child not being given prescribed medication properly or given medications incorrectly or in a rough manner (e.g. forced medication). This respondent answered that this had been witnessed once.

None of the 19 respondents answered affirmatively to the question, “Have you ever witnessed a child being forcefully fed by a staff person?” (NB: The principal at BAiT was reported to have forced a child to eat his lunch by calling in police to make sure that the student complied with her orders. Apparently, the police officer stood next to the student until the meal was finished.)

Six of the 19, 31.57%, respondents answered that they were aware of a time when a child did not received their outlined therapy as per the IEP and it was documented as completed. One responded this was witnessed two times; one responded it was witnessed “several” times and another wrote “several”; and one answered that s/he witnesses this “daily”.

In conclusion, the most commonly to the least commonly witnessed occurrences among those surveyed were (see Appendix 4):

- teacher or staff shouting at child – 89%
- teacher or staff negatively or condescending talking to a child – 81%
- teacher or staff negatively talking about a child or child’s medical condition among staff in public place or teacher lounge – 74%
- teacher or staff’s physical intimidation of a child – 58%
- non-compliance of IEP and fraud to cover it up – 32%
- bullying overlooked by teacher or staff – 26%
- child with disability excluded from activities – 21%

- physical force applied to child by teacher or staff – 16%
- physical restraint applied to child by teacher or staff – 16%
- moving child before verbal request by teacher or aide – 5%
- seclusion of child in a closet or small and dark room by teacher or staff – 5%
- assault and battery of child by teacher or staff – 5%
- improper medication dosing or force medication of child – 5%
- force feeding of child – 0%

These statistics are going to have to speak for themselves without much comment as the methodology, e.g. questionnaire design, was not employed with much scientific rigor. Furthermore, the questions were developed previous to the development of the thesis and don't test the policy issues to be addressed. However, the data does provide some support for the claims made above in the *Origin of Thesis* section. First, the lack of response may be significant. In one class in which the survey was distributed, only three out of 46 teachers returned a filled-out questionnaire. Second, it may also be significant that these data were returned and might warrant further examination. The results seem to indicate that embarrassing and humiliating behavior towards children is widespread. Also, there is much anecdotal evidence to the effect that almost everyone can associate with the moments like those described in the questions. These experiences can be traumatizing to a child and do not lend to a safe and protective school environment. Lastly, the high percentages of shouting, berating, put-downs, and physical intimidation are most likely indicative of the low level of tolerance that leads to disciplinary referrals.

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### ***F. Questionnaires for School Administrators***

In fall 2005, the author administered a survey (see Appendix 5) to all Massachusetts schools in districts with ten or more student exclusions in 2003 and districts with four or more student exclusions per 1000 in 2003, with a 4% response rate. School principals of schools with at least one exclusion in these forty-nine districts were asked to provide data on the kinds of disciplinary practices that the most recent research shows to be effective positive interventions that prevent suspensions.

The inquiry made to the schools read as follows:

Dear School Administrator:

I am attaching a questionnaire that I hope you and/or other school personnel can fill out to provide me with detailed information about your school's discipline policies. I will be comparing the data collected from this to the disaggregated exclusion data I have received from the Department of Education. The data that emerges from this process will inform my thesis.

Thank you in advance,

I waited for months but very few responses to this request were returned. With a sample size of two, the investigation appeared fruitless. When I started to get replies such as:

I don't know who you are or who gave you permission to send this. Also, it is too long., I decided to write back to each of the 49 schools and ask instead for school codes of conduct as well as discipline data:

Dear School Administrator:

I am working on my masters thesis on school performance in Massachusetts and kindly request some information about your school.

Could you please provide me with a copy, either mail or email, of your school discipline policy and procedures? If you also collect data on expulsions and suspensions could you please forward that as well?

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Thank you in advance,

Under the Massachusetts General Laws, both school policies as well as statistical data free of personal information, such as names, must be provided upon request to anyone asking for such information. However, like the request just aforementioned for the survey, response was very low. Approximately eight of the 49 schools provided me with their school handbook upon the first request. Then, I made a second attempt, ignoring my first request for statistical data, which read:

**Subject: 2nd Attempt**

Dear School Administrator:

Could you please provide me with a copy, either mail or email, of your school discipline policy and procedures?

Thank you in advance,

Stacey Rossi  
818 North Street  
Pittsfield, MA 01201

**Mass. General Laws Chapter 71, Section 37H**

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

To this, almost all of the remaining schools forwarded their handbooks, either via email, mail, or referred me to their webpage on which it could be found. Understanding the strains under which schools operate, I did not want to press any further with the inquiry for statistical data on exclusions and other disciplinary actions that I knew they compiled, as I had learned from Dr. Paula Willis at the MA Department of Education. The files that Dr. Willis provided to me would suffice, as discussed below.

It is important to mention the content of the survey before moving on. The questions were based on all the recommended components of a protective school using positive interventions. The basis for these recommendations came from *Safeguarding Our Children: An Action Guide* from by the Center for Effective Collaboration and Practice of the American Institutes for Research, and the National Association for School Psychologists.<sup>30</sup> Had I obtained responses from more than just a couple of schools, I could have gathered some data and possibly some understanding whether or not best practices in prevention and intervention are being practiced in the schools where the highest rates of exclusion are occurring in the state. Since there is no data for this purpose for this project, no descriptive typology of school practices and interventions will be discussed as had been planned.

However, the Student Handbooks provided some information that might illustrate the alleged tendency for charter schools to purposefully set their codes of conduct to extremely restrictive levels so that they can “weed out” the “problem kids”. For example, the Roxbury Preparatory Charter School Student and Family Handbook for 2005-2006 includes the following “Disciplinary Offenses”:

- Misbehaving on School-provided Transportation: Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case students and parents are responsible

for travel to and from school) in addition to demerits, detention, suspension, expulsion, and/or other consequences. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow bus driver's instructions.

- Being Disrespectful toward a Staff Member: A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- Being Disrespectful toward a Student: If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- Possession of Inappropriate Property: Students cannot possess beepers, walkmen, CD players, cell-phones, cameras, laser pointers, electronic equipment, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated and may be confiscated indefinitely irrespective of any costs or fees students and/or families may incur as a result. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- Misbehaving inside or outside of Class: Misbehavior inside or outside of class (at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to or from school or a school-sponsored activity) is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

The terms “disrespectful”, “inappropriate”, “vulgar”, “profane”, “abusive”, “coarse”, “degrading” and “misbehave” are inherently ambiguous and wide open to subjective interpretation. As will be discussed in more depth below, although black students receive a disproportionate share of disciplinary referral and consequences, they tend to be referred to the

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office for less serious rule violation than white students, according to research from Russell Skiba. He asserts that black students tend to be reported by classroom teachers for disciplinary offenses that fall into the vague categories listed above.

For a student who may be coming to school from a chaotic and/or abusive home and/or undiagnosed social and emotional problems, the following examples of highly restrictive school rules, also from the Roxbury Preparatory Handbook, may be developmentally impossible to follow.

- Talking in the Hallway: Students are not permitted to talk in the hallway during period changes without permission from a teacher.
- Arriving to Class Unprepared: When class begins, students must be prepared and have all necessary materials (books, organized binder, paper, pen, pencil, etc.).
- Failing to Complete Homework: Completing homework is essential to the success of individual students and the classroom community. Students are expected to complete all assignments on time.
- Repeated Violations of the Code of Conduct: In addition to facing other disciplinary consequences, any students who repeatedly commits one of more of the offense listed in the Code of Conduct also is subject to long-term suspension and/or expulsion.

Given this extraordinarily high level of expectation plus the facts that disciplinary consequences are “subject to the discretion of...the Board of Trustees”, a student can conceivably be permanently expelled from this charter school for repeatedly bringing a disorganized binder to class or for not handing in homework a few times. The charter schools in the Commonwealth of Massachusetts have similar Codes of Conduct.

### ***G. Report of Student Exclusions***

This paper expands upon the Massachusetts Department of Education’s (DoE) *Report of Student Exclusions, 2002-03*. Schools included are public, regional vocational, and charter



schools. This paper uses the term “exclusion” as defined by the Massachusetts Department of Education: “A student exclusion is defined as the removal of a student from participation in regular school activities for disciplinary purposes for more than ten consecutive days. The removal could be permanent or indefinite.” (see Appendix 1, p.1) The *Report of Student Exclusions* analyzed statewide data based on a number of variables including gender, race/ethnicity, program status, type of offense, length of time, and alternative education.

The DoE’s report contains only two places where district level data is compared in relation to each other; one is a table listing the districts with ten or more student exclusions ranked by number and the other is a table listing the districts with four or more student exclusions per 1000 students ranked by rate. Both tables list the districts’ percentage of excluded students receiving alternative education. (see Appendix 1, Tables 9-10) The combination of the schools from these two tables provided the information for Section D above: districts with ten or more student exclusions and districts with four or more student exclusions per 1000. (see Appendix 6)

In the *Report of Student Exclusions*, and adopted for this paper as well, the term “exclusion rate” is used to rates represent instances of exclusion **per 1000 students** enrolled. Throughout the commonwealth, very few students were excluded in grades lower than grade 5. In the districts where the highest rates of student exclusions are found, there are students as young as kindergarten age who have been excluded. In 2003, 11 students were excluded in grade 4, 17 in grade 3, 12 in grade 2, 9 in grade 1, and three in kindergarten. Seven of the 11 4<sup>th</sup> graders, 13 of the 17 3<sup>rd</sup> graders, 11 of the 12 2<sup>nd</sup> graders, all 9 of the 1<sup>st</sup> graders, and all 3 of the kindergarteners were excluded in the Springfield school district. None of the districts had

exclusions for shotgun, rocket, missile, or grenade. Only one for bomb in Boston and one for “mine” at City on a Hill Charter School.

The overall exclusion rate has increased slightly over the past three years going from 1.7 in the 2001 school year, to 2.0 in the 2002-03 school year. Exclusion rates by race/ethnicity over the past three years have shown that African-American and Hispanic students are excluded at much higher rates than other groups. In addition, in school year 2002-03 there was a dramatic increase in the exclusion rates for African-American and Hispanic students from the previous school year. Over that same time period, the exclusion rates for Asian and white students fluctuated. The rates for Native American students showed an increase, but trends are difficult to interpret due to the low enrollment of Native American students in the state.

Although the exclusion rate for general education students has steadily increased over the past three years, the exclusion rate for special education students has risen much higher, with the largest increase occurring between the 2000-01 and 2001-02 school year.

Most of the offenses reported were due to either possession of an illegal substance on school premises (25 percent), followed by weapons on school property (22 percent) and other types of offenses (21 percent). For those offenses by type of weapon, an overwhelming majority involved knives, 71 percent, and approximately 22 percent involved types of weapons other than knives, guns, or explosive/incendiary devices.<sup>31</sup> Minority students accounted for the majority of exclusions for weapons violations, assaults on staff, assaults on students, and other offenses, while white students accounted for the majority of exclusions for possession of illegal substances. Minority and white students accounted equally for felonies outside of school.<sup>32</sup>

Using the report’s 2002-03 data, 524 African-American students were excluded, at a 6.1 rate. The DoE defines “African-American” as person having origins in any of the black racial groups in Africa. In comparison to statewide demographic data for the same year, African-American students accounted for 8.8%, 85,624 of the total enrolled, approximately 973,000, in the public school population. 524 of 85,624 is 6.12; therefore, it can be concluded that 6.12% of the African-American student population were excluded. 611 Hispanic students were excluded at a 5.5 rate. The DoE defines “Hispanic” as a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race

Hispanic students accounted for 11.2%, 108,976 of the total enrollment. 611 of 108,976 is 5.6; therefore, it can be concluded that 5.6% of the Hispanic population were excluded. 62 Asian students were excluded, at a 1.4 rate. The DoE defines “Asian” as a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa. Asian American students accounted for 4.6% of the total enrollment. 62 of 44,758 is 1.4; therefore, it can be concluded that 1.4% of Asian students were excluded. 744 White students were excluded, at a 1.0 rate. The DoE defines “White” as A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. White students accounted for 75.1% of the total enrollment. 744 of 730,723 is 1.0; therefore, it can be concluded that 1.0% of White students were excluded.

It is important to note that this data is in comport with the findings from the *Opportunities Suspended* report. When controlling for enrollment variables, African-American students are 6.12 times more likely and Hispanic students are 5.6 times more likely than White students to be excluded. The only known exception to this disproportion is that 16 percent of all white students excluded were excluded permanently, compared to six percent of the African-American students and seven percent of the Hispanic students.<sup>33</sup>

This paper approaches the *Report of Student Exclusions* data by expanding on the reported findings. Here, variables have been added to the district **and school** levels to compare exclusion data to district/**school** cultural data beyond, yet still including, the DoE’s chosen variables of race/ethnicity, program status, and alternative education. In this report, Dropout Rate, Limited English Proficient Rate, Low-income Rate, Special Education Rate, Attendance Rate, Absence Rate, In-School Suspension Rate, Out-of-School Suspension Rate, Retention

Rate, and MCAS Results are added to the Race/Ethnicity variables that the Department of Education report utilized.

First, continuing to look at racial/ethnic disparities in exclusion data, the statewide rates from the *Report of Student Exclusions* are compared to aggregated data from the rates of school districts listed in Appendix 6, i.e. districts with the highest rates of exclusion. For purposes of this comparison, the exclusion rates were converted from per 1000 students to per 100 (percent).

In Appendix 7, the percentage of excluded African Americans is compared to the percentage of African American students enrolled in the identified districts (districts with an exclusion rate of 0 for African Americans were suppressed). In 2003, the enrollment ratio for African American students in the targeted districts ranged from 1.4 to 89.4 with an average of 22.5 percent (illustrated in the graph in Appendix 8). This is 2.56 times greater than the statewide average enrollment for African Americans at 8.8 percent. The exclusion percentage rate for African American students in the targeted districts averaged 1.47 percent compared to the statewide average of .61 percent. The targeted districts' average is 2.4 times greater than the statewide average. Therefore, it can be concluded that there is evidence for a higher prevalence of exclusion for African Americans in the 31 listed school districts compared to the statewide rates for African Americans.

In Appendix 9, the percentage of excluded Hispanics is compared to the percentage of Hispanic students enrolled in the identified districts (districts with an exclusion rate of 0 for Hispanics were suppressed). In 2003, the enrollment ratio for Hispanic students in the targeted districts ranged from 1.3 to 85.4 with an average of 29.2 percent (illustrated in the graph in Appendix 10). This is 2.61 times greater than the statewide average enrollment for Hispanic

students at 11.2 percent. The exclusion percentage rate for Hispanic students in the targeted districts averaged .74 percent compared to the statewide average of .55 percent. The targeted districts' average is 1.34 times greater than the statewide average. Therefore, it can be concluded that there is evidence for a higher prevalence of exclusion for Hispanics in the 13 listed school districts compared to the statewide rates for Hispanics.

In Appendix 11, the percentage of excluded Asian Americans is compared to the percentage of Asian American students enrolled in the identified districts (districts with an exclusion rate of 0 for Asian Americans were suppressed). In 2003, the enrollment ratio for Asian American students in the targeted districts ranged from .9 to 29.3 with an average of 9.3 percent (illustrated in the graph in Appendix 12). This is 2.02 times greater than the statewide average enrollment for Asian American students at 4.6 percent. The exclusion percentage rate for Asian American students in the targeted districts averaged .74 percent compared to the statewide average of .14 percent. The targeted districts' average is 5.29 times greater than the statewide average. Therefore, it can be concluded that there is evidence for a higher prevalence of exclusion for Asian students in the 13 listed school districts compared to the statewide rates for Asians.

Class is often cited as an explanatory factor for disciplinary issues in schools with high levels of minority student enrollment. To test this theory, expenditure rates for 2003 were compared (Appendix 13) using averages from per pupil expenditures in Regular Education, Special Education, Bilingual Education, Occupational Day Education, and All Day Programs. The average per pupil expenditure for the districts with 4 or more student exclusions per 1000 students was \$9,948.57. The statewide per pupil expenditure was \$9,736.80. Since these two figures are remarkably close to each other, this finding does not support the proposition that

school funding influences rates of student disciplinary action.

Another theory is that high exclusion rates are often accompanied by poor standardized test scores. (NB: There is no room here to address the controversy of these kinds of tests.) To test this theory, Massachusetts Comprehensive Assessment System (MCAS) scores for grades 6 through 12 were compared (Appendix 14) using data from 2003. Average percentage of students scoring "Warning/Failing" in districts with 4 or more student exclusions per 1000 students in grades 6 through 12 were compared to the statewide average percentage of students scoring "Warning/Failing" on MCAS in grades 6 through 12. An average of 32.7 percent of grade 6-12 students in the targeted districts scored "Warning/Failing" on the Math portion of the MCAS. This is 6 percent greater and 1.25 times more than the statewide average of 26.7 percent. An average of 11.4 percent of grade 6-12 students in the targeted districts scored "Warning/Failing" on the English portion of the MCAS. This is 1.9 percent greater and 1.2 times more than the statewide average of 9.5 percent. Therefore, it can be concluded that there is evidence for a higher rates of "Warning/Failing" MCAS scores in school districts with a higher prevalence of exclusion.

A concomitant variable to exclusion rates is dropout data. For example, a school or school district with a low exclusion rate may have a low rate due to student dropout rather than due to positive interventions and protective school culture. School districts with ten or more total and/or four or more exclusions per 1000 students, not including charter and vocational schools, were examined by comparing dropout rates to exclusion rates. As illustrated in the graph in Appendix 16, no correlation is apparent in these data points. The districts reported an average annual dropout rate of 5.4 percent. This is 1.64 times greater than the average statewide annual dropout rate of 3.3 percent for 2003. Charter schools and vocational schools,

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due to their high dropout rates, were separately compared in Appendix 17 and graphed in Appendix 18. These districts reported an average annual dropout rate of 10.4 percent. This is 3.15 times greater than the average statewide annual dropout rate of 3.3 percent for 2003.

Expanding further on the *Report of Student Exclusions*' exclusion rates by various variables, data from the spreadsheet from which the Report was derived was compiled and subsequently meted out to analyze exclusion rates by program status, removal data, alternative education, limited English proficiency, low-income, attendance and absence, special education, in-school and out-of-school suspension, and retention.

Appendix 19 looks at exclusions by program status; school districts with ten or more total and/or four or more exclusions per 1000 students were compared to statewide data in terms of whether the students excluded were in regular education or special education or have been referred for special education but not yet evaluated (Appendix 19 and 20). On average, regular education students account for 73 percent of student exclusions and special education students account for 26 percent of student exclusions.

For the next series of tables and charts (Appendices 21-46), all the "districts" under examination comprise of school districts with ten or more total and/or four or more exclusions per 1000 students.

The Type of Removal variable in Appendix 21 only pertains to students who have an IEP (i.e. "special education students") because what this is referring to is the method for which the exclusion was determined. When a special education student has disciplinary actions pending and a hearing is requested by the student's parents, the Bureau of Special Education Appeals assigns an officer to determine whether or not the misbehavior manifested from the

child's disability. If the officer concludes that the behavior is unrelated to the disability, the student is "removed by an impartial hearing officer". If the exclusion went through without any protest, then the removal is "by school personnel." As shown in Appendix 21, the majority of removals in 2003 were uncontested.

In the next series of tables, alternative education is explored. By law, special education students are required to have alternative education provided. Therefore, nearly 100%, 95% to be exact, of special education students received alternative education in 2003. However, as mentioned above, the same is not required for general education students. Alternative education was not provided to 32 and was provided to 68 of percent of general education students in 2003. The type of alternative education provided to all excluded students is listed in Appendix 22. The most frequently provided form of alternative education is an alternative program within the school district. The reasons for not providing alternative education to regular education students are listed in Appendix 23. The most frequently reported reason was that the school chose not to provide alternative education. (See Appendix 24)

No statistically significant finding could be gleaned from the data comparing exclusion percentages and Limited English Proficient Rates. (Appendix 25 and 26) Limited English Proficient Students are defined by the DoE as children who were:

1. not born in the U.S., whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English; or
2. born in the United States of non-English speaking parents and who are incapable of performing ordinary classwork in English.

Exclusion percentage rates were used instead of the typical exclusion rate (per 1000) to norm



the data with the limited English proficiency rates that are provided by the DoE in percentages. Since the numbers for exclusion rates in percentage become visibly small in scale compared to other data points in percentage (see Appendix 26), it might benefit the reader to maintain the exclusion rates at per 1000. Thus, all subsequent exclusion rates used in this report will not be multiplied by 10 to present percentages but will be maintained at their original per 1000 level. However, it is important to remember that the rates are not per 100; for example, a 50.7 exclusion rate is not 50.7% but rather 5.07%.

Returning to the class issue, low-income rates are examined. “Low-income”, as defined by the DoE is an indicator of whether the student meets ANY ONE of the following definitions of low-income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Needy Families benefits; or
3. The student is eligible for food stamps.

In Appendix 27, school districts’, excluding charter and regional vocational schools, exclusion rates are compared to low-income rates and then averaged for comparison to statewide data. (Appendix 28) On the other hand, in comparison to the statewide data, the districts’ average exclusion rate, 4.8, was 2.4 times greater than the rate at the state level, 2.0. The districts’ average low-income rate, 39.6%, was 1.43 times greater than the rate at the state level, 27.7%. Therefore, it can be concluded that there is some evidence that the school districts with the highest rates of exclusion are districts with an average low-income rate that is 1.43 times greater than the average state level.

In Appendix 29, school districts’, comprised of charter and regional vocational schools, exclusion rates are compared to low-income rates and then averaged for comparison to

statewide data. (Appendix 30) On the other hand, in comparison to the statewide data, the districts' average exclusion rate, 13.9, was 6.95 times greater than the rate at the state level, 2.0. The districts' average low-income rate, 56.6%, was 2.04 times greater than the rate at the state level, 27.7%. Therefore, it can be concluded that there is some evidence that the charter and regional vocational school districts with the highest rates of exclusion are districts with an average low-income rate that is 2.04 times greater than the average state level. Of greater significance, charter and regional vocational school districts with the highest rates of exclusion have exclusion rates that are 6.95 times the statewide average. Removing the data for vocational schools, the charter school average exclusion rate is 14.4. This rate is 7.2 times the statewide average. This is supportive of the assertions made about Massachusetts charter schools throughout this paper.

Next, attendance and absence rates are examined. Attendance is defined by the DoE as: A student must be at school, or at a school-related activity (e.g., field trip) for at least half of the school day to be counted as present. Schools are instructed as follows:

1. Attendance should be reported as the cumulative number of days the student was present in your district and SHOULD NOT reflect their attendance in each individual school while in your district.
2. Do not count any days of excused or unexcused absences as days in attendance.

Districts, not including charter and vocational schools, averaged a 93.4 percent attendance rate. This is .7% lower than the statewide average rate. (Appendix 31 and 32) Charter and vocational schools averaged a 91.8 percent attendance rate. This is 2.3% lower than the statewide average rate. (Appendix 33 and 34) Therefore, it may be concluded that there is evidence to suggest that districts with the highest exclusion rates have attendance rates lower

than the statewide average attendance rate.

In Appendix 35, special education rates are explored. The DoE defines the Special Education data point as percentage of students who have an Individualized Education Plan (IEP). Districts, not including charter and vocational schools, had an average special education rate of 16.5 percent. This is .4% greater than the statewide average rate. (Appendix 35 and 36) Charter and vocational schools had an average special education rate of 13.2 percent. (Appendix 37 and 38) This is 2.9% lower than the statewide average rate. Charter schools alone had an average special education rate of 9.5 percent. This is 6.6% lower than the statewide average rate. The charter schools that have some of the highest exclusion rates in the state are also schools with below average special education rates. This is also in comport with the assertions made about Massachusetts charter schools throughout this paper.

The DoE defines out-of-school suspension as disciplinary action imposed by school officials that removed the student from participation in school activities. The student remained out of school during the suspension period. The rate is the number of out-of-school suspensions per 100. The DoE defines in-school suspension as disciplinary action imposed by school officials that removed the student from academic classes and placed him/her in a separate environment. The student remained in school during the suspension period. The rate is the number of in-school suspensions per 100. Districts, not including charter and regional vocational schools, reported a 1.49 times greater average out-of-school suspension rate, 8.8%, than the statewide average rate of 5.9 percent. (Appendix 39 and 40) These districts reported a 1.19 times greater in-school suspension rate, 4.3%, than the statewide average rate of 3.6 percent. Charter and regional vocational schools' average out-of-school suspension rate, 17.4%, is 2.95 times greater than the statewide average rate of 5.9 percent. (Appendix 41 and

42) These districts reported a 2.14 times greater in-school suspension rate, 7.7%, than the statewide average rate of 3.6 percent. It may be concluded that there is evidence to suggest that all types of public school districts with the highest exclusion rates have greater out-of-school and in-school suspension rates than the average statewide rates.

The DoE defines retention as “students in grades one through twelve who are repeating the grade in which they were enrolled the prior school year.” Districts, not including charter and regional vocational schools, reported a 1.35 times greater average retention rate, 3.5%, than the statewide average rate of 2.6 percent. (Appendix 43 and 44) Charter and regional vocational schools’ average retention rate, 9.0%, is 3.45 times greater than the statewide average rate of 2.6 percent. (Appendix 45 and 46) It can be concluded that there is evidence to suggest that all types of public school districts with the highest exclusion rates have greater retention rates than the average statewide rates.

These findings provide some evidence that the Commonwealth’s highest rates of exclusion can be found in school districts where higher levels of low-income, absence, in-school and out-of-school suspension, retention, dropout, and "Warning/Failing" MCAS rates are prevalent. These districts also have higher than average rates of special education, except for charter and regional vocational schools. The targeted districts did not significantly vary on average from the statewide rates for per pupil expenditure and limited English proficient rates. Further research to examine this data with more rigorous statistical methods may be helpful for policy analysts.

The disaggregated data provided by the Department of Education, mentioned above, was processed through a commercial Genetic Programming system called Discipulus. This program writes computer programs in Java, C, and Intel assembler code. It builds regression

and classification models from the data inputs. The data that was inputted for this project achieved a validation fitness of 28.8. This means that the square root of 28.8 is the average error of prediction in the validation set, that is about five off for the number of exclusions given new data. What this program can do is take a new variable, such as those added by this research, e.g. low-income rate, and predict how that variable will affect a school or school district's exclusion rate. This may be a very useful tool for superintendents or other policy-makers.

#### **IV. CONCLUSION**

*"I was a school principal for 20 years and I'm doing more school discipline now as a judge than I did as a principal. I preside over at least one school-related case every single day."*

*--- First Justice Paul Perachi, Berkshire County Juvenile Court*

*"Kids often get into trouble not because they intentionally did something against the rules but because they acted from a different perspective."*

*--- Mary Lou Accetta, Massachusetts College of Liberal Arts*

Across the nation, public education is confronting two critical concerns: the achievement gap between white students and students of color, and discipline policies that result in suspensions and expulsions of large numbers of students for minor misbehavior. The achievement gap and school discipline are interrelated: school suspensions, exclusions, and expulsions fall disproportionately on students of color, and students who are excluded from school inevitably fall behind in their studies. Further, for many students, school suspensions, exclusions, and expulsions, and prosecution in juvenile court, are the start of a "school to prison pipeline" or "schoolhouse to jailhouse" track of escalating frustration and failure.<sup>35</sup> "In too many instances, African-American and Latino children (particularly male children) are seen as 'prisoners in training,' and zero tolerance serves to speed up that eventuality. Zero tolerance

discipline, in particular, comprises what scholar Gloria Ladson-Billings calls “Band-Aid-type responses that are being applied to a moral and ethical hemorrhaging that plagues our society”<sup>36</sup>

The analogy of a Band-Aid is fitting in that the main characteristic of zero tolerance is a one-size-fits all approach to all threats or behavioral problems. Rather than work with the students with compassion, understanding and psychological insight into their individual capacities, interests, and habits, teachers and administrators with minimal tolerance levels react overly negatively to behavior they find offensive that might otherwise be turned into teachable moments. The latter, a positive and preventative intervention, is far more difficult than to choose the minimally tolerant route. According to Bernadine Dohrn, “Rather than insisting on the pedagogic possibility arising from adolescent misbehavior – for both the miscreant and the other students – rather than seizing the ‘teachable moment,’ rather than keeping an educational perspective on sanctioning and social accountability, principals and teachers, admittedly under pressure from frightened parents, have ceded their authority to law enforcement personnel...and have willingly participated in excluding troublemakers, difficult kids, and children in trouble from the very education that is their primary hope.”<sup>37</sup> The quick fix route is easier in the short term for the individual teacher, administrator, or other school staff. However, the prevalence of zero tolerance leads to greater problems down the line, as it both creates and shifts problems by and serving to introduce the punished to a pattern of behaviors that too often leads to incarceration.

Schools have become a major feeder of children into juvenile and adult criminal courts; simultaneously, schools themselves are becoming more prisonlike. Dohrn asserts that “two policies contribute to this dramatic new role for schools: first, the increased policing of schools and the simultaneous abdication of educators leads to a significant increase in school-based

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arrests; and second, school exclusions increase, including substantial suspensions/expulsions of students, propelled by the legislative green light which mandated ‘zero tolerance’ policies as a condition of federal funding.’<sup>38</sup>

Dorhn continues,

School-based incident such as fighting, theft, and vandalism have traditionally been handled within a school disciplinary system. Forty years ago, an offender would be sent to the office of the vice principal, a parent might be called, detentions (remaining for an hour after school) might be mandated, a letter of apology might be required. It would have been difficult to imagine police being called, arrests and handcuffs employed, criminal complaints filed and incarceration demanded.<sup>39</sup>

In many instances the conduct at issue is so petty, law enforcement agencies and courts have refused to pursue the charges that schools have initiated, which has had costly financial and human consequences. Ultimately, communities, parents, and students must hold school and law enforcement officials accountable for these actions, and urge them to create programs and practices that will teach appropriate behavior and not merely punish misbehavior.<sup>40</sup>

Some researchers believe that public policy towards school children increasingly relies on theories of criminal law, on the criminal law itself, and on penal-like sanctions in school settings, to respond to normal developmental behavior. When we examine mandatory expulsion rules and their concomitant policies requiring referral of children and youth to the criminal justice system, we see that they endorse theories of punishments developed in the adult criminal justice system. Thus, students are expected to be deterred – either in general, or in individual cases – by school rules. Since deterrence often does not work or is not the most effective for many children, modern school discipline policies care little for the well-being of the student. Instead, they operate much more along the ‘let the punishment fit the crime’ model of the adult criminal justice system.<sup>41</sup>

According to Robert Schwartz and Len Rieser.

zero tolerance policies for students adopt a theory of mandatory punishment that has been rejected by the adult criminal justice system because it is too harsh! Rather than having a variety of mandatory sanctions for a range of school-based offenses, state laws apply the same expulsion rules to the six-year-old as to the seventeen-year-old, to the first time offender as to the chronic troublemaker, to the child with a gun as to the child with a nail file.<sup>42</sup>

They also believe that zero tolerance policies are part of a trend to treat younger children as though they reason like adults and are not designed to benefit the misbehaving child. Rather, they are intended to allow the remaining students to benefit by the expulsion of their classmates.<sup>43</sup> Ronnie Casella, author of *At Zero Tolerance*, writes, “There is nothing worse than behaviors and policies that see it as advantageous to get tough on kids who already have it tough....Like the adult who lashes out at the young person because of pent-up frustration, zero tolerance policy is not a means of violence prevention and ‘pro-active discipline’; it is an almost uncontrollable response by adults to cast blame and to take out their own frustrations and fears on young people.”<sup>44</sup> Many different perspectives on why these policies exist. One matter that seems to warrant further examination is the zero tolerance critics’ claims that juvenile crime is actually on the decline and that zero tolerance simply scapegoats children. This seems to present a contradiction since if the trend of zero tolerance scapegoats children then the result would be increasing numbers of juvenile crime statistics. More research is needed to prove a direct causal link between zero tolerance and the alleged school to prison “pipeline”.

Zero tolerance policies that are governed by mandated punishment laws generally do not give school administrators discretion to select among a range of punishments. The United States Department of Education defines a zero tolerance policy as a policy that “mandates predetermined consequences or punishments for specific offenses.”<sup>45</sup> This is a more narrowly defined use of the term as employed in this paper, but is worth some discussion. The US DoE reports that in 1996-97, most public schools had zero tolerance policies toward student



offenses. At least 9 out of 10 schools reported zero tolerance for firearms (94 percent) and weapons other than firearms (91 percent). 87 percent of schools had zero tolerance for alcohol and 88 percent had zero tolerance policies for drugs. Most schools also had zero tolerance policies for violence and tobacco (79 percent each).<sup>46</sup> Many, including the FBI, question the wisdom of such policies. According to the Critical Incident Response Group (CIRG) at the National Center for the Analysis of Violent Crime (NCAVC),

All threats are NOT created equal...In today's climate, some schools tend to adopt a one-size-fits-all approach to any mention of violence. The response to every threat is the same, regardless of its credibility or the likelihood that it will be carried out. In the shock-wave of recent school shootings, this reaction may be understandable, but it is exaggerated – and perhaps dangerous, leading to potential underestimation of serious threats, overreaction to less serious ones, and unfairly punishing or stigmatizing students who are in fact not dangerous.<sup>47</sup>

The only offense covered by the *Report of Student Exclusions* discussed above that falls into the mandated exclusion ambit of zero tolerance is that which falls under the federal Gun-Free Schools Act of 1994. Under this Act, each state must have a state law requiring the school district to immediately expel a student for a period of not less than year if he or she has been found to have brought or to have possessed a gun/firearm at school. Each state law must also provide that the school district superintendent has the authority to shorten the expulsion period on an individual basis.

All of the other offenses for which students were excluded fall under Massachusetts General Laws Chapter 71, section 37H (The Education Reform Act of 1993) which grants broad discretion to school officials in disciplinary matters, requiring only that they have a rational basis for their decision, to assure that the decision is not arbitrary or capricious.<sup>48</sup> The school principal is given discretion to utilize suspension, instead of expulsion, where the official determines that the student is not a threat to the safety, security, and welfare of the staff

and other students. The enactment in Massachusetts has led to a number of expulsions, a term that is typically used for one year or longer exclusion and is qualified as “permanent expulsion” when appropriate. Principals in Massachusetts rarely exercise their discretion to suspend, rather than expel, the students found in possession of the proscribed items. Of the 28 gun offenses reported in Massachusetts for the school year 2002-03, three were shortened by the superintendent and the remaining 25 were not.

The term "dangerous weapon" as used in section 37H is not limited to the definition of the term as used in the criminal law. According to the DoE as well as the state courts, school officials had reasonable discretion to determine that a "novelty item" – a lipstick container which, when twisted open, reveals a pointed, one-sided, one-and- one-quarter inch blade – a student carried in the *Parkins v. Boule* case was a dangerous weapon in the school context. One may argue that this decision was capricious, but the court in which this case was litigated chose to take the school’s side. (see Appendix 47)

The “pick and choose” discretion is a double-edged sword as it relates to zero tolerance. On one hand, the discretion clause provides room for individualized punishment along the same lines as that proscribed in discipline of special education students. On the other hand, discretion always opens the doors to potential abuse. In its testimony before the United States Commission on Civil Rights in February 2000, the National Association of Secondary School Principals argues that “a higher incidence of ethnic and racial minority students being affected by zero tolerance policies should not be seen as disparate treatment or discrimination but in terms of an issue of socioeconomic status”.<sup>49</sup>

In order to test this theory, Russell Skiba retested racial differences in school disciplinary consequences while controlling for economic differences. He found that “controlling for poverty status made virtually no difference in the highly significant racial

differences in school suspension... Thus, although poverty status and race both place students at additional risk for being disciplined, low socioeconomic status cannot be used to explain away racial differences in referrals, suspension, or expulsion.”<sup>50</sup> Shibka states,

(After controlling for number of office referrals) [we] confirmed hypothesis that much of the disparity in school suspension is a result of the greater rate at which African-American students are referred to the office. In our study, administrative decisions regarding school discipline were not the primary source of disparate disciplinary treatment. Rather, school suspension may function primarily to ‘pass along’ the disproportionality that originates in referrals at the classroom level.

Some have argued that the attitudes and classroom management practices of teacher place African American students, especially African American male adolescents, at a disadvantage....[one] argues that many teachers, especially those of European-American background, may be unfamiliar and uncomfortable with the more active style of communication of African American adolescents, and may interpret the impassioned and emotive manner popular among young African Americans as combative or argumentative. Fear may also play a role. Teachers who accept stereotypes of adolescent African American males as threatening or dangerous may overreact to relatively minor threats to authority, especially if their anxiety is paired with a misunderstanding of cultural norms of social interaction.

We have no proof of bias... We have to ask if black students are more likely to misbehave... Although black students receive a disproportionate share of disciplinary referral, suspension, and corporal punishment, they tend to be referred to the office for less serious rule violation than white students. [the author’s opinion, ed.] There is no support for hypothesis that African American students act out more frequently.<sup>51</sup>

At this point, it might be fair to say that zero tolerance has been established to be a dangerous and detrimental policy that contributes to what appears to be and what some scholars claim to be a school to prison “pipeline”. Zero tolerance does not solve problems but shifts and pushes them aside. Gloria Ladson-Billings states, “When we say students will be expelled for one incidence of violence, we seem to forget that making them ‘disappear’ from school does not make them disappear from society. They go somewhere, and that typically is the street and their time on the street is rarely productive.”<sup>52</sup>

It might also be fair to associate zero tolerance with stressful or painful school events, experiences and situations that can compromise emotional safety. A good example of this would be the classic false accusation towards a child by an adult. Jane Bluestein, Ph.D., in her book *Creating Emotionally Safe Schools: A Guide for Educators and Parents*, lists the following examples of stressful or painful school events, experiences and situations that can compromise emotional safety:

- Rigid application of rules and negative consequences (punishments)
- Spanking, paddling or whipping used as punishment [legal in many states, ed.]
- Overhearing teachers or other significant adults discussing you negatively within earshot (either deliberately or accidentally)
- Teacher's impatience, annoyance or disgust
- Not having enough time to complete work: unrealistic deadlines
- Rough physical contact used deliberately or reactively to control or punish (pinching, grabbing, pushing, hitting)
- Witnessing classmates being shamed, spanked or punished
- Being punished for moving, squirming, wanting to touch things, doodling, swinging your leg, or other forms of "hyperactivity"
- Prejudice or discrimination (by adults or peers) based on race, ethnicity, religion or other cultural factors
- Prejudice or discrimination by adults or peers, including judgments, ridicule, rejection, devaluing, shaming, insulting, demeaning, exclusion or other negative reactions, whether verbal or nonverbal, based on body size, clothing (style, cost, value or where purchased), hairstyle, jewelry, or other factors related to appearance
- Prejudice or discrimination (by adults or peers) based on abilities and interests, or on a lack of abilities or interest in a particular area
- Being wrongly accused or wrongly punished
- Being punished long after an incident occurs

- Unpredictable or inconsistent teacher behavior
- Teacher's reliance on someone else (principal, counselor, parents, for example) to handle or punish discipline problems
- Unrealistic rules and expectations
- Teachers' hollering, explosive behavior
- Being called names that suggest stupidity or incompetence<sup>53</sup>

It has been over a decade since the “Columbine hysteria” started and subsequent zero tolerance policies began to be put in place. In the late 1990s, the pendulum had swung to the minimal tolerance side; by the early 21<sup>st</sup> century and at the time of the writing of this paper, the pendulum appears to be swinging towards a more positive, protective side of the discipline continuum. For example, in 1999, the spokesman for the American Association of School Administrators, Gary Marx, said, “Schools are less likely to take chances at this point, and I think their communities in large part would prefer they not take chances. I think there are as many or more people who think schools should not take any chances in the short term as there are those concerned with student rights.”<sup>54</sup>

Whether effective or not, zero-tolerance policies send the American public the message that schools are taking positive, aggressive action to address a situation that is perceived to be a real and present danger for schools and children. The media coverage given to recent incidents of school violence only galvanizes public opinion in favor of zero-tolerance and harsh penalties for students who bring weapons to school. In the face of such publicity, legislators do not wish to appear soft on crime and violence. As an Iowa school board member remarked after the district’s zero-tolerance policy was criticized for expelling a student who brought a water pistol to school, "It's so easy to condemn unless you're sitting in a position where you've got to protect all kids...I'd rather be seen a fool than be responsible for someone's death" (Jones, 1997).<sup>55</sup>

Today, in keeping with the research of scholars such as Bluestein and Skiba, most of the “official” policy analysis focuses on prevention and intervention as well as alternatives to suspension, exclusion, and expulsion. By 2001, the American Association of School

Administrators (AASA) was questioning the effectiveness of zero tolerance. Paul Houston, executive director of AASA, said, "Zero tolerance also means zero judgment for officials, and I raise that warning flag whenever I speak about it."<sup>56</sup> Similar analysis is also taking place in the arena of juvenile justice with findings that conclude that prison time leads to more recidivism than does placement in effective alternative residential treatment programs.<sup>57</sup> However, the general public in the United States remains more supportive of the former than of the latter and, therefore, prison placements for violent juveniles are perceived as preferable despite their lack of effectiveness. Society, if it can be anthropomorphized, applies the same Band-Aids as described above for convicted juveniles by employing the simplistic formulation of "adult time for adult crime." According to Richard A. Mendel, "Powerful analysis demonstrates that measured punishments, high-quality treatment services, community-based youth development programming, and freedom from a criminal record are far more effective in turning delinquent youth away from crime than criminal prosecution or incarceration with adult convicts."<sup>58</sup> Unfortunately, a shift from zero-tolerance to positive and proactive prevention policies is not likely to occur anytime soon. Such strategies take time to develop and even more time to implement.<sup>59</sup> Even more time is needed for the transformation of public consciousness necessary to effect widespread reform.

The research suggests that breaking the cycle of violence in school must begin with long-term planning aimed at fostering nonviolent school communities. This approach relies on prevention and planning. "This would include prevention efforts, such as conflict resolution, behavior management, screening and early identification of troubled children, and implementing effective discipline plans to deal with disruptive behaviors," according to Roger

Ashford. “Such plans would include behavior support teams, consistent and individualized response to disruptive students, and emergency and crisis planning.”<sup>60</sup>

Other research calls for better training of teachers in classroom management and cultural competency, increased student involvement, smaller school and class size, and family and community partnerships. “Research on safe schools demonstrates that a comprehensive three-level approach to prevention is the most efficient and cost-effective way to reduce the risk of violence,” according to *Safeguarding Our Children*.<sup>61</sup> These three levels are 1) a schoolwide foundation, 2) early intervention, and 3) intensive interventions. (see Appendix 48) General qualities of a safe and responsible school include:

- The school has strong leadership, caring faculty, family and community involvement, including law enforcement officials and representatives of community-based organizations and student participation in the design of programs and policies.
- The physical environment of the school is safe and schoolwide policies are in place to promote and support responsible behaviors.
- Prevention and intervention programs are sustained, coordinated, and comprehensive.
- Interventions are based on careful assessment of student needs.
- Evidence-based approaches are used.
- Staff are provided with training and support to help them implement programs and approaches.
- Interventions are monitored and evaluations are conducted to ensure that the programs are meeting measurable goals and objectives.<sup>62</sup>

Specific to the discipline issues, the following suggestions have also been made:

- Establish a school policy limiting circumstances under which police may intervene in school disciplinary matters. Include a policy that parents must be contacted immediately whenever law enforcement authorities intervene.
- Monitor teachers’ disciplinary referrals and provide training for teachers with discriminatory patterns.

- Train students to act as peer mediators.
- Permit advocates to act as advocates during disciplinary hearings.
- Share detailed data regarding suspensions and expulsions, offense and action taken, referrals to law enforcement agencies, etc. with concerned citizens
- Use suspensions as a last resort. Develop alternatives.<sup>63</sup>

Susan Sandler [identified eight schools that] are able to maintain safe environments without resorting to harsh, punitive, or exclusionary practices. In one, students are seen as indigenous leaders. Teachers are called facilitators and by their first names. A coaching approach is also used.<sup>64</sup> These tolerant schools are characterized by the above positive qualities, rather than by zero tolerance.

The title of this paper is “From Zero to Infinite Tolerance: An Examination of Exclusion Rates in Massachusetts Public Schools” for two reasons. First, the statistics examined above numerically reflect the issue of zero tolerance in schools. Of course, this is not to assert that all of those cases of exclusion were unnecessary but to explore the theoretical and legal foundations in which exclusion occurs. Second, “infinite tolerance” suggests total understanding and reasoned policy. It is an ideal to which educators can strive if they should so choose.



## NOTES

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- <sup>7</sup> Tobin, Thomas C. "Video shows police handcuffing 5-year-old: The girl's teacher videotaped her class that day as a self-improvement exercise. An attorney calls the arrest 'absurd' and 'excessive.'" *St. Petersburg Times*, April 22, 2005.  
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- <sup>8</sup> Freire, Paulo. *pedagogy of the oppressed*. New York, NY: The Continuum International Publishing Group. 1993.
- <sup>9</sup> Landau, Richard J. and Dykema Gossett. *A Reference Guide to Special Education Law for Charter School Authorizers*. Alexandria, VA: National Association of Charter School Authorizers. 2004.

- <sup>10</sup> Unless otherwise specified, zero tolerance includes not only mandatory punishments, but also harsh, rigid punishments that are unwarranted because they fail to take into account circumstances. These policies put common-sense aside, in favor of a “take no prisoners” attitude toward discipline.
- <sup>11</sup> *ibid.*
- <sup>12</sup> *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies.* Harvard University’s Advancement Project and Civil Rights Project. Cambridge, MA. June 2000.
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- <sup>19</sup> *Children’s Defense Fund. Out-of-Suspensions: Are They Helping Children?* Cambridge, MA: Children’s Defense Fund. 1975.
- <sup>20</sup> *Office of Civil Rights Elementary and Secondary School Survey.* U.S. Department of Education. 2000.
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- <sup>25</sup> Melissa Sickmund. Juveniles in Corrections. Juvenile Offenders and Victims National Report Series. Office of Juvenile Justice and Delinquency Prevention. June 2004.
- <sup>26</sup> Russell Skiba, et al. Consistent Removal: Contributions of School Discipline to the School-Prison Pipeline – DRAFT. Presented at the School to Prison Pipeline Conference: Harvard Civil Rights Project. 2003.
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- <sup>30</sup> Dwyer, K. and Osher, D. *Safeguarding Our Children: An Action Guide*. Washington, D.C.: U.S. Departments of Education and Justice, American Institutes for Research. 2000.
- <sup>31</sup> *Report of Student Exclusions, 2002-03*. p.2-3. (Appendix 1)
- <sup>32</sup> *ibid*, 5.
- <sup>33</sup> *ibid*.
- <sup>34</sup> *Grade Retention in Massachusetts Public Schools: 2003-03*. June 2004.
- <sup>35</sup> Richart, David. “Northern Lights: Success in Student Achievement and School Discipline at Northern Elementary School.” *Building Blocks for Youth*. April 2004. p.3.
- <sup>36</sup> Ladson-Billings, Gloria. “America Still Eats Her Young” in *Zero Tolerance*. p. 80.
- <sup>37</sup> Dohrn, Berdardine. p. 95.

<sup>38,39</sup> Dohrn, Berdardine. p. 96.

<sup>40</sup> *Education Lockdown: The Schoolhouse to Jailhouse Track*. p. 21

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<sup>42</sup> *ibid.*

<sup>43</sup> Schwartz, Robert and Len Rieser, p. 130-131.

<sup>44</sup> Englander, Elizabeth Kandel. “Youth Gang Violence and School Shootings Are Serious Problems” in *Violent Children*, Mitchell Haugen, Hayley, Ed. Greenhaven Press/Thomson-Gale. 2004.

<sup>45</sup> Indicators of School Crime and Safety: 2002: Appendix A. School Practices and Policies 135  
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<http://www.ed.gov/> Nov 08, 2002.

<sup>46</sup> *ibid.*

<sup>47</sup> *The School Shooter: A Threat Assessment Perspective*. Critical Incident Response Group (CIRG) National Center for the Analysis of Violent Crime (NCAVC) FBI Academy Quantico, VA 22135.

<sup>48</sup> **Mass. General Laws Chapter 71, Section 37H**

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher’s aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall

have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

- (e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

<sup>49</sup> Skiba, Russell. “When Is Disproportionality Discrimination?” in *Zero Tolerance*, p. 179.

<sup>50</sup> *ibid.*

<sup>51</sup> Skiba, Russell. p. 180-1.

<sup>52</sup> Ladson-Billings, Gloria. “America Still Eats Her Young” in *Zero Tolerance*, p. 80.

<sup>53</sup> Bluestein, Jane. Ph.D. *Creating Emotionally Safe Schools: A Guide for Educators and Parents*. Health Communications, Inc. Deerfield Beach, Florida. 2001.

<sup>54</sup> Cooper, Kenneth J. and Dale Russakoff. Washington Post Staff Writers. “Schools Tightening Standards After Columbine.” Thursday, May 27, 1999; p.A1.  
<http://www.washingtonpost.com/wpsrv/national/longterm/juvmurders/stories/columbine052799.htm>

<sup>55</sup> Ashford, Roger. “Can Zero-Tolerance Keep Our Schools Safe?” *NASP Communiqué*, Vol. 29, #8. 2000. <http://www.nasponline.org/publications/cq298zero.html>

<sup>56</sup> *Study: Schools' Zero-Tolerance Policies Flawed*. Associated Press. FOX News Network. Wednesday, May 16, 2001. <http://www.foxnews.com/story/0,2933,24954,00.html>

<sup>57</sup> Hubner, John. *Last Chance in Texas: The Redemption of Criminal Youth*. NY: Random House. 2005.

<sup>58</sup> Mendel, Richard. *Less Hype, More Help: Reducing Juvenile Crime, What Works – and What Doesn't*. Washington, DC: American Youth Policy Forum. 2000. p. 39.

<sup>59</sup> Ashford, Roger. “Can Zero-Tolerance Keep Our Schools Safe?”

<sup>60</sup> *ibid.*

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Stacey Elin Rossi

<sup>62</sup> *ibid.*

<sup>63</sup> Browne, Judith A. “The ABCs of School Discipline” in *Zero Tolerance*. p. 199.

<sup>64</sup> Sandler, Susan. “Turning To Each Other, Not *On* Each Other” in *Zero Tolerance*. p. 222.

Massachusetts



Department of  
Education

# Student Exclusions in Massachusetts Public Schools: 2002-03

June 2004



**Massachusetts Department of Education**  
350 Main Street, Malden, MA 02148  
781-338-3000 TTY 800-439-0183 (or 711)  
[www.doe.mass.edu](http://www.doe.mass.edu)





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## STUDENT EXCLUSIONS: School Year 2002-03

### I. Background

The 2002-03 school year was the tenth year in which the Department of Education required schools to submit student level data on student exclusions. The following analysis is based on data reported by districts on students excluded, as defined at the right, between July 1, 2002, and June 30, 2003.

*A student exclusion is defined as the removal of a student from participation in regular school activities for disciplinary purposes for **more than ten** consecutive school days. The removal could be permanent or indefinite.*

### II. Results

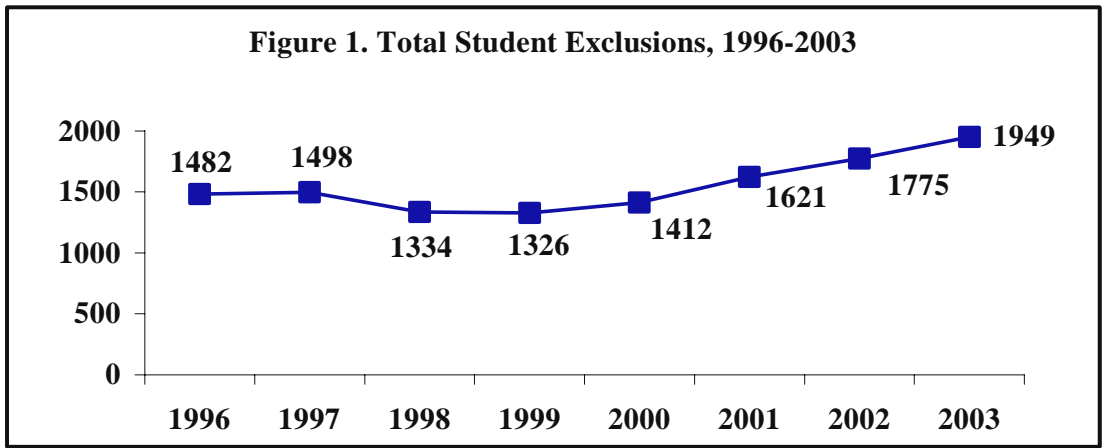
Reporting from the 376 school districts, charter schools and regional vocational technical schools, there were 1,949 student exclusions in the 2002-03 school year. A total of 1,890 students were excluded, of whom 58 were excluded two or more times during the year. The greatest number of exclusions for an individual student was three.

**Table 1. Student Exclusions Over Time**

|   | 2000-01 | 2001-02 | 2002-03 |
|---|---------|---------|---------|
| Number of Student Exclusions                        | 1,621   | 1,775   | 1,949   |
| Number of Individual Students Excluded              | 1,573   | 1,720   | 1,890   |
| Number of Students Excluded More Than Once          | 46      | 51      | 58      |
| Percent of Students Receiving Alternative Education | 71%     | 73%     | 75%     |

The number of students excluded more than once during the 2002-03 school year increased by 14 percent from the previous year and by 26 percent from the 2000-01 school year. The percent of students excluded from school that were provided with alternative education continues to increase incrementally.

The number of student exclusions has fluctuated over time. As illustrated in Figure 1, in the 1998-99 school year the lowest number of student exclusions were reported. However, in the following school years the number of student exclusions rose incrementally with the largest increase occurring between school years 1999-00 and 2000-01.



### III. Exclusion Rates

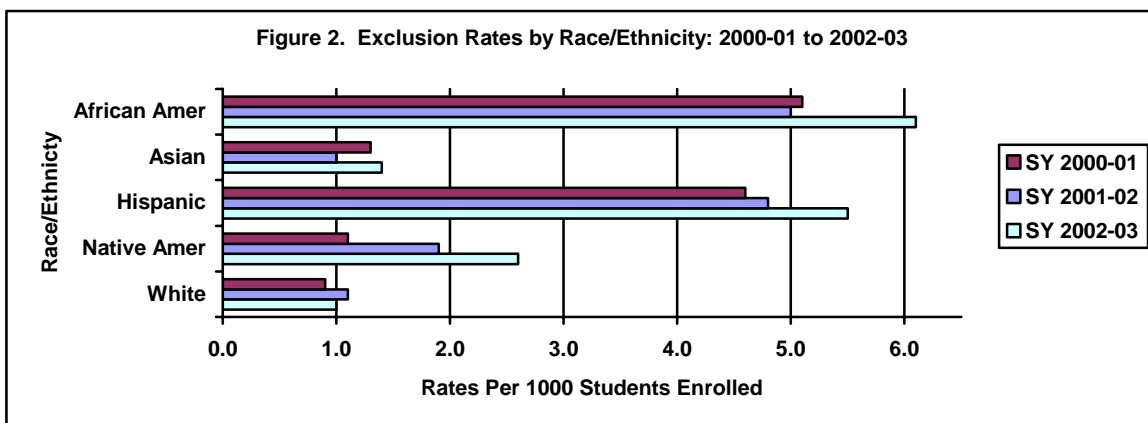
Exclusion rates represent instances of exclusion **per 1000 students** enrolled. The overall exclusion rate has increased slightly over the past three years going from 1.7 in the 2000-01 school year, to 2.0 in the 2002-03 school year. As depicted in Table 2, exclusion rates by race/ethnicity over the past three years have shown that African-American and Hispanic students are excluded at much higher rates than other groups. In addition, in school year 2002-03 there was a dramatic increase in the exclusion rates for African-American and Hispanic students from the previous school year. Over that same time period, the exclusion rates for Asian and white students fluctuated. The rates for Native American students showed an increase, but trends are difficult to interpret due to the low enrollment of Native American students in the state.

Although the exclusion rate for general education students has steadily increased over the past three years, the exclusion rate for special education students has risen much higher, with the largest increase occurring between the 2000-01 and 2001-02 school year.

**Table 2. Exclusion Rates by Gender, by Race/Ethnicity and by Program Status**

|                       | 2000-01 |      | 2001-02 |      | 2002-03 |      |
|-----------------------|---------|------|---------|------|---------|------|
|                       | #       | Rate | #       | Rate | #       | Rate |
| <b>Overall</b>        | 1,621   | 1.7  | 1,775   | 1.9  | 1,949   | 2.0  |
| <b>Gender</b>         |         |      |         |      |         |      |
| Male                  | 1,249   | 2.5  | 1,396   | 2.8  | 1,510   | 3.0  |
| Female                | 372     | 0.8  | 379     | 0.8  | 439     | 0.9  |
| <b>Race/Ethnicity</b> |         |      |         |      |         |      |
| African-American      | 438     | 5.1  | 417     | 5.0  | 524     | 6.1  |
| Asian                 | 55      | 1.3  | 42      | 1.0  | 62      | 1.4  |
| Hispanic              | 481     | 4.6  | 501     | 4.8  | 611     | 5.5  |
| Native American       | 3       | 1.1  | 6       | 1.9  | 8       | 2.6  |
| White                 | 644     | 0.9  | 809     | 1.1  | 744     | 1.0  |
| <b>Program Status</b> |         |      |         |      |         |      |
| General Education     | 1,227   | 1.2  | 1,300   | 1.3  | 1,440   | 1.4  |
| *Referred Reg. Ed.    | 0       | 0    | 0       | 0    | (20)    |      |
| Special Education     | 394     | 2.6  | 474     | 3.1  | 509     | 3.3  |
| Missing               | 0       | 0    | 1       | 0    | 0       | 0    |

\*Referred Regular Education students have been referred for special education evaluation but have not yet been evaluated. These students were included in the count for regular education students.



As shown in Table 3, rates over the past three years have increased for many grades, in particular for grades nine through 11. Trend data indicate that exclusion rates consistently rise in grades leading up to ninth grade, peak at the ninth, and then decrease.

**Table 3. Exclusion Rates by Grades**

| Grades        | 2000-01      |      | 2001-02      |      | 2002-03      |      |
|---------------|--------------|------|--------------|------|--------------|------|
|               | #            | Rate | #            | Rate | #            | Rate |
| K             | 6            | 0.1  | 4            | 0.1  | 3            | 0.3  |
| 1             | 9            | 0.1  | 13           | 0.2  | 9            | 0.1  |
| 2             | 10           | 0.1  | 10           | 0.1  | 12           | 0.2  |
| 3             | 7            | 0.1  | 14           | 0.2  | 17           | 0.2  |
| 4             | 23           | 0.3  | 14           | 0.2  | 11           | 0.1  |
| 5             | 32           | 0.4  | 35           | 0.5  | 34           | 0.4  |
| 6             | 94           | 1.2  | 90           | 1.1  | 104          | 1.3  |
| 7             | 196          | 2.6  | 177          | 2.3  | 251          | 3.2  |
| 8             | 267          | 3.6  | 291          | 3.9  | 282          | 3.6  |
| 9             | 427          | 5.4  | 430          | 5.3  | 550          | 6.7  |
| 10            | 233          | 3.4  | 302          | 4.3  | 301          | 4.2  |
| 11            | 186          | 2.9  | 237          | 3.7  | 231          | 3.5  |
| 12            | 131          | 2.3  | 158          | 2.7  | 144          | 2.4  |
| <b>Totals</b> | <b>1,621</b> |      | <b>1,775</b> |      | <b>1,949</b> |      |

Exclusion rates represent instances of exclusion per 1000 students enrolled (as of October 1, 2002).

#### IV. Exclusions by Type of Offense

Schools reported one or more offenses for each student exclusion. Table 4a and Figure 3 illustrate the number of exclusions that occurred for each of the offenses specified in the Massachusetts General Laws Chapter 71, Section 37H, as actions for which school principals are authorized to expel students, and for “other” offenses. Starting in 2001-02, exclusions that involved two or more offenses are reported in each applicable offense category. This is a change from reporting in prior years when exclusions with two or more offenses were counted as either “weapon combination” or “non-weapon combination”. Due to this change, the totals by type of offense may sum to more than the total number of exclusions.

Trend data indicate that student exclusions by type of offense and type of weapon have not changed significantly over the past three years as illustrated in Table 4a. Most of the offenses reported were due to either possession of an illegal substance on school premises (25 percent), followed by weapons on school property (22 percent) and other types of offenses (21 percent). For those offenses by type of weapon, an overwhelming majority involved knives, 71 percent, and approximately 22 percent involved types of weapons other than knives, guns, or explosive/incendiary devices.

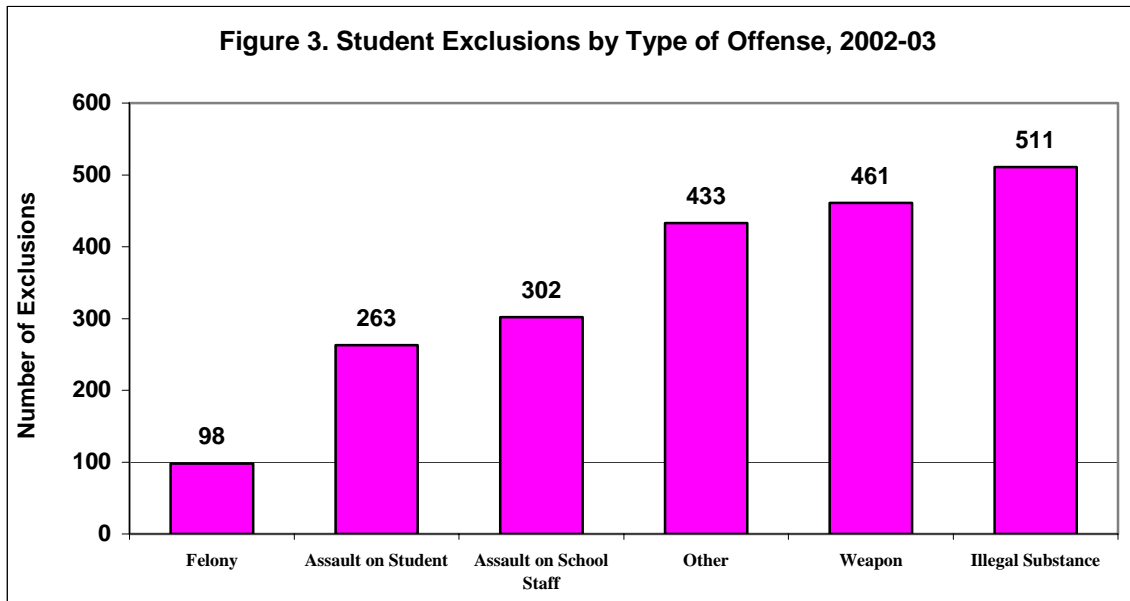
**Table 4a. Exclusions by Type of Offense**

|                                      | 2000-01      |    | 2001-02*     |    | 2002-03*     |    |
|--------------------------------------|--------------|----|--------------|----|--------------|----|
|                                      | #            | %  | #            | %  | #            | %  |
| Weapon on school premises            | 324          | 20 | 388          | 20 | 461          | 22 |
| Illegal substance on school premises | 403          | 25 | 559          | 28 | 511          | 25 |
| Assault on school staff              | 218          | 13 | 229          | 12 | 302          | 15 |
| Assault on student                   | 152          | 9  | 155          | 8  | 263          | 13 |
| Felony outside of school             | 102          | 6  | 155          | 8  | 98           | 5  |
| Other                                | 322          | 20 | 493          | 25 | 433          | 21 |
| Weapon combination                   | 33           | 2  | na           |    | na           |    |
| Non-weapon combination               | 67           | 4  | na           |    | na           |    |
| <b>Total Number of Offenses</b>      | <b>1,621</b> |    | <b>1,979</b> |    | <b>2,068</b> |    |
| <b>Type of Weapon**</b>              |              |    |              |    |              |    |
| Knife                                | 254          | 71 | 294          | 77 | 331          | 71 |
| Gun                                  | 23           | 6  | 18           | 5  | 28           | 6  |
| Explosive/incendiary device          | 9            | 3  | 1            | 0  | 3            | 1  |
| Other                                | 66           | 18 | 70           | 18 | 105          | 22 |
| More than one type of weapon         | 6            | 2  | na           |    | na           |    |

Reported percentages may not total 100% due to rounding.

\*Totals reported for SY 2002 (n= 1,979) and SY 2003 (n= 2,068) were greater than the total number of exclusions because some exclusions involved more than one offense.

\*\*Data are for all exclusions involving weapons, including weapons violations in combination with other offenses.



According to the Gun-Free Schools Act (GFSA) of 1994, each state must have in effect a State law requiring the school district to immediately expel a student for a period of not less than one year, if he/she is found to have brought or to have possessed a gun/firearm at school. Each State's law must also stipulate that the school district superintendent has

the authority to shorten the expulsion period on a case-by-case basis. Of the 28 gun offenses reported in school year 2002-03, three were shortened by the superintendent and the remaining 25 were not.

Beginning in school year 2001-02, additional data were collected on types of guns and explosive or incendiary devices reported in order to comply with the annual federal reporting requirements of the Gun-Free School Act (Table 4b).

**Table 4b. Exclusions by Type of Gun/Explosive or Incendiary Devices**

| <b>Guns</b>   | <b>2001-02</b> | <b>2002-03</b> | <b>Explosive or Incendiary Devices</b> | <b>2001-02</b> | <b>2002-03</b> |
|---------------|----------------|----------------|--|----------------|----------------|
| Handgun       | 11             | 9              | Bomb                                   | 1              | 2              |
| Rifle         | 0              | 0              | Grenade                                | 0              | 0              |
| Shotgun       | 2              | 0              | Rocket                                 | 0              | 0              |
| Other Firearm | 8              | 19             | Missile                                | 0              | 0              |
|               |                |                | Mine or Other Similar Device           | 1              | 1              |
| <b>Totals</b> | <b>21</b>      | <b>28</b>      | <b>Totals</b>                          | <b>2</b>       | <b>3</b>       |

#### V. Exclusions by Type of Offense and by Race/Ethnicity

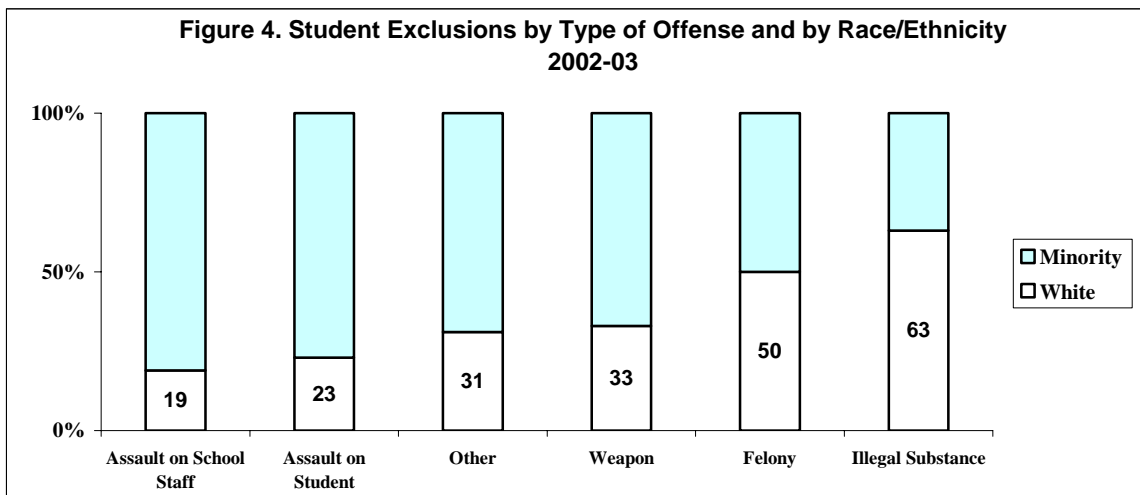
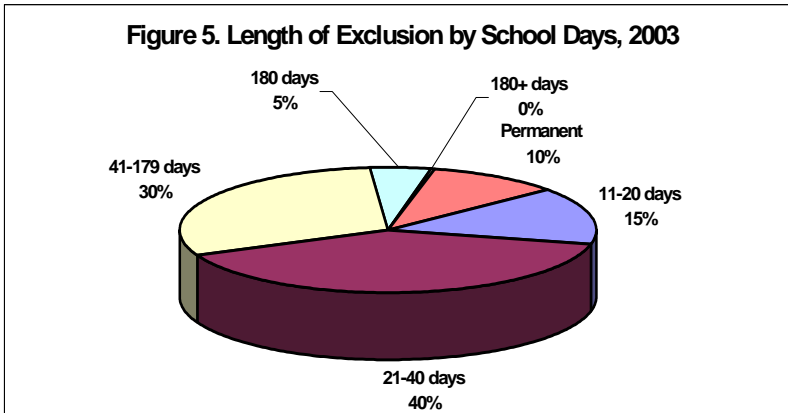


Figure 4 compares the percentage of exclusions for each type of offense that involved racial/ethnic minority students and white students. Minority students accounted for the majority of exclusions for weapons violations, assaults on staff, assaults on students, and other offenses, while white students accounted for the majority of exclusions for possession of illegal substances. Minority and white students accounted equally for exclusions due to felonies outside of school.

## VI. Exclusions by Length of Time

Schools were asked to report the date the student was excluded and either the date the student returned to school or was eligible to return to school, if the exclusion was not permanent. In 1999, the Department began collecting data specifically on the number of *school days* a student missed due to exclusion from school. Previous reports included analyses of exclusions by calendar days.



In school year 2002-03, a number of trends emerged from the data. Just over half of the student exclusions were between 11 to 20 school days and between 21 to 40 school days as shown in Figure 5.

When calculating the state average for the number of school days missed for non-permanent exclusions over the past three years, it was found that the average number of days missed has remained relatively constant over time. In school year 2000-01, the state average was 57 school days missed, in 2001-02, the average was 55 school days missed and in 2002-03, the average was 57 school days missed. In Table 5, the numbers of school days missed are displayed by categories. Most notable is the substantial increase in the number of exclusions for school year 2002-03 in the 180 days (one school year) category from school year 2001-02.

**Table 5. Length of Exclusions by School Days Missed**

| Categories                  | 2000-01      |    | 2001-02      |    | 2002-03      |    |
|-----------------------------|--------------|----|--------------|----|--------------|----|
|                             | #            | %  | #            | %  | #            | %  |
| 11-20 school days           | 247          | 15 | 291          | 16 | 286          | 15 |
| 21-40 school days           | 631          | 39 | 620          | 35 | 777          | 40 |
| 41-179 school days          | 461          | 28 | 598          | 34 | 588          | 30 |
| 180 days (one school year)  | 107          | 7  | 49           | 3  | 92           | 5  |
| Longer than one school year | 7            | 0  | 3            | 0  | 3            | 0  |
| Permanent                   | 168          | 10 | 214          | 12 | 203          | 10 |
| <b>Totals</b>               | <b>1,621</b> |    | <b>1,775</b> |    | <b>1,949</b> |    |

Reported percentages may not total 100% due to rounding.

Table 6 illustrates that the length of exclusion varied by race/ethnicity. For example, 16 percent of all white students excluded were excluded permanently, compared to six percent of the African-American students and seven percent of the Hispanic students.

**Table 6. Length of Exclusion by Race/Ethnicity, 2002-03**

|          | <b>11-20<br/>school<br/>days</b> |    | <b>21-40<br/>school<br/>days</b> |    | <b>41-179<br/>school<br/>days</b> |    | <b>180<br/>(one<br/>school<br/>year)</b> |   | <b>Longer<br/>than<br/>one<br/>school<br/>yr</b> |   | <b>Permanent</b> |    | <b>Total</b> |     |
|----------|----------------------------------|----|----------------------------------|----|-----------------------------------|----|--|---|--|---|------------------|----|--------------|-----|
|          | #                                | %  | #                                | %  | #                                 | %  | #  | % | #  | % | #                | %  | #            | %   |
| Afr Am   | 52                               | 10 | 239                              | 46 | 183                               | 35 | 17                                       | 3 | 1  | 0 | 32               | 6  | 524          | 100 |
| Asian    | 3                                | 5  | 15                               | 24 | 35                                | 56 | 4  | 6 | 1  | 2 | 4                | 6  | 62           | 100 |
| Hispanic | 81                               | 13 | 313                              | 51 | 128                               | 21 | 43                                       | 7 | 1  | 0 | 45               | 7  | 611          | 100 |
| Nat Am   | 1                                | 13 | 3                                | 38 | 3                                 | 38 | 0  | 0 | 0  | 0 | 1                | 13 | 8            | 100 |
| White    | 149                              | 20 | 207                              | 28 | 239                               | 32 | 28                                       | 4 | 0  | 0 | 121              | 16 | 744          | 100 |

Reported percentages may not total 100% due to rounding.

## VII. Alternative Education

Trend data show that the majority of the excluded students that were provided alternative education services for the duration of their exclusion were served via in-district alternative programs and home tutoring. Of those student exclusion cases where alternative education was not made available, the primary reason, consistent with prior years, was that schools exercised their right to not provide it (Table 7a).

**Table 7a. Alternative Education by Settings & by Reasons Not Provided**

| <b>Types of Alternative Education Settings</b> | <b>2000-01</b> |    | <b>2001-02</b> |    | <b>2002-03</b> |    |
|--|----------------|----|----------------|----|----------------|----|
|  | #              | %  | #              | %  | #              | %  |
| Home tutoring                                  | 206            | 13 | 310            | 17 | 345            | 18 |
| In-district alternative program                | 807            | 50 | 767            | 43 | 1,037          | 53 |
| Alternative program in another district        | 53             | 3  | 76             | 4  | 39             | 2  |
| Private alternative setting                    | 88             | 5  | 109            | 6  | 32             | 2  |
| Work/community service setting                 | 2              | 0  | 0              | 0  | 4              | 0  |
| Not reported                                   | 0              | 0  | 0              | 0  | 0              | 0  |
| <b>Subtotal</b>                                | <b>1,156</b>   |    | <b>1,262</b>   |    | <b>1,457</b>   |    |
| <b>Reason Alt Education Was Not Provided</b>   | #              | %  | #              | %  | #              | %  |
| Student moved/transferred                      | 22             | 1  | 35             | 2  | 27             | 1  |
| Student refused/did not respond                | 100            | 6  | 58             | 3  | 55             | 3  |
| Student was incarcerated                       | 13             | 8  | 8              | 1  | 14             | 1  |
| School chose not to provide it                 | 330            | 20 | 410            | 23 | 396            | 20 |
| Not reported                                   | 0              | 0  | 2              | 0  | 0              | 0  |
| <b>Subtotal</b>                                | <b>465</b>     |    | <b>513</b>     |    | <b>492</b>     |    |
| <b>Totals</b>                                  | <b>1,621</b>   |    | <b>1,775</b>   |    | <b>1,949</b>   |    |

Percentages may not total 100% due to rounding.

As shown in Table 7b, in 75 percent of all exclusions in the 2002-03 school year, students were provided with alternative education for the duration of their exclusion. Sixty-eight percent of general education students excluded from school received alternative education, an increase of five percentage points from the prior year.



Federal law requires special education students with an Individualized Education Plan (IEP) who are excluded from school to be offered alternative education. Ninety-five percent of the special education students excluded in 2002-03 received alternative education. Of those general education students that were referred for special education evaluation but had not yet been evaluated, 80 percent received alternative education as shown in Table 7b.

**Table 7b. Alternative Education by Program Status**

|                                    | 2000-01 |    | 2001-02 |    | 2002-03 |    |
|------------------------------------|---------|----|---------|----|---------|----|
|                                    | #       | %  | #       | %  | #       | %  |
| <b>All Students</b>                |         |    |         |    |         |    |
| Alternative education provided     | 1,156   | 71 | 1,262*  | 71 | 1,457   | 75 |
| Alternative education not provided | 465     | 29 | 512     | 29 | 492     | 25 |
| Not reported                       | 0       |    | 1       | 0  | 0       |    |
| <b>General Education Students</b>  |         |    |         |    |         |    |
| Alternative education provided     | 787     | 64 | 811     | 63 | 960     | 68 |
| Alternative education not provided | 439     | 37 | 487     | 37 | 460     | 32 |
| Not reported                       | 0       |    | 0       |    | 0       |    |
| <b>Special Education Students</b>  |         |    |         |    |         |    |
| Alternative education provided     | 370     | 94 | 450     | 95 | 481     | 95 |
| Alternative education not provided | 24      | 6  | 24      | 5  | 28      | 6  |
| Not reported                       | 0       |    | 0       |    | 0       |    |
| <b>Special Education Referrals</b> |         |    |         |    |         |    |
| Alternative education provided     | 0       |    | 0       |    | 16      | 80 |
| Alternative education not provided | 0       |    | 0       |    | 4       | 20 |
| Not reported                       | 0       |    | 0       |    | 0       |    |

**Reported percentages may not total 100% due to rounding.**

**\*Program status data for one student was not reported.**

In regards to the 28 special education students who did not receive alternative education, 11 were reported as having refused or not responding to the offer of alternative education, and eight students had moved or transferred. In the case of six students, the school chose not to provide alternative education, and three students were reported as having been incarcerated.

For special education students that are excluded, placement of those students to an alternative setting is determined by either: (1) an impartial hearing officer, or (2) school personnel. In school year 2002-03, 16 percent (83 students) were removed to an alternative education setting by an impartial hearing officer and 84 percent (424 students) were removed to an alternative education setting by school personnel. For two special education students it was not reported whether the removal was by either an impartial hearing officer or school personnel.

### VIII. Exclusions by School Districts

The number of districts reporting one or more student exclusions in the 2002-03 school year remained the same from the 2001-02 school year as shown in Table 8. Of those school districts that excluded students, the overwhelming majority continue to have fewer than 10 exclusions.

**Table 8. Distribution of School Districts\* by Number of Exclusions**

| Number of Exclusions | 2000-01 |    | 2001-02 |    | 2002-03 |    |
|----------------------|---------|----|---------|----|---------|----|
|                      | #       | %  | #       | %  | #       | %  |
| 0                    | 244     | 66 | 202     | 54 | 206     | 55 |
| 1-3                  | 63      | 17 | 92      | 25 | 90      | 24 |
| 4-9                  | 40      | 11 | 50      | 13 | 46      | 13 |
| 10-19                | 13      | 4  | 12      | 3  | 21      | 7  |
| 20-49                | 6       | 2  | 12      | 3  | 7       | 2  |
| 50-99                | 2       | 1  | 1       | 0  | 3       | 1  |
| 100 or more          | 3       | 1  | 3       | 1  | 3       | 1  |

Percentages may not total 100% due to rounding.

\*Charter schools and regional vocational technical schools are also considered to be districts.

The number of districts having 10 or more student exclusions has increased. In 2000-01, there were 24 districts, 28 districts in 2001-02 and 34 districts in 2002-03.

Although some districts may have excluded more than 10 students from school, they had fewer than four exclusions per 1000 students enrolled in the district due to their large student enrollment. Other districts had fewer than 10 student exclusions, but had four or more exclusions per 1000 students. As illustrated in Table 10, the number of districts reporting four or more student exclusions per 1000 students in school year 2002-03 remained the same as the previous school year.

**Table 9. Districts\* with Ten or More Student Exclusions**

| 2001-02            |          |                                  |                           | 2002-03              |          |                                  |                           |
|--------------------|----------|----------------------------------|---------------------------|----------------------|----------|----------------------------------|---------------------------|
| <b>District</b>    | <b>#</b> | <b>Per<br/>1000<br/>students</b> | <b>%<br/>Alt.<br/>Ed.</b> | <b>District</b>      | <b>#</b> | <b>Per<br/>1000<br/>students</b> | <b>%<br/>Alt.<br/>Ed.</b> |
| Springfield        | 458      | 18.3                             | 91                        | Springfield          | 583      | 21.9                             | 92                        |
| Boston             | 172      | 2.8                              | 88                        | Boston               | 221      | 3.6                              | 98                        |
| Worcester          | 128      | 4.9                              | 97                        | Worcester            | 102      | 4.0                              | 100                       |
| Lawrence           | 59       | 4.6                              | 88                        | Lawrence             | 75       | 6.0                              | 92                        |
| Holyoke            | 39       | 5.4                              | 33                        | Holyoke              | 56       | 7.7                              | 82                        |
| Quincy             | 38       | 4.4                              | 63                        | Lowell               | 50       | 3.2                              | 80                        |
| Lowell             | 31       | 2.0                              | 100                       | Plymouth             | 34       | 3.8                              | 68                        |
| Barnstable         | 31       | 5.1                              | 55                        | Chicopee             | 32       | 4.2                              | 13                        |
| Plymouth           | 27       | 3.0                              | 41                        | Cambridge            | 28       | 4.1                              | 100                       |
| Chelsea            | 25       | 4.3                              | 68                        | Quincy               | 25       | 2.8                              | 80                        |
| Chicopee           | 25       | 3.3                              | 36                        | Assabet Valley       | 24       | 27.0                             | 33                        |
| Dennis-Yarmouth    | 25       | 5.6                              | 56                        | North Attleborough   | 24       | 5.1                              | 67                        |
| Malden             | 23       | 4.2                              | 4                         | Stoughton            | 22       | 5.3                              | 77                        |
| Cambridge          | 22       | 3.1                              | 100                       | Greater Lawrence RVT | 19       | 13.5                             | 32                        |
| Revere             | 22       | 3.8                              | 82                        | Dennis-Yarmouth      | 19       | 4.4                              | 5                         |
| Middleborough      | 21       | 5.7                              | 76                        | Chelsea              | 18       | 3.1                              | 56                        |
| Assabet Valley     | 19       | 21.7                             | 37                        | Fitchburg            | 18       | 3.0                              | 72                        |
| S.E. Reg. Voc Tech | 18       | 15.4                             | 50                        | Greenfield           | 18       | 8.0                              | 50                        |
| Brookline          | 17       | 2.9                              | 88                        | Nauset               | 17       | 9.2                              | 100                       |
| Fitchburg          | 17       | 2.7                              | 47                        | Revere               | 13       | 2.2                              | 69                        |
| Nauset             | 16       | 8.9                              | 100                       | Winchendon           | 13       | 6.9                              | 46                        |
| Somerville         | 16       | 2.8                              | 19                        | Central Berkshire    | 12       | 5.2                              | 25                        |
| Stoughton          | 16       | 3.9                              | 44                        | Randolph             | 12       | 3.0                              | 67                        |
| Central Berkshire  | 14       | 6.1                              | 14                        | Haverhill            | 12       | 1.4                              | 67                        |
| Oxford             | 13       | 5.9                              | 92                        | Fall River           | 11       | 0.9                              | 73                        |
| Ayer               | 10       | 7.1                              | 10                        | New Bedford          | 11       | 0.8                              | 100                       |
| Braintree          | 10       | 2.0                              | 70                        | Walpole              | 11       | 3.0                              | 36                        |
| Whittier Voc       | 10       | 7.5                              | 0                         | Athol-Royalston      | 10       | 4.5                              | 50                        |
|                    |          |                                  |                           | Barnstable           | 10       | 1.6                              | 60                        |
|                    |          |                                  |                           | Brockton             | 10       | 0.6                              | 40                        |
|                    |          |                                  |                           | Leominster           | 10       | 1.6                              | 30                        |
|                    |          |                                  |                           | New Leadership HMCS  | 10       | 31.3                             | 40                        |
|                    |          |                                  |                           | Salem                | 10       | 2.0                              | 40                        |
|                    |          |                                  |                           | Wareham              | 10       | 2.9                              | 80                        |

\*Charter schools and regional vocational technical schools are also considered to be districts.

**Table 10. Districts\* with Four or More Student Exclusions per 1000 Students**

| 2001-02                   |     |                         |                  | 2002-03                     |     |                         |                  |
|---------------------------|-----|-------------------------|------------------|-----------------------------|-----|-------------------------|------------------|
| District                  | #   | Per<br>1000<br>students | %<br>Alt.<br>Ed. | District                    | #   | Per<br>1000<br>students | %<br>Alt.<br>Ed. |
| S. Boston Harbor Acad Ch  | 6   | 25.2                    | 0                | Champion HMCS               | 5   | 50.5                    | 0                |
| Assabet Valley            | 19  | 21.7                    | 37               | New Leadership HMCS         | 10  | 31.3                    | 40               |
| Springfield               | 458 | 18.3                    | 91               | Assabet Valley              | 24  | 27.0                    | 33               |
| S.E. Reg. Voc Tech        | 18  | 15.4                    | 50               | Springfield                 | 583 | 21.9                    | 92               |
| North Brookfield          | 9   | 11.0                    | 67               | Gr. Lawrence RVT            | 19  | 13.5                    | 32               |
| Murdoch Middle Charter    | 2   | 8.8                     | 0                | Ralph C. Mahar              | 7   | 9.6                     | 43               |
| Nauset                    | 16  | 8.9                     | 100              | Nauset                      | 17  | 9.2                     | 100              |
| Boston Evening Acad HMCS  | 1   | 7.6                     |                  | Greenfield                  | 18  | 8.0                     | 50               |
| Whittier Voc              | 10  | 7.5                     | 0                | City On A Hill Charter      | 2   | 7.8                     | 50               |
| Ayer                      | 10  | 7.1                     | 0                | Holyoke                     | 56  | 7.7                     | 82               |
| Ralph C. Mahar            | 5   | 6.9                     | 60               | Northern Berkshire Voc      | 3   | 7.0                     | 0                |
| Southern Worcester Cty VT | 7   | 6.9                     | 100              | Winchendon                  | 13  | 6.9                     | 46               |
| Northampton-Smith         | 3   | 6.7                     | 33               | Ware                        | 9   | 6.8                     | 11               |
| Ware                      | 9   | 6.7                     | 44               | Boston Evening Acad HMCS    | 1   | 6.6                     | 0                |
| Old Rochester             | 7   | 6.2                     | 14               | Mount Greylock              | 5   | 6.2                     | 20               |
| Central Berkshire         | 14  | 6.1                     | 14               | Lawrence                    | 75  | 6.0                     | 92               |
| Gr. Lawrence RVT          | 8   | 6.1                     | 38               | Southern Berkshire          | 6   | 5.8                     | 100              |
| Oxford                    | 13  | 5.9                     | 92               | Roxbury Prep Charter        | 1   | 5.7                     | 100              |
| Sabis International       | 7   | 5.8                     | 100              | Avon                        | 4   | 5.5                     | 25               |
| Middleborough             | 21  | 5.7                     | 76               | Stoughton                   | 22  | 5.3                     | 77               |
| Dennis-Yarmouth           | 25  | 5.6                     | 56               | Central Berkshire           | 12  | 5.2                     | 25               |
| Holyoke                   | 39  | 5.4                     | 33               | Frederick Douglass CS       | 1   | 5.2                     | 0                |
| Mount Greylock            | 4   | 5.1                     | 100              | Northboro-Southboro         | 6   | 5.2                     | 83               |
| Barnstable                | 31  | 5.1                     | 55               | North Attleborough          | 24  | 5.1                     | 67               |
| Essex Agr Tech            | 2   | 5.1                     | 50               | Bristol County Agr          | 2   | 4.8                     | 0                |
| Martha's Vineyard Charter | 4   | 5.0                     | 75               | Abby Kelley Foster Reg CS   | 4   | 4.7                     | 75               |
| Worcester                 | 128 | 4.9                     | 97               | Athol-Royalston             | 10  | 4.5                     | 50               |
| Southern Berkshire        | 5   | 4.9                     | 100              | Dennis-Yarmouth             | 19  | 4.4                     | 5                |
| Lawrence                  | 59  | 4.6                     | 88               | North Central Charter Ess   | 1   | 4.3                     | 0                |
| City On A Hill Charter    | 1   | 4.5                     | 0                | Chicopee                    | 32  | 4.2                     | 13               |
| Georgetown                | 7   | 4.4                     | 0                | Cambridge                   | 28  | 4.1                     | 100              |
| Quincy                    | 38  | 4.4                     | 63               | Monson                      | 6   | 4.0                     | 50               |
| Chelsea                   | 25  | 4.3                     | 68               | New Bedford Global Learning | 1   | 4.0                     | 100              |
| Malden                    | 23  | 4.2                     | 4                | Worcester                   | 102 | 4.0                     | 100              |

\*Charter schools and regional vocational technical schools are also considered to be districts.

## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District        | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|-----------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                 | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 001 Abington    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 002 Acton       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 003 Acushnet    | 3                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 005 Agawam      | 0                          | 3    | 6    | 0      | 0   | 1   | 5    | 4        | 2    | 1                 | 1    | 2      | 0         |
| 007 Amesbury    | 1                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 008 Amherst     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 009 Andover     | 0                          | 4    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 010 Arlington   | 0                          | 3    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 014 Ashland     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 016 Attleboro   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 017 Auburn      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 018 Avon        | 0                          | 0    | 4    | 0      | 0   | 0   | 4    | 3        | 1    | 0                 | 1    | 0      | 0         |
| 019 Ayer        | 5                          | 10   | 2    | 0      | 0   | 1   | 1    | 2        | 0    | 0                 | 0    | 0      | 2         |
| 020 Barnstable  | 21                         | 31   | 10   | 0      | 0   | 5   | 5    | 9        | 1    | 5                 | 1    | 4      | 0         |
| 023 Bedford     | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 1                 | 0    | 0      | 0         |
| 024 Belchertown | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 025 Bellingham  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 026 Belmont     | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 1                 | 0    | 0      | 0         |
| 027 Berkley     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 028 Berlin      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 030 Beverly     | 1                          | 5    | 7    | 0      | 0   | 0   | 7    | 4        | 3    | 2                 | 1    | 1      | 6         |

All data were provided to the Department of Education by school district superintendents.

Weapon = Number of student exclusions for possession of a weapon on school premises.

## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District       | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|----------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 031 Billerica  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 035 Boston     | 194                        | 172  | 221  | 0      | 4   | 62  | 155  | 190      | 31   | 185               | 31   | 77     | 0         |
| 036 Bourne     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 037 Boxborough | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 038 Boxford    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 039 Boylston   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 040 Braintree  | 2                          | 10   | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 1    | 0      | 0         |
| 041 Brewster   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 043 Brimfield  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 044 Brockton   | 3                          | 2    | 10   | 0      | 0   | 2   | 8    | 8        | 2    | 2                 | 2    | 1      | 2         |
| 045 Brookfield | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 046 Brookline  | 0                          | 17   | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 048 Burlington | 4                          | 5    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 049 Cambridge  | 15                         | 22   | 28   | 0      | 0   | 0   | 28   | 28       | 0    | 28                | 0    | 5      | 3         |
| 050 Canton     | 0                          | 2    | 3    | 0      | 0   | 0   | 3    | 2        | 1    | 2                 | 1    | 1      | 0         |
| 051 Carlisle   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 052 Carver     | 5                          | 5    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 055 Chatham    | 0                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 056 Chelmsford | 11                         | 2    | 5    | 0      | 0   | 0   | 5    | 2        | 3    | 0                 | 3    | 0      | 0         |
| 057 Chelsea    | 19                         | 25   | 18   | 0      | 0   | 7   | 11   | 18       | 0    | 10                | 0    | 7      | 4         |
| 061 Chicopee   | 8                          | 25   | 32   | 0      | 0   | 13  | 19   | 30       | 2    | 2                 | 2    | 8      | 1         |

All data were provided to the Department of Education by school district superintendents.

Weapon = Number of student exclusions for possession of a weapon on school premises.

## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District             | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|----------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                      | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 063 Clarksburg       | 1                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 064 Clinton          | 0                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 065 Cohasset         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 067 Concord          | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 068 Conway           | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 071 Danvers          | 2                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 072 Dartmouth        | 9                          | 7    | 5    | 0      | 0   | 0   | 5    | 5        | 0    | 2                 | 0    | 2      | 5         |
| 073 Dedham           | 0                          | 3    | 2    | 0      | 0   | 1   | 1    | 1        | 1    | 1                 | 1    | 1      | 1         |
| 074 Deerfield        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 077 Douglas          | 3                          | 2    | 5    | 0      | 1   | 1   | 3    | 3        | 2    | 2                 | 2    | 2      | 1         |
| 078 Dover            | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 079 Dracut           | 19                         | 6    | 7    | 0      | 0   | 0   | 7    | 5        | 2    | 0                 | 2    | 1      | 0         |
| 082 Duxbury          | 0                          | 3    | 6    | 0      | 0   | 1   | 5    | 6        | 0    | 0                 | 0    | 0      | 0         |
| 083 East Bridgewater | 0                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 085 Eastham          | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 086 Easthampton      | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 087 East Longmeadow  | 5                          | 0    | 5    | 0      | 0   | 3   | 2    | 5        | 0    | 0                 | 0    | 4      | 0         |
| 088 Easton           | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 089 Edgartown        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 091 Erving           | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 093 Everett          | 1                          | 3    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 0                 | 1    | 1      | 2         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District       | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|----------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 094 Fairhaven  | 0                          | 2    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 1                 | 1    | 0      | 0         |
| 095 Fall River | 0                          | 4    | 11   | 0      | 0   | 0   | 11   | 10       | 1    | 7                 | 1    | 4      | 2         |
| 096 Falmouth   | 11                         | 2    | 6    | 0      | 0   | 0   | 6    | 4        | 2    | 3                 | 2    | 0      | 1         |
| 097 Fitchburg  | 12                         | 17   | 18   | 0      | 4   | 9   | 5    | 16       | 2    | 11                | 2    | 7      | 4         |
| 098 Florida    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 099 Foxborough | 7                          | 3    | 6    | 0      | 0   | 0   | 6    | 1        | 5    | 1                 | 5    | 0      | 0         |
| 100 Framingham | 5                          | 4    | 3    | 0      | 0   | 3   | 0    | 2        | 1    | 2                 | 1    | 2      | 0         |
| 101 Franklin   | 3                          | 3    | 4    | 0      | 0   | 0   | 4    | 4        | 0    | 0                 | 0    | 0      | 0         |
| 102 Freetown   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 103 Gardner    | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 105 Georgetown | 0                          | 7    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 107 Gloucester | 2                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 109 Gosnold    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 110 Grafton    | 1                          | 1    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 111 Granby     | 3                          | 3    | 3    | 0      | 0   | 2   | 1    | 3        | 0    | 2                 | 0    | 1      | 0         |
| 112 Granville  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 114 Greenfield | 9                          | 7    | 18   | 0      | 0   | 3   | 15   | 17       | 1    | 8                 | 1    | 6      | 0         |
| 117 Hadley     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 118 Halifax    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 121 Hancock    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 122 Hanover    | 1                          | 1    | 2    | 0      | 0   | 0   | 2    | 0        | 2    | 0                 | 1    | 1      | 0         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District         | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                  | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 125 Harvard      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 126 Harwich      | 5                          | 6    | 4    | 0      | 0   | 1   | 3    | 3        | 1    | 3                 | 1    | 0      | 0         |
| 127 Hatfield     | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 128 Haverhill    | 5                          | 4    | 12   | 0      | 0   | 0   | 12   | 11       | 1    | 7                 | 1    | 1      | 5         |
| 131 Hingham      | 1                          | 6    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 1      | 0         |
| 133 Holbrook     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 135 Holland      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 136 Holliston    | 0                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 137 Holyoke      | 87                         | 39   | 56   | 1      | 5   | 21  | 29   | 28       | 28   | 18                | 28   | 13     | 6         |
| 138 Hopedale     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 139 Hopkinton    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 141 Hudson       | 6                          | 1    | 3    | 0      | 0   | 1   | 2    | 1        | 2    | 0                 | 2    | 0      | 1         |
| 142 Hull         | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 144 Ipswich      | 0                          | 6    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 145 Kingston     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 146 Lakeville    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 148 Lanesborough | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 149 Lawrence     | 49                         | 59   | 75   | 0      | 0   | 73  | 2    | 64       | 11   | 58                | 11   | 18     | 0         |
| 150 Lee          | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 151 Leicester    | 2                          | 1    | 4    | 0      | 0   | 0   | 4    | 3        | 1    | 3                 | 1    | 1      | 1         |
| 152 Lenox        | 0                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 2                 | 0    | 0      | 0         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District         | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                  | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 153 Leominster   | 4                          | 3    | 10   | 0      | 0   | 6   | 4    | 10       | 0    | 3                 | 0    | 1      | 2         |
| 154 Leverett     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 155 Lexington    | 0                          | 5    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 1    | 0      | 0         |
| 157 Lincoln      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 158 Littleton    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 159 Longmeadow   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 160 Lowell       | 64                         | 31   | 50   | 0      | 1   | 14  | 35   | 45       | 5    | 35                | 5    | 10     | 7         |
| 161 Ludlow       | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 1                 | 0    | 0      | 0         |
| 162 Lunenburg    | 0                          | 1    | 6    | 0      | 0   | 0   | 6    | 3        | 3    | 1                 | 3    | 0      | 0         |
| 163 Lynn         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 164 Lynnfield    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 165 Malden       | 8                          | 23   | 9    | 0      | 0   | 0   | 9    | 8        | 1    | 2                 | 1    | 3      | 4         |
| 167 Mansfield    | 0                          | 0    | 5    | 0      | 0   | 0   | 5    | 4        | 1    | 0                 | 0    | 0      | 4         |
| 168 Marblehead   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 169 Marion       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 170 Marlborough  | 1                          | 2    | 1    | 0      | 1   | 0   | 0    | 1        | 0    | 0                 | 0    | 1      | 0         |
| 171 Marshfield   | 0                          | 0    | 2    | 0      | 0   | 2   | 0    | 2        | 0    | 0                 | 0    | 0      | 1         |
| 172 Mashpee      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 173 Mattapoisett | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 174 Maynard      | 1                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 175 Medfield     | 7                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District          | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|-------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                   | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 176 Medford       | 7                          | 9    | 6    | 0      | 0   | 0   | 6    | 5        | 1    | 0                 | 1    | 2      | 4         |
| 177 Medway        | 1                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 0      | 2         |
| 178 Melrose       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 181 Methuen       | 2                          | 1    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 0      | 1         |
| 182 Middleborough | 17                         | 21   | 6    | 0      | 0   | 0   | 6    | 6        | 0    | 3                 | 0    | 0      | 0         |
| 184 Middleton     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 185 Milford       | 0                          | 2    | 2    | 0      | 0   | 2   | 0    | 2        | 0    | 2                 | 0    | 2      | 0         |
| 186 Millbury      | 2                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 1                 | 0    | 1      | 0         |
| 187 Millis        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 189 Milton        | 0                          | 2    | 5    | 0      | 0   | 2   | 3    | 2        | 3    | 2                 | 3    | 4      | 3         |
| 191 Monson        | 6                          | 5    | 6    | 0      | 0   | 3   | 3    | 6        | 0    | 3                 | 0    | 1      | 0         |
| 196 Nahant        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 197 Nantucket     | 2                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 198 Natick        | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 199 Needham       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 201 New Bedford   | 15                         | 7    | 11   | 0      | 0   | 0   | 11   | 11       | 0    | 11                | 0    | 5      | 0         |
| 204 Newburyport   | 0                          | 1    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 0                 | 1    | 0      | 2         |
| 207 Newton        | 0                          | 1    | 2    | 0      | 0   | 1   | 1    | 0        | 2    | 0                 | 2    | 2      | 0         |
| 208 Norfolk       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 209 North Adams   | 1                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 210 Northampton   | 0                          | 6    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 1    | 0      | 1         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District               | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                        | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 211 North Andover      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 212 North Attleborough | 13                         | 4    | 24   | 0      | 0   | 6   | 18   | 21       | 3    | 13                | 3    | 2      | 1         |
| 213 Northborough       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 214 Northbridge        | 0                          | 1    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 1      | 0         |
| 215 North Brookfield   | 2                          | 9    | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 217 North Reading      | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 218 Norton             | 10                         | 1    | 2    | 0      | 0   | 2   | 0    | 1        | 1    | 1                 | 1    | 1      | 0         |
| 219 Norwell            | 2                          | 0    | 4    | 0      | 0   | 0   | 4    | 3        | 1    | 0                 | 1    | 0      | 0         |
| 220 Norwood            | 6                          | 3    | 5    | 0      | 0   | 0   | 5    | 3        | 2    | 0                 | 1    | 1      | 2         |
| 221 Oak Bluffs         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 223 Orange             | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 224 Orleans            | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 226 Oxford             | 4                          | 13   | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 227 Palmer             | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 229 Peabody            | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 230 Pelham             | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 231 Pembroke           | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 234 Petersham          | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 236 Pittsfield         | 1                          | 2    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 0    | 0      | 1         |
| 238 Plainville         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 239 Plymouth           | 20                         | 27   | 34   | 0      | 0   | 0   | 34   | 27       | 7    | 17                | 6    | 2      | 0         |

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|------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                  | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 240 Plympton     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 242 Provincetown | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 243 Quincy       | 28                         | 38   | 25   | 0      | 0   | 0   | 25   | 13       | 12   | 9                 | 11   | 6      | 3         |
| 244 Randolph     | 8                          | 3    | 12   | 0      | 0   | 1   | 11   | 9        | 3    | 5                 | 3    | 5      | 0         |
| 246 Reading      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 248 Revere       | 40                         | 22   | 13   | 0      | 2   | 4   | 7    | 10       | 3    | 6                 | 3    | 6      | 1         |
| 249 Richmond     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 250 Rochester    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 251 Rockland     | 0                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 0      | 0         |
| 252 Rockport     | 1                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 253 Rowe         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 258 Salem        | 6                          | 2    | 10   | 0      | 0   | 6   | 4    | 6        | 4    | 2                 | 2    | 6      | 4         |
| 261 Sandwich     | 0                          | 3    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 262 Saugus       | 1                          | 0    | 3    | 0      | 0   | 0   | 3    | 3        | 0    | 1                 | 0    | 1      | 0         |
| 263 Savoy        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 264 Scituate     | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 265 Seekonk      | 2                          | 4    | 3    | 0      | 0   | 0   | 3    | 2        | 1    | 2                 | 1    | 0      | 0         |
| 266 Sharon       | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 1      | 0         |
| 269 Sherborn     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 270 Shirley      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 271 Shrewsbury   | 1                          | 5    | 4    | 0      | 0   | 1   | 3    | 1        | 3    | 0                 | 3    | 0      | 2         |

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|------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                  | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 272 Shutesbury   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 273 Somerset     | 3                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 274 Somerville   | 2                          | 16   | 6    | 0      | 0   | 0   | 6    | 4        | 2    | 0                 | 2    | 3      | 4         |
| 275 Southampton  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 276 Southborough | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 277 Southbridge  | 1                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 278 South Hadley | 2                          | 0    | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 281 Springfield  | 471                        | 458  | 583  | 23     | 40  | 242 | 278  | 392      | 191  | 354               | 183  | 97     | 6         |
| 284 Stoneham     | 0                          | 1    | 2    | 0      | 0   | 1   | 1    | 2        | 0    | 1                 | 0    | 0      | 0         |
| 285 Stoughton    | 8                          | 16   | 22   | 0      | 0   | 7   | 15   | 10       | 12   | 6                 | 11   | 1      | 7         |
| 287 Sturbridge   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 288 Sudbury      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 289 Sunderland   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 290 Sutton       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 291 Swampscott   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 292 Swansea      | 4                          | 4    | 4    | 0      | 0   | 2   | 2    | 0        | 4    | 0                 | 4    | 0      | 2         |
| 293 Taunton      | 4                          | 2    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 295 Tewksbury    | 0                          | 1    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 0                 | 1    | 2      | 0         |
| 296 Tisbury      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 298 Topsfield    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 300 Truro        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |

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Weapon = Number of student exclusions for possession of a weapon on school premises.

## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District             | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|----------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                      | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 301 Tyngsborough     | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 304 Uxbridge         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 305 Wakefield        | 0                          | 0    | 1    | 0      | 0   | 1   | 0    | 0        | 1    | 0                 | 1    | 0      | 0         |
| 306 Wales            | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 307 Walpole          | 4                          | 7    | 11   | 0      | 0   | 0   | 11   | 8        | 3    | 1                 | 3    | 4      | 3         |
| 308 Waltham          | 3                          | 5    | 5    | 0      | 0   | 0   | 5    | 5        | 0    | 4                 | 0    | 0      | 0         |
| 309 Ware             | 24                         | 9    | 9    | 0      | 0   | 3   | 6    | 8        | 1    | 0                 | 1    | 1      | 0         |
| 310 Wareham          | 0                          | 8    | 10   | 0      | 0   | 1   | 9    | 6        | 4    | 4                 | 4    | 1      | 5         |
| 314 Watertown        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 315 Wayland          | 1                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 316 Webster          | 0                          | 2    | 2    | 0      | 0   | 1   | 1    | 2        | 0    | 0                 | 0    | 1      | 2         |
| 317 Wellesley        | 4                          | 4    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 318 Wellfleet        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 321 Westborough      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 322 West Boylston    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 323 West Bridgewater | 0                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 2                 | 0    | 0      | 0         |
| 325 Westfield        | 0                          | 4    | 7    | 0      | 0   | 4   | 3    | 6        | 1    | 1                 | 1    | 0      | 2         |
| 326 Westford         | 3                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 1                 | 0    | 0      | 1         |
| 327 Westhampton      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 330 Weston           | 0                          | 0    | 2    | 0      | 0   | 0   | 2    | 0        | 2    | 0                 | 0    | 0      | 0         |
| 331 Westport         | 8                          | 7    | 7    | 0      | 0   | 5   | 2    | 6        | 1    | 0                 | 1    | 0      | 1         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District                      | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|-------------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                               | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 332 West Springfield          | 1                          | 0    | 2    | 0      | 0   | 2   | 0    | 2        | 0    | 0                 | 0    | 0      | 2         |
| 335 Westwood                  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 336 Weymouth                  | 6                          | 0    | 6    | 0      | 0   | 0   | 6    | 4        | 2    | 0                 | 2    | 4      | 3         |
| 337 Whately                   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 340 Williamsburg              | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 341 Williamstown              | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 342 Wilmington                | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 343 Winchendon                | 4                          | 6    | 13   | 0      | 2   | 8   | 3    | 8        | 5    | 1                 | 5    | 8      | 1         |
| 344 Winchester                | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 346 Winthrop                  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 347 Woburn                    | 2                          | 5    | 6    | 0      | 1   | 3   | 2    | 4        | 2    | 1                 | 2    | 1      | 0         |
| 348 Worcester                 | 106                        | 128  | 102  | 0      | 0   | 55  | 47   | 53       | 49   | 53                | 49   | 51     | 0         |
| 350 Wrentham                  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 406 Northampton-Smith         | 0                          | 3    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 1    | 0      | 1         |
| 412 Academy Of Pacific Rim Ch | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 415 Acad/Strategic Learn HMCS |                            | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 418 Framingham Community CS   |                            |      | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 420 Benjamin Banneker Charter | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 423 Barnstable Grade 5 HMCS   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 424 Boston Evening Acad HMCS  | 0                          | 1    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 428 Edward Brooke CS          |                            |      | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District                      | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|-------------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                               | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 432 Cape Cod Lighthouse Chart | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 434 Champion HMCS             | 0                          | 0    | 5    | 0      | 0   | 0   | 5    | 5        | 0    | 0                 | 0    | 1      | 5         |
| 435 Murdoch Middle Charter    | 1                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 437 City On A Hill Charter    | 1                          | 1    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 1                 | 0    | 1      | 2         |
| 438 Codman Academy Ch         |                            | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 439 Conservatory Lab Charter  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 440 Community Day Charter Sch | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 441 Sabis International       | 0                          | 7    | 3    | 0      | 1   | 1   | 1    | 1        | 2    | 1                 | 2    | 1      | 0         |
| 442 Frederick Douglass CS     | 0                          | 0    | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 444 Neighborhood House Chart  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 445 Abby Kelley Foster Reg Ch | 0                          | 2    | 4    | 0      | 0   | 3   | 1    | 4        | 0    | 3                 | 0    | 2      | 0         |
| 446 Sabis Foxboro Reg'l Chart | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 447 Benjamin Franklin Charter | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 449 S.Boston Harbor Acad Ch   | 0                          | 6    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 450 Hilltown Charter School   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 451 Robert M. Hughes Charter  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 452 Health Careers Acad HMCS  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 454 Lawrence Family Dev Chart | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 456 Lowell Community Charter  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 458 Lowell Middlesex Acad Ch  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 464 Marblehead Community Ch   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District                      | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|-------------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                               | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 466 Martha's Vineyard Charter | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 468 Ma Academy/Math & Science | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 469 Media & Tech Charter      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 470 Mystic Valley Adv Reg Ch  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 471 New Leadership HMCS       | 0                          | 1    | 10   | 0      | 0   | 7   | 3    | 4        | 6    | 0                 | 4    | 6      | 0         |
| 472 New Bedford Global Learni |                            |      | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 1                 | 0    | 1      | 0         |
| 474 North Central Charter Ess |                            |      | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 0                 | 0    | 1      | 1         |
| 478 Francis W Parker Charter  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 479 Pioneer Valley Perf Arts  | 1                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 481 Boston Renaissance Ch Sch | 0                          | 5    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 482 River Valley Charter      | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 483 Rising Tide Charter Sch   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 484 Roxbury Prep Charter      | 0                          | 0    | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 1                 | 0    | 1      | 1         |
| 486 Seven Hills Charter Sch   | 0                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 487 Somerville Charter School | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 488 South Shore Charter Sch   | 0                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 489 Sturgis Charter School    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 490 Uphams Corner CS          |                            |      | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 491 Atlantis Charter School   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 600 Acton-Boxborough          | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 603 Adams-Cheshire            | 0                          | 3    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District                   | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|----------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                            | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 605 Amherst-Pelham         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 610 Ashburnham-Westminster | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 615 Athol-Royalston        | 10                         | 6    | 10   | 0      | 0   | 0   | 10   | 6        | 4    | 2                 | 3    | 0      | 0         |
| 618 Berkshire Hills        | 0                          | 0    | 4    | 0      | 0   | 2   | 2    | 4        | 0    | 3                 | 0    | 2      | 0         |
| 620 Berlin-Boylston        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 622 Blackstone-Millville   | 5                          | 8    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 625 Bridgewater-Raynham    | 3                          | 5    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 1                 | 0    | 1      | 1         |
| 632 Chesterfield-Goshen    | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 635 Central Berkshire      | 3                          | 14   | 12   | 0      | 0   | 0   | 12   | 9        | 3    | 0                 | 3    | 0      | 0         |
| 640 Concord-Carlisle       | 1                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 645 Dennis-Yarmouth        | 8                          | 25   | 19   | 0      | 0   | 3   | 16   | 18       | 1    | 0                 | 1    | 2      | 8         |
| 650 Dighton-Rehoboth       | 9                          | 3    | 6    | 0      | 0   | 0   | 6    | 5        | 1    | 0                 | 1    | 0      | 1         |
| 655 Dover-Sherborn         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 658 Dudley-Charlton Reg    | 2                          | 5    | 4    | 0      | 0   | 3   | 1    | 3        | 1    | 1                 | 0    | 2      | 1         |
| 660 Nauset                 | 1                          | 16   | 17   | 0      | 0   | 4   | 13   | 15       | 2    | 15                | 2    | 1      | 0         |
| 662 Farmington River Reg   | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 665 Freetown-Lakeville     | 1                          | 2    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 670 Frontier               | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 672 Gateway                | 0                          | 1    | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 1                 | 0    | 0      | 0         |
| 673 Groton-Dunstable       | 0                          | 0    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 0                 | 1    | 0      | 1         |
| 674 Gill-Montague          | 0                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |

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## Student Exclusions by District

### SCHOOL YEAR 2002-03

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|-------------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                               | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 675 Hamilton-Wenham           | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 680 Hampden-Wilbraham         | 3                          | 1    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 1      | 2         |
| 683 Hampshire                 | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 685 Hawlemont                 | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 690 King Philip               | 0                          | 6    | 3    | 0      | 0   | 0   | 3    | 1        | 2    | 1                 | 2    | 1      | 0         |
| 695 Lincoln-Sudbury           | 0                          | 2    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 698 Manchester Essex Regional | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 700 Marthas Vineyard          | 0                          | 4    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 0                 | 1    | 0      | 1         |
| 705 Masconomet                | 0                          | 1    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 1    | 0      | 0         |
| 710 Mendon-Upton              | 1                          | 1    | 1    | 0      | 0   | 1   | 0    | 1        | 0    | 1                 | 0    | 0      | 0         |
| 715 Mount Greylock            | 0                          | 4    | 5    | 0      | 0   | 0   | 5    | 4        | 1    | 0                 | 1    | 0      | 0         |
| 717 Mohawk Trail              | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 720 Narragansett              | 2                          | 0    | 6    | 0      | 0   | 1   | 5    | 5        | 1    | 0                 | 1    | 1      | 0         |
| 725 Nashoba                   | 0                          | 6    | 3    | 0      | 0   | 2   | 1    | 2        | 1    | 2                 | 1    | 0      | 1         |
| 728 New Salem-Wendell         | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 730 Northboro-Southboro       | 0                          | 3    | 6    | 0      | 0   | 0   | 6    | 4        | 2    | 3                 | 2    | 0      | 0         |
| 735 North Middlesex           | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 740 Old Rochester             | 1                          | 7    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 0                 | 1    | 0      | 0         |
| 745 Pentucket                 | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 1    | 0      | 0         |
| 750 Pioneer Valley            | 2                          | 2    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 1    | 0      | 0         |
| 753 Quabbin                   | 0                          | 5    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 0         |

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### SCHOOL YEAR 2002-03

| District                      | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|-------------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                               | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 755 Ralph C Mahar             | 4                          | 5    | 7    | 0      | 0   | 1   | 6    | 4        | 3    | 0                 | 3    | 5      | 2         |
| 760 Silver Lake               | 0                          | 2    | 4    | 0      | 0   | 0   | 4    | 3        | 1    | 3                 | 1    | 1      | 0         |
| 765 Southern Berkshire        | 11                         | 5    | 6    | 0      | 0   | 0   | 6    | 4        | 2    | 4                 | 2    | 2      | 0         |
| 766 Southwick-Tolland         | 5                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 767 Spencer-E Brookfield      | 2                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 770 Tantasqua                 | 0                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 2      | 0         |
| 773 Triton                    | 0                          | 1    | 4    | 0      | 0   | 3   | 1    | 2        | 2    | 0                 | 2    | 0      | 1         |
| 774 Up-Island Regional        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 775 Wachusett                 | 5                          | 3    | 4    | 0      | 0   | 4   | 0    | 2        | 2    | 1                 | 2    | 0      | 0         |
| 778 Quaboag Regional          | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 780 Whitman-Hanson            | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 0        | 1    | 0                 | 0    | 0      | 0         |
| 801 Assabet Valley            | 7                          | 19   | 24   | 0      | 0   | 0   | 24   | 18       | 6    | 2                 | 6    | 0      | 5         |
| 805 Blackstone Valley Reg     | 1                          | 1    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 1                 | 0    | 1      | 1         |
| 806 Blue Hills Voc            | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 810 Bristol-Plymouth Voc Tech | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 815 Cape Cod Region Voc Tech  | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 818 Franklin County           | 0                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 821 Greater Fall River        | 0                          | 2    | 3    | 0      | 0   | 0   | 3    | 3        | 0    | 0                 | 0    | 0      | 3         |
| 823 Greater Lawrence RVT      | 10                         | 8    | 19   | 0      | 0   | 0   | 19   | 16       | 3    | 4                 | 2    | 5      | 10        |
| 825 Greater New Bedford       | 0                          | 0    | 3    | 0      | 0   | 0   | 3    | 3        | 0    | 0                 | 0    | 0      | 3         |
| 828 Greater Lowell Voc Tec    | 1                          | 1    | 2    | 0      | 0   | 0   | 2    | 1        | 1    | 1                 | 1    | 0      | 0         |

All data were provided to the Department of Education by school district superintendents.

Weapon = Number of student exclusions for possession of a weapon on school premises.

## Student Exclusions by District

### SCHOOL YEAR 2002-03

| District                      | Total Number of Exclusions |      |      | Grades |     |     |      | Gen. Ed. | SPED | Received Alt. Ed. |      | Weapon | Permanent |
|-------------------------------|----------------------------|------|------|--------|-----|-----|------|----------|------|-------------------|------|--------|-----------|
|                               | 2001                       | 2002 | 2003 | K-2    | 3-5 | 6-8 | 9-12 |          |      | Gen. Ed.          | SPED |        |           |
| 829 So Middlesex Voc Tech Reg | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 830 Minuteman Voc Tech        | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 832 Montachusett Voc Tech Reg | 0                          | 3    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 851 Northern Berkshire Voc    | 1                          | 0    | 3    | 0      | 0   | 0   | 3    | 3        | 0    | 0                 | 0    | 0      | 0         |
| 852 Nashoba Valley Tech       | 0                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 853 Northeast Metro Voc       | 5                          | 1    | 3    | 0      | 0   | 0   | 3    | 3        | 0    | 0                 | 0    | 2      | 3         |
| 854 North Shore Reg Voc       | 2                          | 0    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 1      | 0         |
| 855 Old Colony Reg Voc Tech   | 0                          | 2    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 1         |
| 860 Pathfinder Voc Tech       | 4                          | 1    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 871 Shawsheen Valley Voc Tech | 1                          | 3    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 1      | 1         |
| 872 Southeastern Reg Voc Tech | 3                          | 18   | 4    | 0      | 0   | 0   | 4    | 3        | 1    | 1                 | 1    | 1      | 3         |
| 873 South Shore Reg Voc Tech  | 4                          | 2    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 0      | 0         |
| 876 Southern Worcester Cty VT | 3                          | 7    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 1                 | 0    | 2      | 0         |
| 878 Tri County                | 1                          | 3    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |
| 879 Upper Cape Cod Voc Tech   | 0                          | 2    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 2                 | 0    | 0      | 1         |
| 885 Whittier Voc              | 9                          | 10   | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 1      | 2         |
| 910 Bristol County Agr        | 0                          | 0    | 2    | 0      | 0   | 0   | 2    | 2        | 0    | 0                 | 0    | 1      | 2         |
| 913 Essex Agr Tech            | 0                          | 2    | 1    | 0      | 0   | 0   | 1    | 1        | 0    | 0                 | 0    | 1      | 1         |
| 915 Norfolk County Agr        | 2                          | 0    | 0    | 0      | 0   | 0   | 0    | 0        | 0    | 0                 | 0    | 0      | 0         |

All data were provided to the Department of Education by school district superintendents.

Weapon = Number of student exclusions for possession of a weapon on school premises.

**Student Exclusions by District**

**SCHOOL YEAR 2002-03**

| District           | <u>Total Number of Exclusions</u> |             |             | <u>Grades</u> |           |            |             | Gen. Ed.    | SPED       | <u>Received Alt. Ed.</u> |            | Weapon     | Permanent  |
|--------------------|-----------------------------------|-------------|-------------|---------------|-----------|------------|-------------|-------------|------------|--------------------------|------------|------------|------------|
|                    | 2001                              | 2002        | 2003        | K-2           | 3-5       | 6-8        | 9-12        |             |            | Gen. Ed.                 | SPED       |            |            |
| <b>STATE TOTAL</b> | <b>1621</b>                       | <b>1775</b> | <b>1949</b> | <b>24</b>     | <b>62</b> | <b>637</b> | <b>1226</b> | <b>1440</b> | <b>509</b> | <b>976</b>               | <b>481</b> | <b>461</b> | <b>203</b> |

All data were provided to the Department of Education by school district superintendents.

Weapon = Number of student exclusions for possession of a weapon on school premises.

## **PART I. ADMINISTRATION OF THE GOVERNMENT**

### **TITLE XII. EDUCATION**

#### **CHAPTER 71. PUBLIC SCHOOLS**

##### **Chapter 71: Section 37H. Policies relative to conduct of teachers or students; student handbooks**

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.



## Appendix 2.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

| <b>QUALITY ASSURANCE QUESTIONNAIRE</b>  |                               |
|---|-------------------------------|
| <p>Within the past three years, and only considering students under age 22:</p>   |                               |
| <p>1. Have you ever witnessed a teacher or district personnel talking negatively or condescendingly to a child? (you're stupid, you never get it right, I'd prefer if you weren't here, etc.)</p> | <p>YES      NO</p>            |
| <p>2. How many times have you witnessed #1?</p>   | <p>_____</p> <p>(number)</p>  |
| <p>3. Approximately what percentage of those incidents were towards children with a known disability?</p>   | <p>_____</p> <p>(percent)</p> |
| <p>4. Have you ever witnessed a teacher or district personnel shouting at (not just speaking loudly over noise but deliberately yelling) or using a disrespectful tone of voice to a child?</p>   | <p>YES      NO</p>            |
| <p>5. How many times have you witnessed #4?</p>   | <p>_____</p> <p>(number)</p>  |
| <p>6. Approximately what percentage of those incidents were towards children with a known disability?</p>   | <p>_____</p> <p>(percent)</p> |
| <p>7. Have you ever witnessed a teacher or district personnel use physical intimidation with a child? (finger pointing in face, face up to face, hovering over, invasion of personal space)</p>   | <p>YES      NO</p>            |
| <p>8. How many times have you witnessed #7?</p>   | <p>_____</p> <p>(number)</p>  |
| <p>9. Approximately what percentage of those children has a known disability?</p>   | <p>_____</p> <p>(percent)</p> |
| <p>10. Have you ever seen a teacher or aide physically move a child before requesting to the child verbally?</p>  | <p>YES      NO</p>            |
| <p>11. How many times have you witnessed #10?</p>   | <p>_____</p> <p>(number)</p>  |
| <p>12. Approximately what percentage of those children has a known disability?</p>  | <p>_____</p> <p>(percent)</p> |
| <p>13. Have you ever witnessed a teacher or district personnel place their</p>  |                               |

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| <p>hands roughly on a child? (such as forcibly turning a child around beyond a normal guide or gentle tap for attention, etc.)</p>   | <p>YES      NO</p>            |
| <p>14. How many times have you witnessed #13?</p>  | <p>_____</p> <p>(number)</p>  |
| <p>15. Approximately what percentage of those children has a known disability?</p>   | <p>_____</p> <p>(percent)</p> |
| <p>16. Have you ever witnessed a teacher or district personnel seclude a student in a closet or other small and dark room?</p>   | <p>YES      NO</p>            |
| <p>17. How many times have you witnessed #16?</p>  | <p>_____</p> <p>(number)</p>  |
| <p>18. Approximately what percentage of those children has a known disability?</p>   | <p>_____</p> <p>(percent)</p> |
| <p>19. Have you ever witnessed a child being restrained by the body of the staff person or by use of bungee cords, strings, ropes or other items?</p>  | <p>YES      NO</p>            |
| <p>20. How many times have you witnessed #19?</p>  | <p>_____</p> <p>(number)</p>  |
| <p>21. How many sustained a minor injury as a result of this action?</p>   | <p>_____</p> <p>(number)</p>  |
| <p>22. How many sustained a major injury as a result of this action?</p>   | <p>_____</p> <p>(number)</p>  |
| <p>23. Approximately what percentage of those children [#18/19] has a known disability?</p>  | <p>_____</p> <p>(percent)</p> |
| <p>24. Have you ever witnessed a teacher or district personnel assault a child? (slap, punch, hit, kick, etc.)</p>   | <p>YES      NO</p>            |
| <p>25. How many times have you witnessed #24?</p>  | <p>_____</p> <p>(number)</p>  |
| <p>26. Approximately what percentage of those children has a known disability?</p>   | <p>_____</p> <p>(percent)</p> |
| <p>27. Have you ever seen a child with a disability being bullied by another student with a teacher or staff present that did not protect the child with a disability or that allowed the bullying to continue in an ongoing manner?</p> | <p>YES      NO</p>            |



Appendix 3.

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| <p>What was your role(s) when these incidents occurred? (e.g. teacher aide, psychologist, counselor, etc.)</p> <hr/>            |  |
| <p>39. If there are any other incidents you would like to report, please provide details here (feel free to attach sheets):</p> |  |

| <b>QUALITY ASSURANCE QUESTIONNAIRE<br/>RESULTS</b>   | n=19       |           |
|--|------------|-----------|
| Within the past three years, and only considering students under age 22:   | <b>YES</b> | <b>NO</b> |
| 1. Have you ever witnessed a teacher or district personnel talking negatively or condescendingly to a child? (e.g. you're stupid, you never get it right, I'd prefer if you weren't here, etc.)                                | 81%        | 19%       |
| 2. Have you ever witnessed a teacher or district personnel shouting at (not just speaking loudly over noise but deliberately yelling) or using a disrespectful tone of voice to a child?                                       | 89%        | 11%       |
| 3. Have you ever witnessed a teacher or district personnel use physical intimidation with a child? (e.g. finger pointing in face, face up to face, hovering over, invasion of personal space)                                  | 58%        | 42%       |
| 4. Have you ever seen a teacher or aide physically move a child before requesting to the child verbally?   | 5%         | 95%       |
| 5. Have you ever witnessed a teacher or district personnel place their hands roughly on a child? (such as forcibly turning a child around beyond a normal guide or gentle tap for attention, etc.)                             | 16%        | 84%       |
| 6. Have you ever witnessed a teacher or district personnel seclude a student in a closet or other small and dark room?   | 5%         | 95%       |
| 7. Have you ever witnessed a child being restrained by the body of the staff person or by use of bungee cords, strings, ropes or other items?  | 16%        | 84%       |
| 8. Have you ever witnessed a teacher or district personnel assault a child? (e.g. slap, punch, hit, kick, etc.)  | 5%         | 95%       |
| 9. Have you ever seen a child with a disability being bullied by another student with a teacher or staff present who did not protect the child with a disability or who allowed the bullying to continue in an ongoing manner? | 26%        | 74%       |
| 10. Have you ever witnessed a child with a disability not being allowed to attend activities or outings, including recess, due to his/her disability?  | 21%        | 79%       |
| 11. Have you ever witnessed staff talking negatively about a child or his/her medical condition in a public place or in the teacher lounge, recess etc?  | 74%        | 26%       |
| 12. Have you ever witnessed a child not being given prescribed medication properly or given meds incorrectly or in a rough manner (holding the face-   | 5%         | 95%       |

Appendix 4.

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| forcing meds etc)?  |     |      |
| 13. Have you ever witnessed a child being forcefully fed by a staff person?   | 0%  | 100% |
| 14. Are you aware of any time a child did NOT receive the outlined therapy as per the IEP (no speech therapy, etc.) and it was documented as completed? | 32% | 68%  |
|   |     |      |

Appendix 5.

Dear Teacher, School Administrator, Parent, or Community Member,

In an effort to assess the quality of your school and school district's safety and protective policies and procedures, I am kindly asking you to answer the following questionnaire. Since the end of this stage of this project is December 1st, please respond by November 15<sup>th</sup>.

Many thanks in advance for your help!

| <b>SCHOOLWIDE FOUNDATION</b>  | True/False |
|---|------------|
| 1. The school has strong leadership, caring faculty, family and community involvement, including law enforcement officials and representatives of community-based organizations and student participation in the design of programs and policies. |            |
| 2. The physical environment of the school is safe and schoolwide policies are in place to promote and support responsible behaviors.  |            |
| 3. Prevention and intervention programs are sustained, coordinated, and comprehensive.  |            |
| 4. Interventions are based on careful assessment of student needs.  |            |
| 5. Evidence-based approaches are used.  |            |
| 6. Staff are provided with training and support to help them implement programs and approaches.   |            |
| 7. Interventions are monitored and evaluations are conducted to ensure that the programs are meeting measurable goals and objectives.   |            |
|   | Yes/No     |
| 8. Does the school have compassionate, caring, respectful staff who model appropriate behaviors, create a climate of emotional support, and are committed to working with all students?   |            |
| 9. Does the school have developmentally appropriate programs for all children that teach and reinforce social and problem-solving skills?   |            |
| 10. Does the school have teachers and staff who are trained to support positive school and classroom behaviors?   |            |
| 11. Does the school have engaging curricula and effective teaching practices?   |            |
| 12. Does the school have child- and family-focused, culturally competent approaches?  |            |
| 13. Does the school have collaborative relationships with families, agencies, and community organizations?  |            |
| 14. <i>Community leaders involved in the planning and implementation of prevention and intervention services: (please check off the below)</i>  | Yes/No     |
| Attorneys, judges, probation officers   |            |
| Business leaders  |            |
| Clergy and other representatives of the faith community   |            |
| College or university faculty   |            |
| Family agency and family resource center staff  |            |
| Interest group representatives and grassroots community organization members  |            |
| Law enforcement personnel   |            |
| Local advisory board members  |            |



Appendix 5.

|   |        |
|---|--------|
| Local officials, including school board members and representatives from special commissions  |        |
| Mental health and child welfare personnel   |        |
| Parent group leaders, such as Parent-Teacher Association (PTA) officers, advocacy group leaders, and parents knowledgeable about troubling behavior                       |        |
| Physicians and nurses   |        |
| Recreational, cultural, and arts organizations staff  |        |
| School public relations officers  |        |
| Violence prevention group representatives   |        |
| Youth workers and volunteers  |        |
| <i>Has the schoolwide team done the following in the development and implementation of the school's prevention and safety plan?</i>                                       | Yes/No |
| 15. The team has made a long-term commitment, e.g. several years for all components to be in full operation with a reasonable timeline for reaching goals and objectives. |        |
| 16. District approval has been established, has sustained buy-in and support from the school community.   |        |
| 17. Sufficient training has been provided. All team members - including students, family, and community members - have received training.                                 |        |
| 18. Parent approval and involvement has occurred. Families have been involved in implementing the plan.   |        |
| 19. Every member of the school accepts and adopts the violence prevention and response plan.  |        |
| 20. Resources; human, information, and fiscal; have been secured.   |        |
| 21. Evaluation procedures have been specified. (please check off below)   |        |
| - There are measurable goals, objectives, and benchmarks.   |        |
| - The assessment is based on objective data.  |        |
| - Realistic timelines are set, observed, and communicated to the larger community.  |        |
| - The team is held responsible for regular, e.g. quarterly, evaluation of the prevention and intervention plan.   |        |
| 22. The plan has been presented using multiple strategies. (check below)  |        |
| - Presentations have been made available in the native languages of family members and the community.   |        |
| - Events have been scheduled at a convenient time for family and community members.   |        |
| - Logistical support, e.g. child care, transportation, has been provided to enable more people to participate.  |        |
| - The communication process is ongoing, structured, and detailed to ensure long-term community support.   |        |
| <b>SAFE AND RESPONSIVE SCHOOL FOUNDATION</b>  |        |
| 23. Is there a focus on academic achievement?   |        |
| 24. Are families involved in meaningful ways?   |        |
| 25. Do students and staff have mostly positive relationships with each other?   |        |
| 26. Can safety issues be discussed openly?  |        |
| 27. Are students treated with equal respect?  |        |
| 28. Are there ways for students to share their concerns?  |        |
| 29. Do the students feel safe expressing their feelings?  |        |
| 30. Is there a system in place for referral of children who are suspected of being  |        |

Appendix 5.

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| abused and/or neglected?  |  |
| 31. Are there extended day programs?  |  |
| 32. Are there ways in which to promote good citizenship and character?  |  |
| 33. Is there a system to identify problems and assess progress toward solutions?  |  |
| 34. Are students supported in the transition to adult life and the workplace?   |  |
| 35. Are there programs to prevent harassment, bullying, and conflict between groups?  |  |
| 36. Are school staff trained in the instruction and reinforcement of social and problem-solving skills?   |  |
| 37. Is there family and community monitoring of students' application of positive social skills outside of class and school?  |  |
| 38. Are behavior management systems proactive and positive?   |  |
| 39. Are the basic rules of behavior stated simply and positively? (e.g. "walk" instead of "do not run")   |  |
| 40. Are the basic rules of behavior few in number so they can be memorized?   |  |
| 41. Are the basic rules of behavior reinforced, modeled, and enforced by the adults in the school?  |  |
| 42. Are the basic rules of behavior consistent with the social skills that all school staff are teaching and reinforcing?   |  |
| 43. Are there incentives for adhering to the expectations?  |  |
| 44. Does the school use positive disciplinary measures for minor infractions or major distractions? (Positive discipline has, at a minimum, the following characteristics: an explanation of why the behavior is a problem, an explanation of which rule was violated, the provision of opportunities to learn appropriate behaviors and to correct mistakes.) (12) |  |
| 45. Are classrooms well managed?  |  |
| <i>In general, classrooms that are well managed are characterized by the following conditions: (please check below and indicate with yes or no)</i>   |  |
| 46. Classroom routines are well-established and understood.   |  |
| 47. Teachers spend a great majority of time on academic instruction and only a minimal amount of time is required to redirect disruptive behavior.  |  |
| 48. Teacher feedback to students regarding their behavior is overwhelmingly positive.   |  |
| 49. Mechanisms are in place for students to cool off and generate solutions to problems.  |  |
| 50. Students have opportunities to practice and use the solutions that they generate.   |  |
| 51. Academic tasks are presented at an engaging and appropriate pace.   |  |
| 52. Rules and consequences are followed and applied consistently.   |  |
| 53. Transition periods are highly structured with increased adult monitoring.   |  |
| 54. Have the following environmental characteristics been examined as potential hot spots? (please check off below)   |  |
| - Number and types of exits   |  |
| - Location and design of bathrooms  |  |
| - Design of the cafeteria, common areas, and the playground   |  |
| - Patterns of supervision   |  |
| - Density of traffic patterns throughout parts of the school during various times of the day  |  |

Appendix 5.

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| - Lighting   |  |
| - Isolated areas   |  |
| - Bell and class schedules and the mixing of students from different grades  |  |
| - Length of time students stand in line to wait for a bus or to wait for lunch   |  |
| <b>EARLY INTERVENTION</b>  |  |
| 55. Are there schoolwide interventions for struggling students, such as peer tutoring or cooperative learning?   |  |
| 56. Are there policies that sanction and promote the identification of early warning signs that are backed by adequate resources?  |  |
| 57. Are the following principles for using the early warning signs of violence employed? 1) Do no harm 2) Understand violence and aggression within a context 3) Avoid stereotypes 4) View warning signs within a developmental context 5) Understand that children typically exhibit multiple warning signs |  |
| 58. Are there procedures that encourage and expect individuals to report concerns about a student exhibiting early warning signs?  |  |
| 59. Are there practices that encourage individuals to raise concerns about observed early warning signs and to report all observations of imminent danger immediately?   |  |
| 60. Are there policies that support ongoing training and consultation?   |  |
| 61. Are there policies and procedures that ensure that staff and students use the early warning signs only for preliminary identification and referral purposes?   |  |
| 62. Are there school practices that encourage and provide opportunities for staff and families to establish close, caring, and supportive relationships with children and youth?   |  |
| 63. Are there policies, practices, and procedures that foster collaboration between the school and the students' families?   |  |
| 64. Are parents informed and listened to when early warning signs are observed?  |  |
| 65. Are interventions available as soon as possible following a referral?  |  |
| <b>INTENSIVE INTERVENTIONS</b>   |  |
| 66. Does the school have a comprehensive school-based mental health program?   |  |
| 67. Are mental health and educational priorities integrated by administrators, teachers and mental health professionals into one vision that affects the everyday practices and decision-making of school professionals?   |  |
| 68. Is the mental health program woven into the fabric of the school including its classroom and instructional priorities?   |  |
| <b>ALTERNATIVE PROGRAMS</b>  |  |
| <i>If the school system has an alternative program, does it have the following characteristics? (please check below and indicate with yes or no)</i>   |  |
| 69. Intensive individualized instruction   |  |
| 70. Positive behavioral supports - including social skills and anger management/abatement - within a structured school environment   |  |
| 71. Psychological and mental health consultation and counseling  |  |
| 72. Active family involvement  |  |
| 73. Transition services that support the return to regular school  |  |
| 74. Community agency involvement (e.g. mental health programs, social services, law enforcement, juvenile justice)   |  |

Appendix 5.

|   |        |
|---|--------|
| 75. Caring staff committed to building relationships with students  |        |
| 76. Effective, engaging instructional techniques with curriculum demands that match each student's academic skills  |        |
| <b>SYSTEMS OF CARE</b>  |        |
| 77. <i>If the school system participates in a system of care, which of the following services exist: (please check below and indicate with yes or no)</i> | Yes/No |
| Career counseling   |        |
| Case management (service coordination)  |        |
| Community-based inpatient psychiatric care  |        |
| Counseling (individual and group)   |        |
| Crisis outreach teams   |        |
| Crisis residential care   |        |
| Day treatment   |        |
| Family support  |        |
| Health services   |        |
| Independent living supports   |        |
| Intensive family-based counseling   |        |
| Legal services  |        |
| Protection and advocacy   |        |
| Psychiatric consultation  |        |
| Recreational therapy  |        |
| Residential treatment   |        |
| Respite care  |        |
| Self-help or support groups   |        |
| Small therapeutic group care  |        |
| Therapeutic foster care   |        |
| Transportation  |        |
| Tutoring  |        |
| <b>SCHOOL CRISIS RESPONSE PLAN</b>  |        |
| 78. There are specific procedures for internal and external communication.  |        |
| 79. There are evacuation protocols to protect students and staff from harm  |        |
| 80. There is a process for securing immediate external support from law enforcement officials and other relevant community agencies.                      |        |
| 81. There is a process for dealing with long-term effects of the crisis.  |        |

**SCHOOL NAME:** \_\_\_\_\_

**LEVEL (Elementary, Middle, Secondary):** \_\_\_\_\_

**SCHOOL DISTRICT:** \_\_\_\_\_

**TOWN/CITY:** \_\_\_\_\_

**PLEASE RETURN COMPLETED QUESTIONNAIRE TO:**

**Stacey Rossi, Executive Director, Berkshire County Educational Associates  
818 North Street Pittsfield, MA 01201**

**or email to [stacey-bcea@earthlink.net](mailto:stacey-bcea@earthlink.net)**

Appendix 5.

Appendix 6. Districts\* with Ten or More Total and/or Four or More per 1000 Student Exclusions

| 2003                      |                      |                | 2003                 |                      |                |
|---------------------------|----------------------|----------------|----------------------|----------------------|----------------|
| District                  | Number of Exclusions | Exclusion Rate | District             | Number of Exclusions | Exclusion Rate |
| Boston Evening HMCS       | 1                    | 6.6            | Randolph             | 12                   | 3.1            |
| New Bedford Global Learni | 1                    | 4.0            | Revere               | 13                   | 2.3            |
| North Central Charter Ess | 1                    | 4.3            | Winchendon           | 13                   | 7.2            |
| Roxbury Prep Charter      | 1                    | 5.7            | Nauset               | 17                   | 9.6            |
| Bristol County Agr        | 2                    | 4.8            | Fitchburg            | 18                   | 3.1            |
| City On A Hill Charter    | 2                    | 7.8            | Greenfield           | 18                   | 8.3            |
| Northern Berkshire Voc    | 3                    | 7.0            | Dennis-Yarmouth      | 19                   | 4.5            |
| Abby Kelley Foster Reg Ch | 4                    | 4.7            | Greater Lawrence RVT | 19                   | 13.5           |
| Avon                      | 4                    | 5.6            | Stoughton            | 22                   | 5.4            |
| Champion HMCS             | 5                    | 50.5           | Assabet Valley       | 24                   | 27.0           |
| Mount Greylock            | 5                    | 6.2            | North Attleborough   | 24                   | 5.3            |
| Monson                    | 6                    | 4.2            | Quincy               | 25                   | 2.9            |
| Northboro-Southboro       | 6                    | 5.2            | Cambridge            | 28                   | 4.2            |
| Southern Berkshire        | 6                    | 6.1            | Chicopee             | 32                   | 4.3            |
| Ralph C Mahar             | 7                    | 9.6            | Plymouth             | 34                   | 3.9            |
| Athol-Royalston           | 10                   | 4.6            | Lowell               | 50                   | 3.3            |
| Barnstable                | 10                   | 1.6            | Holyoke              | 56                   | 7.9            |
| Brockton                  | 10                   | 0.6            | Lawrence             | 75                   | 6.1            |
| Leominster                | 10                   | 1.7            | Worcester            | 102                  | 4.1            |
| New Leadership HMCS       | 10                   | 31.3           | Boston               | 221                  | 3.6            |
| Salem                     | 10                   | 2.1            | Springfield          | 583                  | 22.6           |
| Wareham                   | 10                   | 2.9            |                      |                      |                |
| Fall River                | 11                   | 0.9            |                      |                      |                |
| New Bedford               | 11                   | 0.8            |                      |                      |                |
| Walpole                   | 11                   | 3.1            |                      |                      |                |
| Central Berkshire         | 12                   | 5.2            |                      |                      |                |
| Haverhill                 | 12                   | 1.5            |                      |                      |                |

\* NB: "Districts" includes charter and regional vocational schools.

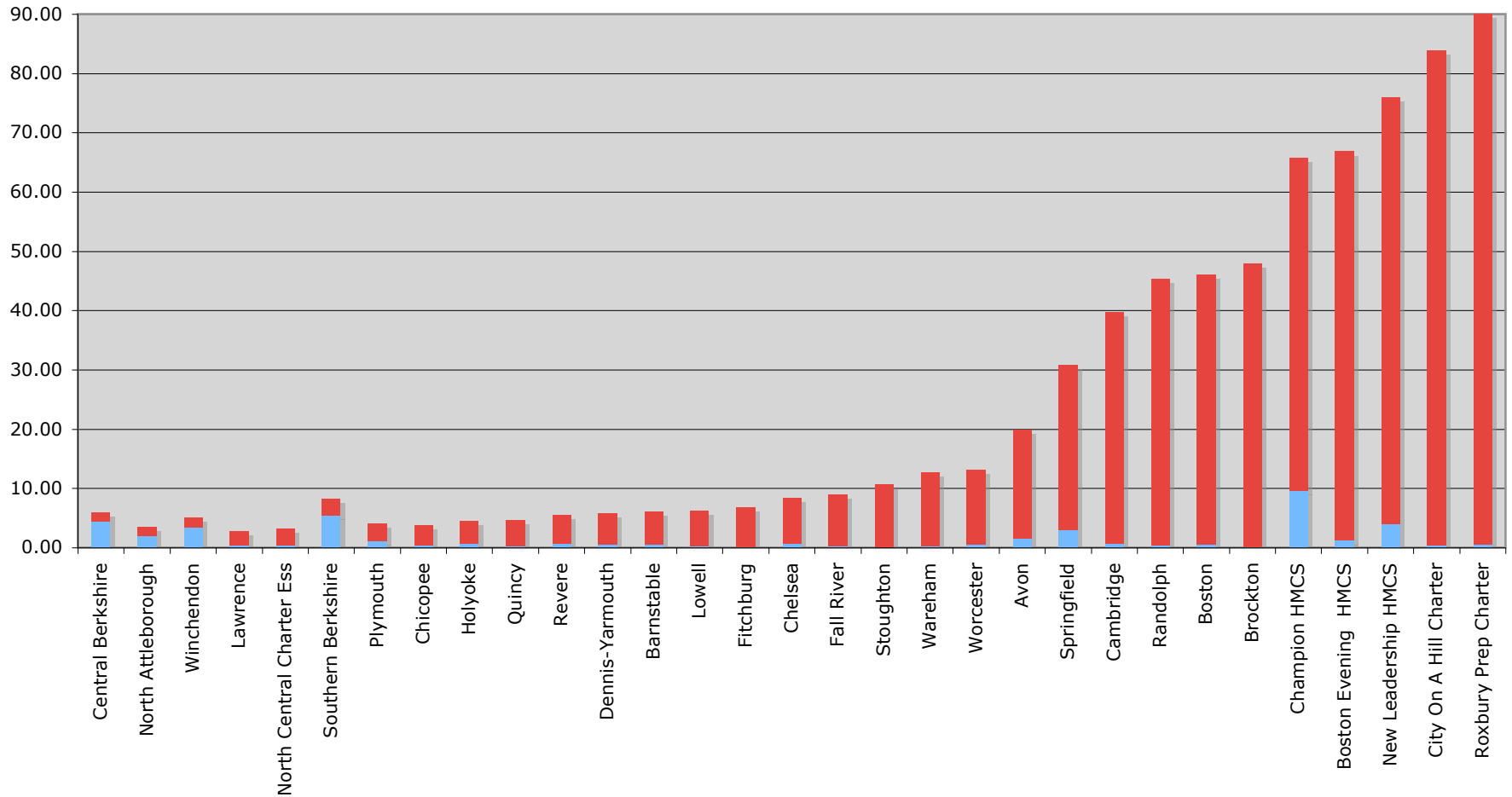
**Appendix 7. Percentage of Excluded African Americans\* Compared to Percentage  
of African American Students Enrolled in District  
(Districts with Exclusion Rate of 0 for African Americans Suppressed)**

| <b>2003</b>               |                             |                              |
|---------------------------|-----------------------------|------------------------------|
| <b>District</b>           | <b>Exclusion Percentage</b> | <b>Enrollment Percentage</b> |
| Central Berkshire         | 4.45                        | 1.4                          |
| North Attleborough        | 2.00                        | 1.5                          |
| Winchendon                | 3.45                        | 1.6                          |
| Lawrence                  | 0.33                        | 2.4                          |
| North Central Charter Ess | 0.50                        | 2.7                          |
| Southern Berkshire        | 5.56                        | 2.7                          |
| Plymouth                  | 1.21                        | 2.9                          |
| Chicopee                  | 0.43                        | 3.3                          |
| Holyoke                   | 0.77                        | 3.7                          |
| Quincy                    | 0.31                        | 4.3                          |
| Revere                    | 0.61                        | 4.9                          |
| Dennis-Yarmouth           | 0.56                        | 5.2                          |
| Barnstable                | 0.60                        | 5.6                          |
| Lowell                    | 0.24                        | 6.0                          |
| Fitchburg                 | 0.23                        | 6.6                          |
| Chelsea                   | 0.76                        | 7.7                          |
| Fall River                | 0.31                        | 8.7                          |
| Stoughton                 | 0.00                        | 10.7                         |
| Wareham                   | 0.24                        | 12.5                         |
| Worcester                 | 0.59                        | 12.6                         |
| Avon                      | 1.61                        | 18.3                         |
| Springfield               | 3.02                        | 27.9                         |
| Cambridge                 | 0.70                        | 39.1                         |
| Randolph                  | 0.45                        | 45.0                         |
| Boston                    | 0.58                        | 45.5                         |
| Brockton                  | 0.07                        | 47.9                         |
| Champion HMCS             | 9.62                        | 56.2                         |
| Boston Evening HMCS       | 1.23                        | 65.7                         |
| New Leadership HMCS       | 4.03                        | 72.0                         |
| City On A Hill Charter    | 0.46                        | 83.5                         |
| Roxbury Prep Charter      | 0.68                        | 89.4                         |
| <b>Districts' Average</b> | <b>1.47</b>                 | <b>22.5</b>                  |
| <b>STATE LEVEL</b>        | <b>0.61</b>                 | <b>8.8</b>                   |

\* Percentage of Excluded African Americans is derived from the exclusion rate comparing # of exclusions of African Americans to 1000 African American students in the District

**Percentage of Excluded African Americans\* Compared to Percentage of African American Students Enrolled in District  
(Districts with Exclusion Rate of 0 for African Americans Suppressed)**

■ Exclusion Percentage ■ Enrollment Percentage



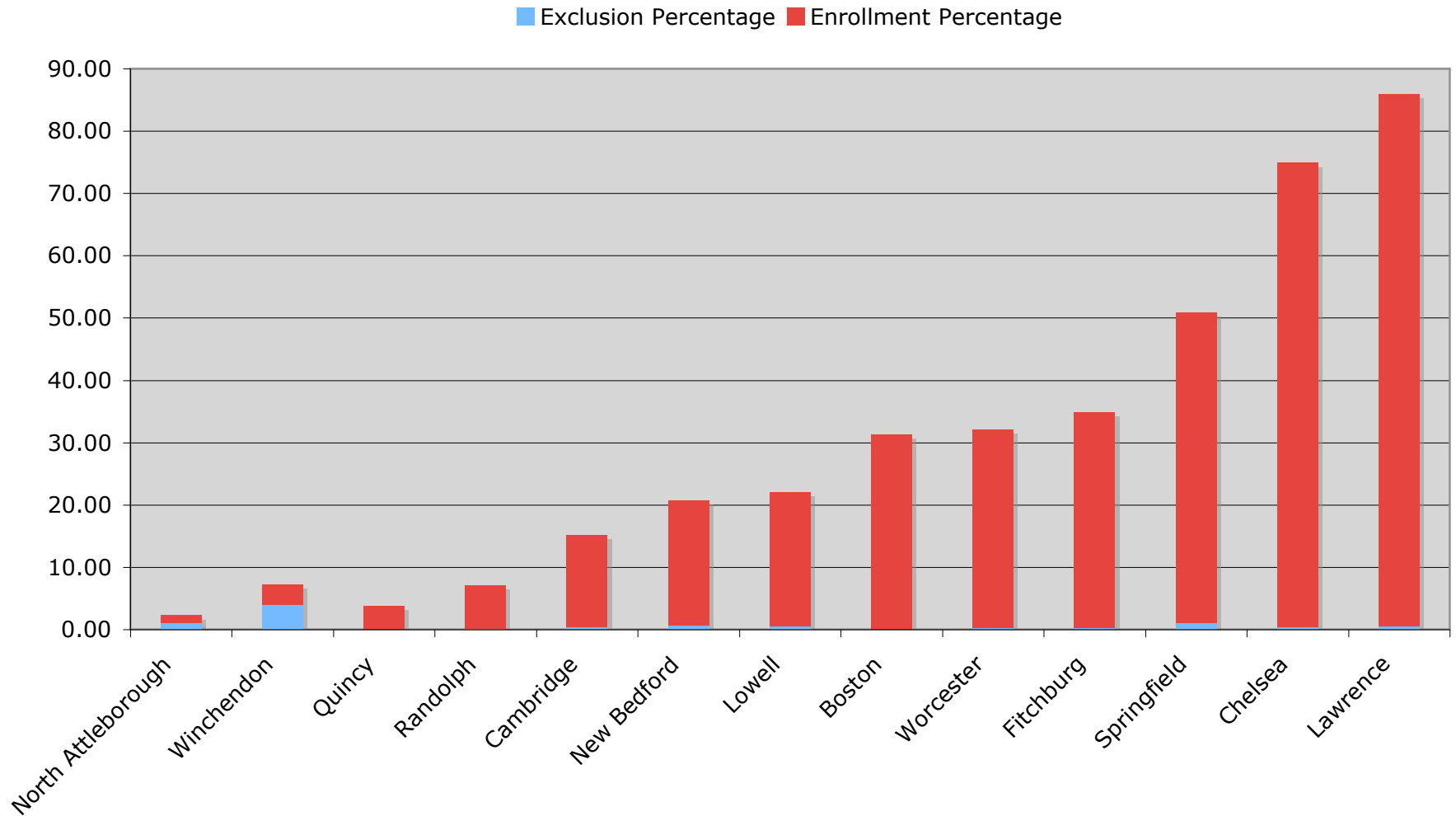


**Appendix 9. Percentage of Excluded Hispanic Americans\* Compared to Percentage of Hispanic American Students Enrolled in District  
(Districts with Exclusion Rate of 0 for Hispanic Americans Suppressed)**

| <b>2003</b>               |                             |                              |
|---------------------------|-----------------------------|------------------------------|
| <b>District</b>           | <b>Exclusion Percentage</b> | <b>Enrollment Percentage</b> |
| North Attleborough        | 0.98                        | 1.3                          |
| Winchendon                | 4.00                        | 3.2                          |
| Quincy                    | 0.04                        | 3.8                          |
| Randolph                  | 0.18                        | 6.9                          |
| Cambridge                 | 0.44                        | 14.8                         |
| New Bedford               | 0.77                        | 20.0                         |
| Lowell                    | 0.56                        | 21.5                         |
| Boston                    | 0.11                        | 31.2                         |
| Worcester                 | 0.29                        | 31.8                         |
| Fitchburg                 | 0.32                        | 34.6                         |
| Springfield               | 1.11                        | 49.9                         |
| Chelsea                   | 0.34                        | 74.6                         |
| Lawrence                  | 0.51                        | 85.4                         |
| <b>Districts' Average</b> | <b>0.74</b>                 | <b>29.2</b>                  |
| <b>STATE LEVEL</b>        | <b>0.55</b>                 | <b>11.2</b>                  |

\* Percentage of Excluded Hispanic Americans is derived from the exclusion rate comparing # of exclusions of Hispanic Americans to 1000 Hispanic American students in the District

**Percentage of Excluded Hispanic Americans\* Compared to Percentage of Hispanic American Students Enrolled in District  
(Districts with Exclusion Rate of 0 for Hispanic Americans Suppressed)**

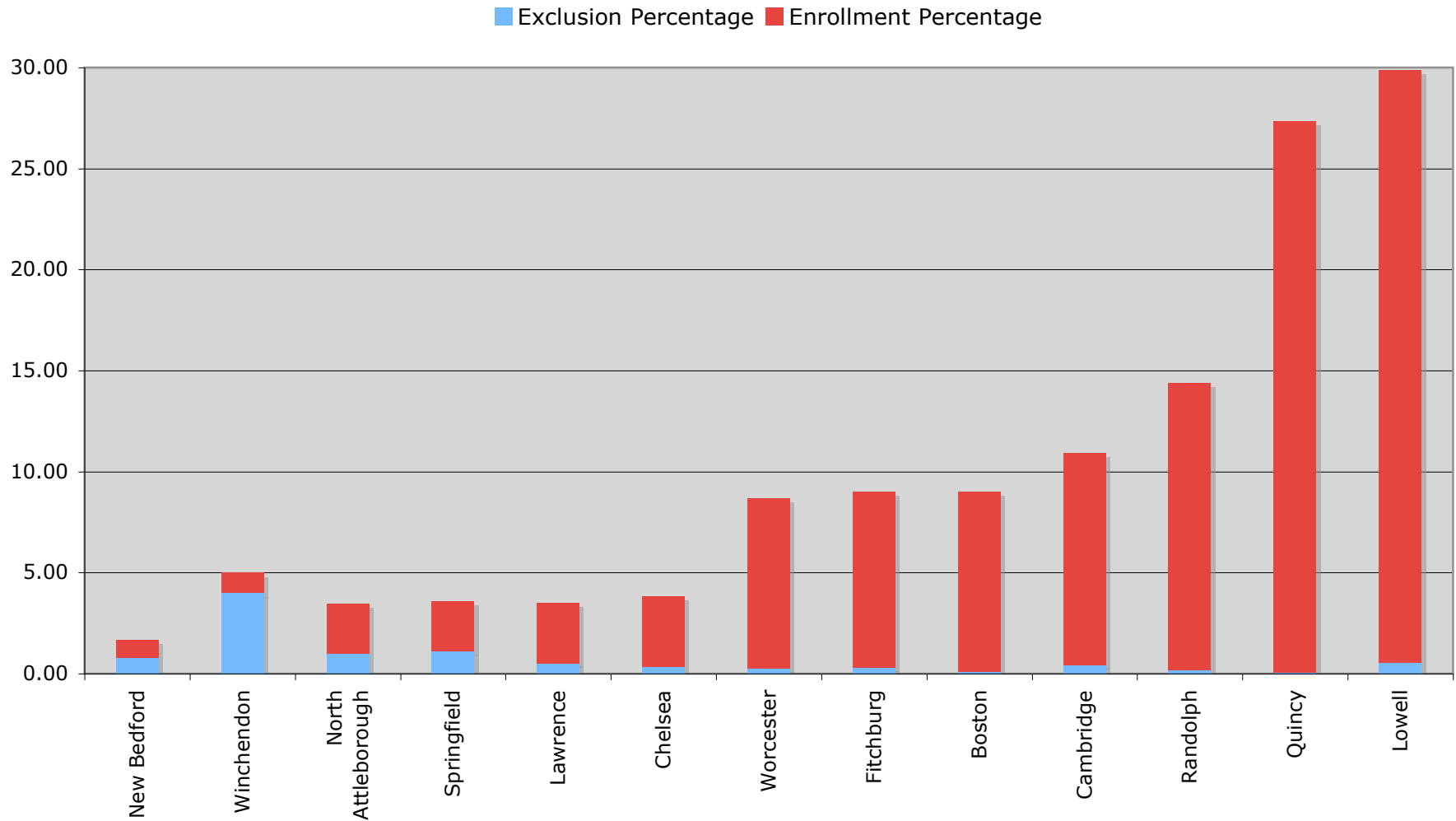


**Appendix 11. Percentage of Excluded Asian Americans\* Compared to Percentage of Asian American Students Enrolled in District  
(Districts with Exclusion Rate of 0 for Asian Americans Suppressed)**

| <b>2003</b>               |                             |                              |
|---------------------------|-----------------------------|------------------------------|
| <b>District</b>           | <b>Exclusion Percentage</b> | <b>Enrollment Percentage</b> |
| New Bedford               | 0.77                        | 0.9                          |
| Winchendon                | 4.00                        | 1.0                          |
| North Attleborough        | 0.98                        | 2.5                          |
| Springfield               | 1.11                        | 2.5                          |
| Lawrence                  | 0.51                        | 3.0                          |
| Chelsea                   | 0.34                        | 3.5                          |
| Worcester                 | 0.29                        | 8.4                          |
| Fitchburg                 | 0.32                        | 8.7                          |
| Boston                    | 0.11                        | 8.9                          |
| Cambridge                 | 0.44                        | 10.5                         |
| Randolph                  | 0.18                        | 14.2                         |
| Quincy                    | 0.04                        | 27.3                         |
| Lowell                    | 0.56                        | 29.3                         |
| <b>Districts' Average</b> | <b>0.74</b>                 | <b>9.3</b>                   |
| <b>STATE LEVEL</b>        | <b>0.14</b>                 | <b>4.6</b>                   |

\* Percentage of Excluded Asian Americans is derived from the exclusion rate comparing # of exclusions of Asian Americans to 1000 Asian American students in the District

**Percentage of Excluded Asian Americans\* Compared to Percentage of Asian American Students Enrolled in District  
(Districts with Exclusion Rate of 0 for Asian Americans Suppressed)**



Appendix 13. Districts\* with 4 or More Student Exclusions per 1000 Students Compared to Average Per Pupil Expenditure

| 2003                                |                      |                |                            |
|-------------------------------------|----------------------|----------------|----------------------------|
| District                            | Number of Exclusions | Exclusion Rate | Ave. Per Pupil Expenditure |
| New Bedford Global Learning Charter | 1                    | 4.0            | 10022.75                   |
| Worcester                           | 102                  | 4.1            | 9797.00                    |
| Monson                              | 6                    | 4.2            | 8108.33                    |
| Cambridge                           | 28                   | 4.2            | 13385.80                   |
| North Central Charter Ess           | 1                    | 4.3            | 9172.00                    |
| Chicopee                            | 32                   | 4.3            | 11810.25                   |
| Dennis-Yarmouth                     | 19                   | 4.5            | 8915.66                    |
| Athol-Royalston                     | 10                   | 4.6            | 9711.33                    |
| Abby Kelley Foster Reg Ch           | 4                    | 4.7            | 9797.00                    |
| Bristol County Agr                  | 2                    | 4.8            | 12662.33                   |
| Northboro-Southboro                 | 6                    | 5.2            | 10751.66                   |
| Central Berkshire                   | 12                   | 5.2            | 8774.33                    |
| North Attleborough                  | 24                   | 5.3            | 8447.00                    |
| Stoughton                           | 22                   | 5.4            | 7345.50                    |
| Avon                                | 4                    | 5.6            | 9936.00                    |
| Roxbury Prep Charter                | 1                    | 5.7            | 10458.00                   |
| Southern Berkshire                  | 6                    | 6.1            | 10805.66                   |
| Lawrence                            | 75                   | 6.1            | 8753.50                    |
| Mount Greylock                      | 5                    | 6.2            | 12260.33                   |
| Boston Evening HMCS                 | 1                    | 6.6            | 10458.00                   |
| Northern Berkshire Voc              | 3                    | 7.0            | 12093.66                   |
| Winchendon                          | 13                   | 7.2            | 7939.00                    |
| City On A Hill Charter              | 2                    | 7.8            | 9026.40                    |
| Holyoke                             | 56                   | 7.9            | 9023.20                    |
| Greenfield                          | 18                   | 8.3            | 9588.00                    |
| Ralph C Mahar                       | 7                    | 9.6            | 11063.00                   |
| Nauset                              | 17                   | 9.6            | 10879.66                   |
| Greater Lawrence RVT                | 19                   | 13.5           | 11792.75                   |
| Springfield                         | 583                  | 22.6           | 8425.00                    |
| Assabet Valley                      | 24                   | 27.0           | 9699.66                    |
| New Leadership HMCS                 | 10                   | 31.3           | 8425.00                    |
| Champion HMCS                       | 5                    | 50.5           | 9026.40                    |
| <b>Districts' Average:</b>          |                      |                | <b>9948.57</b>             |
| <b>State Average:</b>               |                      |                | <b>9736.80</b>             |

\* NB: "Districts" include charter and regional vocational schools.

Appendix 14. Districts\* with 4 or More Student Exclusions per 1000 Students (in Percentages) Compared to Average Percentage of Students Scoring "Warning/Failing" on MCAS in Grades 6-12 in District

| 2003                                |                      |             |             |
|-------------------------------------|----------------------|-------------|-------------|
| District                            | Exclusion Percentage | MCAS - ELA  | MCAS - Math |
| New Bedford Global Learning Charter | 0.40                 | 17.0        | 44.0        |
| Worcester                           | 0.41                 | 23.5        | 49.0        |
| Monson                              | 0.42                 | 19.0        | 56.0        |
| Cambridge                           | 0.42                 | 11.0        | 35.6        |
| North Central Charter Ess           | 0.43                 | 7.0         | 24.6        |
| Chicopee                            | 0.43                 | 10.5        | 30.6        |
| Dennis-Yarmouth                     | 0.45                 | 12.0        | 37.0        |
| Athol-Royalston                     | 0.46                 | 16.5        | 35.5        |
| Abby Kelley Foster Reg Ch           | 0.47                 | 6.5         | 32.3        |
| Bristol County Agr                  | 0.48                 | 7.5         | 23.3        |
| Northboro-Southboro                 | 0.52                 | 1.5         | 13.0        |
| Central Berkshire                   | 0.52                 | 10.5        | 33.3        |
| North Attleborough                  | 0.53                 | 16.0        | 47.0        |
| Stoughton                           | 0.54                 | 29.0        | 53.0        |
| Avon                                | 0.56                 | 19.0        | 48.3        |
| Roxbury Prep Charter                | 0.57                 | 23.0        | 47.3        |
| Southern Berkshire                  | 0.61                 | 5.0         | 22.3        |
| Lawrence                            | 0.61                 | 8.0         | 33.0        |
| Mount Greylock                      | 0.62                 | 21.5        | 44.0        |
| Boston Evening HMCS                 | 0.66                 | 8.5         | 21.3        |
| Northern Berkshire Voc              | 0.70                 | 16.0        | 38.0        |
| Winchendon                          | 0.72                 | 11.0        | 47.0        |
| City On A Hill Charter              | 0.78                 | 15.0        | 42.6        |
| Holyoke                             | 0.79                 | 7.5         | 26.6        |
| Greenfield                          | 0.83                 | 11.5        | 29.3        |
| Ralph C Mahar                       | 0.96                 | 5.0         | 35.5        |
| Nauset                              | 0.96                 | 3.0         | 8.0         |
| Greater Lawrence RVT                | 1.35                 | 1.0         | 4.0         |
| Springfield                         | 2.26                 | 1.5         | 16.0        |
| Assabet Valley                      | 2.70                 | 2.5         | 15.0        |
| New Leadership HMCS                 | 3.13                 | 5.5         | 21.3        |
| Champion HMCS                       | 5.05                 | 12.0        | 34.0        |
| <b>District Average:</b>            |                      | <b>11.4</b> | <b>32.7</b> |
| <b>State Average:</b>               |                      | <b>9.5</b>  | <b>26.7</b> |

\* NB: "Districts" include charter and regional vocational schools.

Appendix 15. Districts (not including charter and vocational schools) –  
Comparison of Student Exclusions to Dropouts

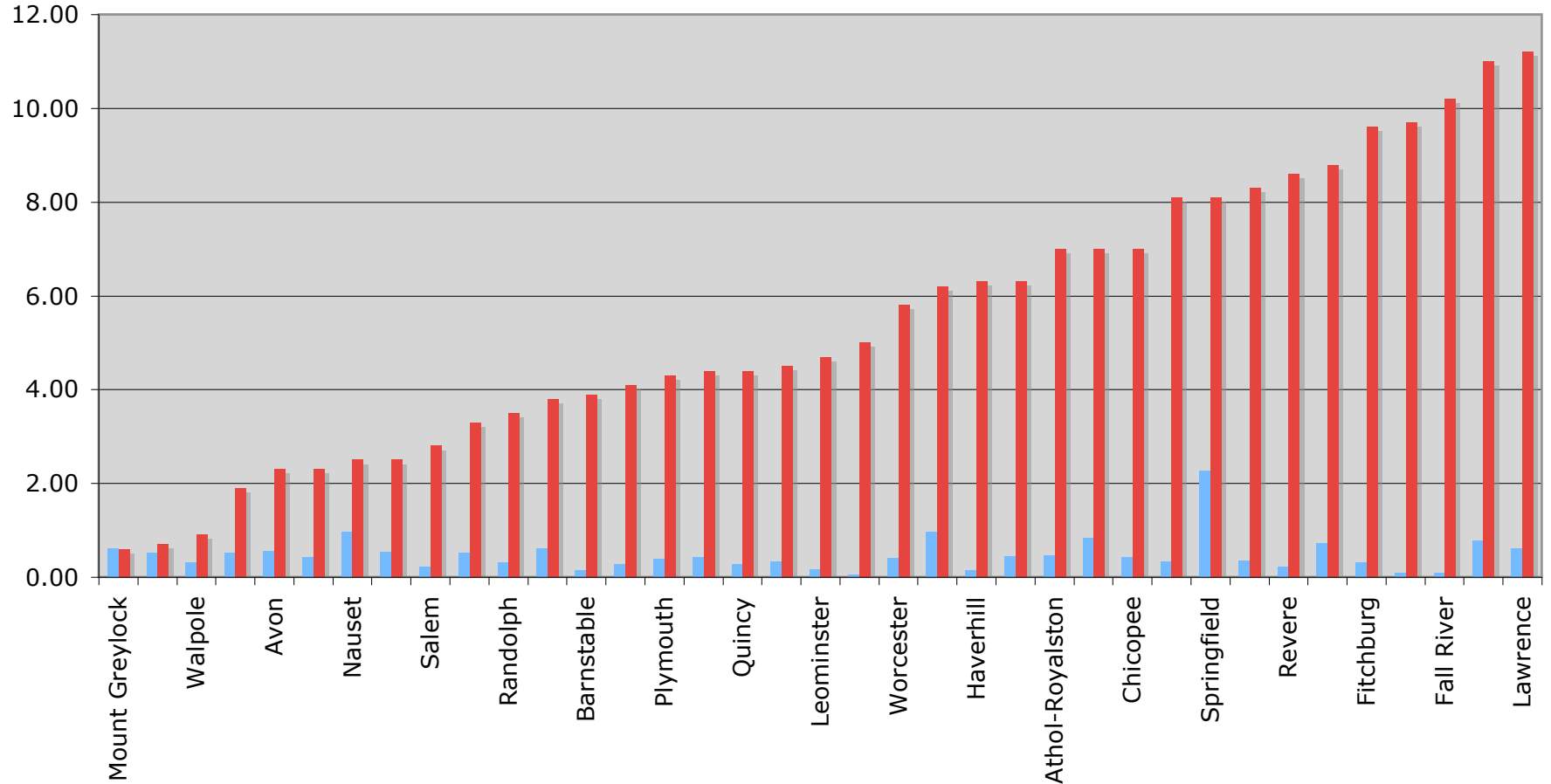
| 2003                    |                             |                           |
|-------------------------|-----------------------------|---------------------------|
| <b>District</b>         | <b>Exclusion Percentage</b> | <b>Dropout Percentage</b> |
| Mount Greylock          | 0.62                        | 0.6                       |
| Northboro-Southboro     | 0.52                        | 0.7                       |
| Walpole                 | 0.31                        | 0.9                       |
| North Attleborough      | 0.53                        | 1.9                       |
| Avon                    | 0.56                        | 2.3                       |
| Cambridge               | 0.42                        | 2.3                       |
| Nauset                  | 0.96                        | 2.5                       |
| Stoughton               | 0.54                        | 2.5                       |
| Salem                   | 0.21                        | 2.8                       |
| Central Berkshire       | 0.52                        | 3.3                       |
| Randolph                | 0.31                        | 3.5                       |
| Southern Berkshire      | 0.61                        | 3.8                       |
| Barnstable              | 0.16                        | 3.9                       |
| Wareham                 | 0.29                        | 4.1                       |
| Plymouth                | 0.39                        | 4.3                       |
| Monson                  | 0.42                        | 4.4                       |
| Quincy                  | 0.29                        | 4.4                       |
| Lowell                  | 0.33                        | 4.5                       |
| Leominster              | 0.17                        | 4.7                       |
| Brockton                | 0.06                        | 5.0                       |
| Worcester               | 0.41                        | 5.8                       |
| Ralph C Mahar           | 0.96                        | 6.2                       |
| Haverhill               | 0.15                        | 6.3                       |
| Dennis-Yarmouth         | 0.45                        | 6.3                       |
| Athol-Royalston         | 0.46                        | 7.0                       |
| Greenfield              | 0.83                        | 7.0                       |
| Chicopee                | 0.43                        | 7.0                       |
| Chelsea                 | 0.33                        | 8.1                       |
| Springfield             | 2.26                        | 8.1                       |
| Boston                  | 0.36                        | 8.3                       |
| Revere                  | 0.23                        | 8.6                       |
| Winchendon              | 0.72                        | 8.8                       |
| Fitchburg               | 0.31                        | 9.6                       |
| New Bedford             | 0.08                        | 9.7                       |
| Fall River              | 0.09                        | 10.2                      |
| Holyoke                 | 0.79                        | 11.0                      |
| Lawrence                | 0.61                        | 11.2                      |
| <b>District Average</b> | <b>0.48</b>                 | <b>5.4</b>                |
| <b>STATE LEVEL</b>      | <b>0.20</b>                 | <b>3.3</b>                |

Appendix 15. Districts (not including charter and vocational schools) –  
Comparison of Student Exclusions to Dropouts



### Districts (not including charter and vocational schools) - Comparison of Student Exclusions to Dropouts

Exclusion Percentage Dropout Percentage

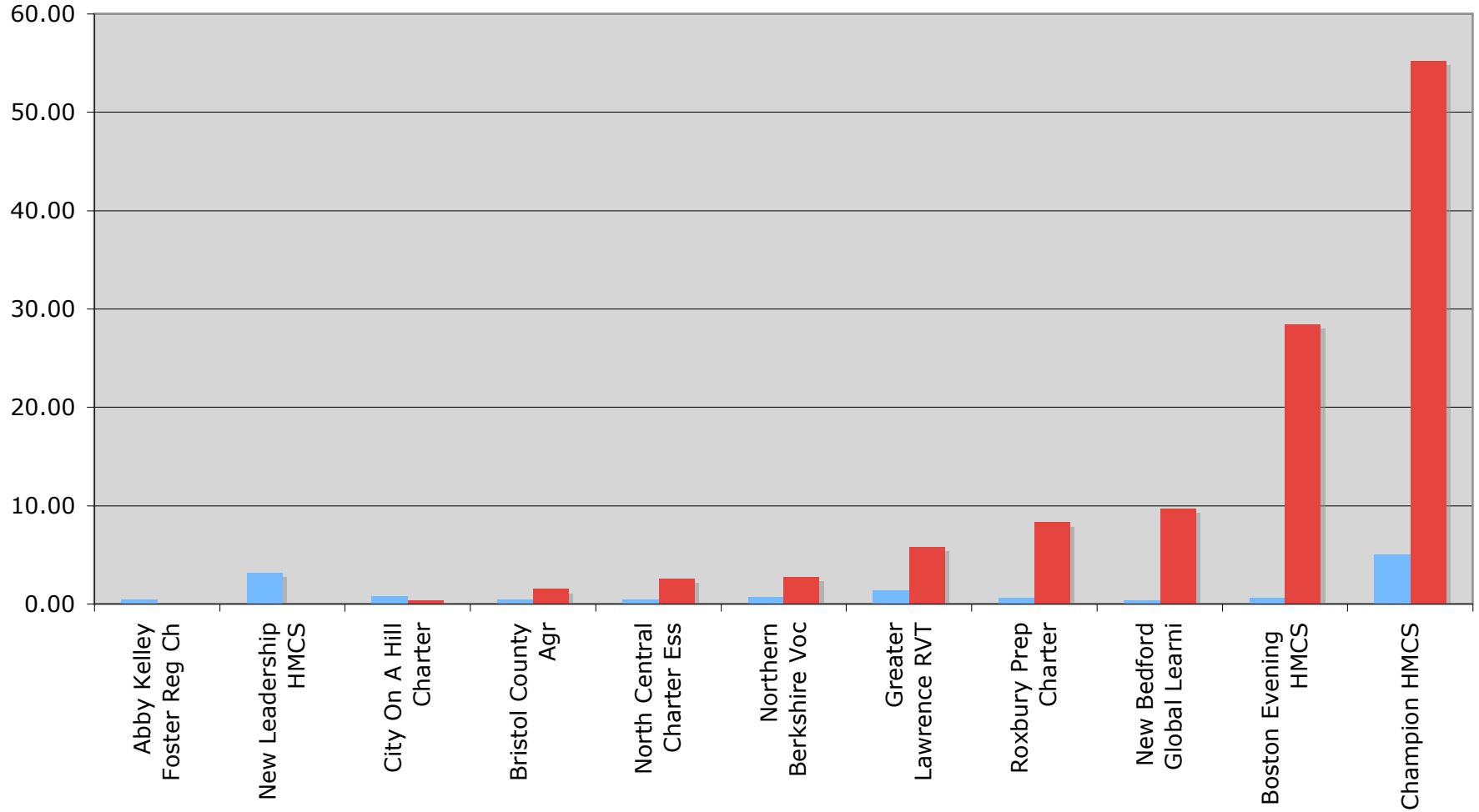


Appendix 17. Charter and Vocational Schools -  
Comparison of Student Exclusions to Dropouts

| <b>District</b>           | <b>Exclusion Percentage</b> | <b>Dropout Percentage</b> |
|---------------------------|-----------------------------|---------------------------|
| Abby Kelley Foster Reg Ch | 0.47                        | 0.0                       |
| New Leadership HMCS       | 3.13                        | 0.0                       |
| City On A Hill Charter    | 0.78                        | 0.4                       |
| Bristol County Agr        | 0.48                        | 1.5                       |
| North Central Charter Ess | 0.43                        | 2.6                       |
| Northern Berkshire Voc    | 0.70                        | 2.7                       |
| Greater Lawrence RVT      | 1.35                        | 5.8                       |
| Roxbury Prep Charter      | 0.57                        | 8.3                       |
| New Bedford Global Learni | 0.40                        | 9.7                       |
| Boston Evening HMCS       | 0.66                        | 28.4                      |
| Champion HMCS             | 5.05                        | 55.2                      |
| <b>District Average</b>   | <b>1.27</b>                 | <b>10.4</b>               |
| <b>STATE LEVEL</b>        | <b>0.20</b>                 | <b>3.3</b>                |

## Charter and Vocational Schools - Comparison of Student Exclusions to Dropouts

Exclusion Percentage Dropout Percentage



Appendix 19a.

| <b>2003</b>           |                    |                     |                          |
|-----------------------|--------------------|---------------------|--------------------------|
| <b>District*</b>      | <b>Regular Ed.</b> | <b>SPED Student</b> | <b>Not yet evaluated</b> |
| Avon                  | 3                  | 1                   | 0                        |
| Mount Greylock        | 4                  | 1                   | 0                        |
| Northboro-Southboro   | 4                  | 2                   | 0                        |
| Southern Berkshire    | 4                  | 2                   | 0                        |
| Monson                | 6                  | 0                   | 0                        |
| Athol-Royalston       | 6                  | 4                   | 0                        |
| Salem                 | 6                  | 4                   | 0                        |
| Wareham               | 6                  | 4                   | 0                        |
| Brockton              | 8                  | 2                   | 0                        |
| Walpole               | 8                  | 3                   | 0                        |
| Winchendon            | 8                  | 5                   | 0                        |
| Barnstable            | 9                  | 1                   | 0                        |
| Central Berkshire     | 9                  | 3                   | 0                        |
| Haverhill             | 9                  | 1                   | 2                        |
| Randolph              | 9                  | 3                   | 0                        |
| Leominster            | 10                 | 0                   | 0                        |
| Fall River            | 10                 | 1                   | 0                        |
| Revere                | 10                 | 3                   | 0                        |
| Stoughton             | 10                 | 12                  | 0                        |
| New Bedford           | 11                 | 0                   | 0                        |
| Quincy                | 13                 | 12                  | 0                        |
| Nauset                | 15                 | 2                   | 0                        |
| Fitchburg             | 16                 | 2                   | 0                        |
| Greenfield            | 17                 | 1                   | 0                        |
| Chelsea               | 18                 | 0                   | 0                        |
| Dennis-Yarmouth       | 18                 | 1                   | 0                        |
| North Attleborough    | 20                 | 3                   | 1                        |
| Plymouth              | 26                 | 7                   | 1                        |
| Holyoke               | 27                 | 28                  | 1                        |
| Cambridge             | 28                 | 0                   | 0                        |
| Chicopee              | 30                 | 2                   | 0                        |
| Lowell                | 45                 | 5                   | 0                        |
| Worcester             | 50                 | 49                  | 3                        |
| Lawrence              | 64                 | 11                  | 0                        |
| Boston                | 190                | 31                  | 0                        |
| Springfield           | 383                | 191                 | 9                        |
| <b>District Total</b> | <b>1110</b>        | <b>397</b>          | <b>17</b>                |
| <b>State Total</b>    | <b>1420</b>        | <b>509</b>          | <b>20</b>                |

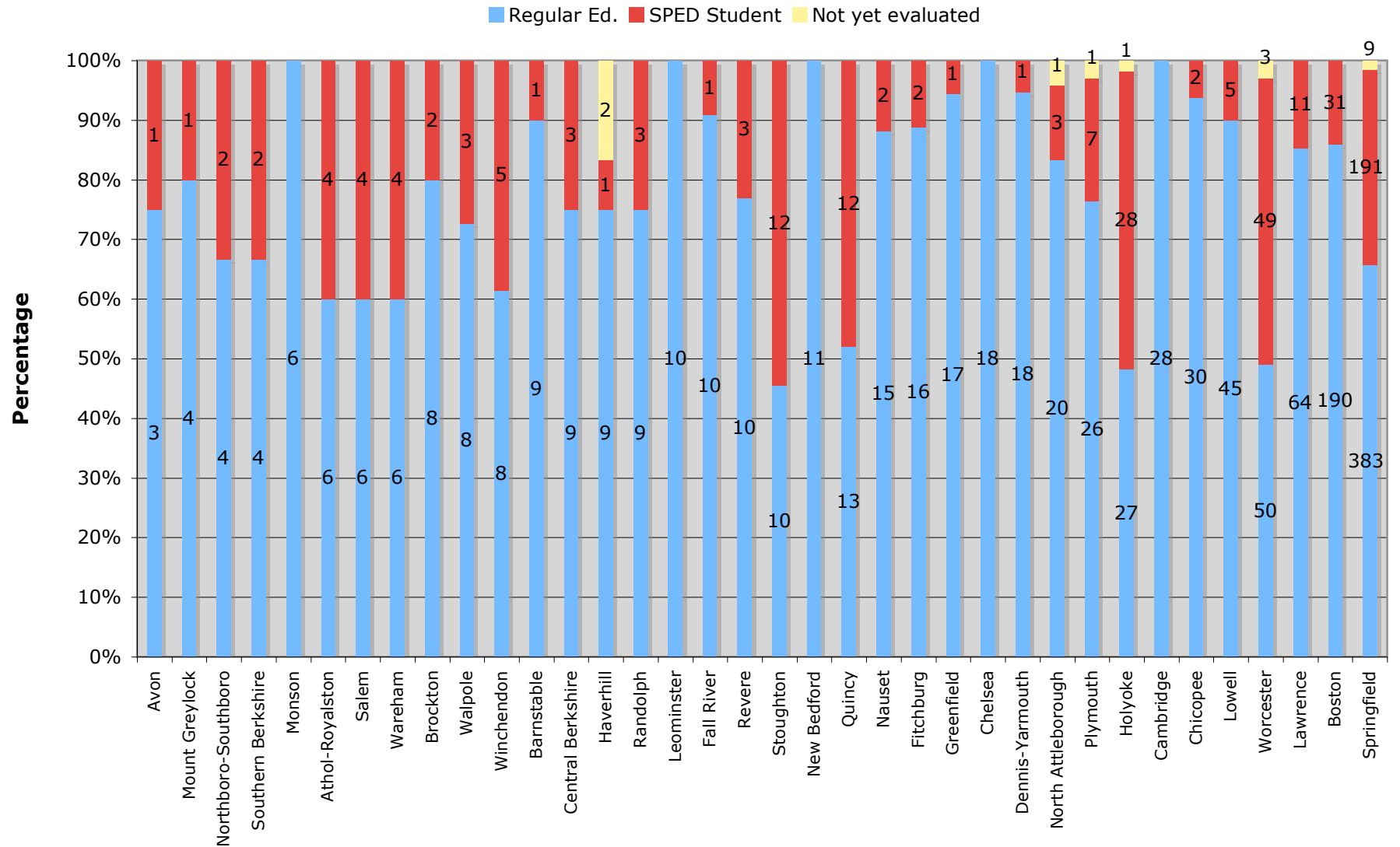
\* "District" does not include charter and regional vocational schools.

Appendix 19b.

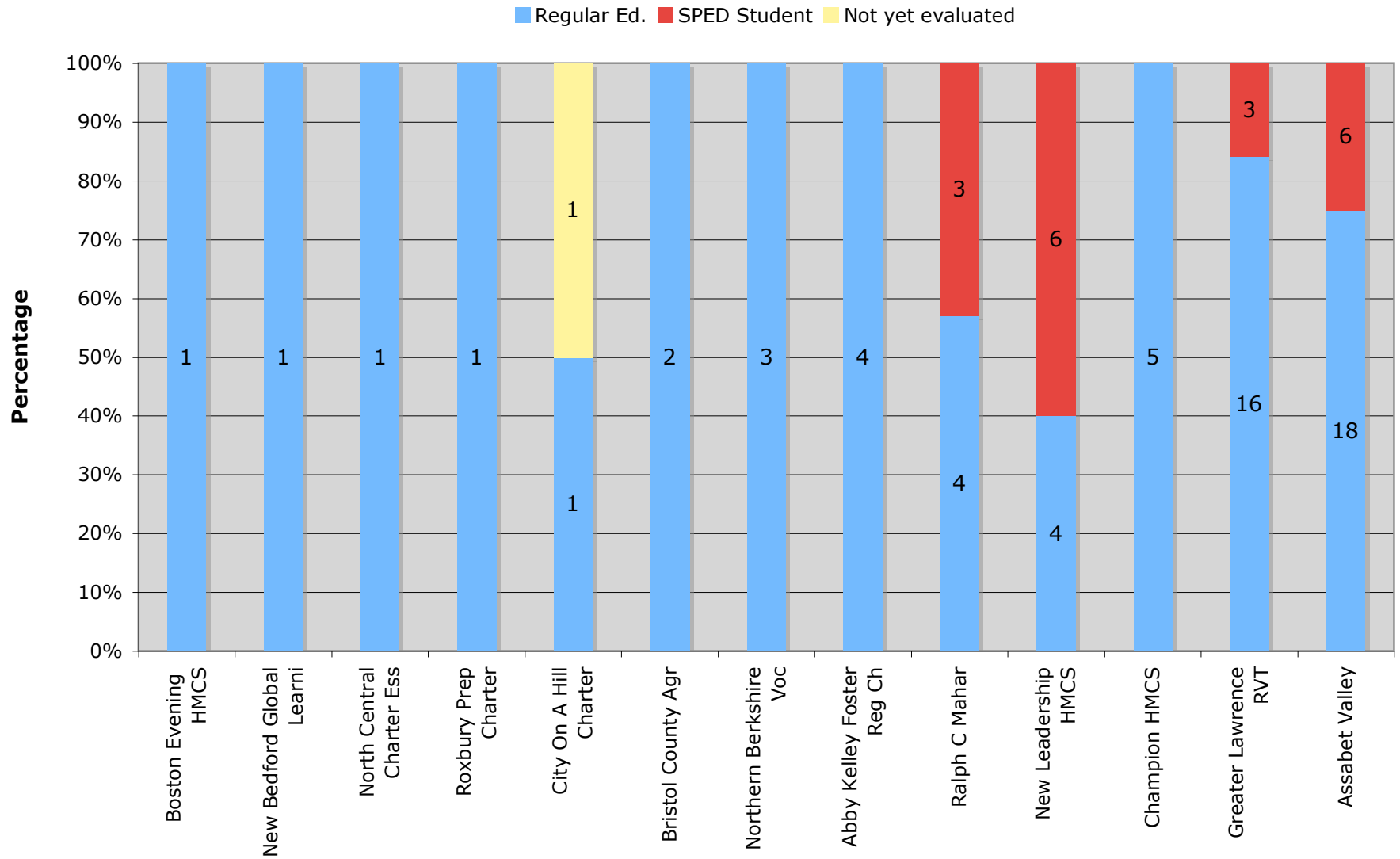
| <b>2003</b>               |                    |                     |                          |
|---------------------------|--------------------|---------------------|--------------------------|
| <b>District*</b>          | <b>Regular Ed.</b> | <b>SPED Student</b> | <b>Not yet evaluated</b> |
| Boston Evening HMCS       | 1                  | 0                   | 0                        |
| New Bedford Global Learni | 1                  | 0                   | 0                        |
| North Central Charter Ess | 1                  | 0                   | 0                        |
| Roxbury Prep Charter      | 1                  | 0                   | 0                        |
| City On A Hill Charter    | 1                  | 0                   | 1                        |
| Bristol County Agr        | 2                  | 0                   | 0                        |
| Northern Berkshire Voc    | 3                  | 0                   | 0                        |
| Abby Kelley Foster Reg Ch | 4                  | 0                   | 0                        |
| Ralph C Mahar             | 4                  | 3                   | 0                        |
| New Leadership HMCS       | 4                  | 6                   | 0                        |
| Champion HMCS             | 5                  | 0                   | 0                        |
| Greater Lawrence RVT      | 16                 | 3                   | 0                        |
| Assabet Valley            | 18                 | 6                   | 0                        |
| <b>District Total</b>     | <b>61</b>          | <b>18</b>           | <b>1</b>                 |
| <b>State Total</b>        | <b>1420</b>        | <b>509</b>          | <b>20</b>                |

\* "District" is comprised of charter and regional vocational schools.

### District Exclusions by Program Status



### Charter and Vocational Schools Exclusions by Program Status



Appendix 21. Type of Removal

| 2003                         |              |   |                             |
|------------------------------|--------------|---|-----------------------------|
|                              | SPED Student | Removed by<br>an impartial<br>hearing officer | Removed by<br>sch personnel |
| Boston Evening<br>HMCS       | 0            | 0   | 0                           |
| New Bedford Global<br>Learni | 0            | 0   | 0                           |
| North Central Charter<br>Ess | 0            | 0   | 0                           |
| Roxbury Prep Charter         | 0            | 0   | 0                           |
| City On A Hill Charter       | 0            | 0   | 0                           |
| Bristol County Agr           | 0            | 0   | 0                           |
| Northern Berkshire<br>Voc    | 0            | 0   | 0                           |
| Avon                         | 1            | 0   | 1                           |
| Abby Kelley Foster<br>Reg Ch | 0            | 0   | 0                           |
| Mount Greylock               | 1            | 0   | 1                           |
| Northboro-Southboro          | 2            | 0   | 2                           |
| Southern Berkshire           | 2            | 0   | 2                           |
| Ralph C Mahar                | 3            | 0   | 3                           |
| New Leadership<br>HMCS       | 6            | 0   | 6                           |
| Champion HMCS                | 0            | 0   | 0                           |
| Monson                       | 0            | 0   | 0                           |
| Athol-Royalston              | 4            | 1   | 3                           |
| Salem                        | 4            | 0   | 4                           |
| Wareham                      | 4            | 4   | 0                           |
| Brockton                     | 2            | 0   | 2                           |
| Walpole                      | 3            | 0   | 3                           |
| Winchendon                   | 5            | 0   | 5                           |
| Barnstable                   | 1            | 0   | 1                           |
| Central Berkshire            | 3            | 0   | 3                           |
| Haverhill                    | 1            | 1   | 0                           |
| Randolph                     | 3            | 0   | 3                           |
| Leominster                   | 0            | 0   | 0                           |
| Fall River                   | 1            | 0   | 1                           |
| Revere                       | 3            | 0   | 3                           |
| Stoughton                    | 12           | 3   | 9                           |
| New Bedford                  | 0            | 0   | 0                           |
| Quincy                       | 12           | 1   | 10                          |
| Nauset                       | 2            | 0   | 2                           |
| Fitchburg                    | 2            | 0   | 2                           |
|                              |              |   |                             |



Appendix 21. Type of Removal

|                         | SPED Student | Removed by<br>an impartial<br>hearing officer | Removed by<br>sch personnel |
|-------------------------|--------------|---|-----------------------------|
| Greater Lawrence<br>RVT | 3            | 0   | 3                           |
| Greenfield              | 1            | 1   | 0                           |
| Chelsea                 | 0            | 0   | 0                           |
| Dennis-Yarmouth         | 1            | 1   | 0                           |
| Assabet Valley          | 6            | 0   | 6                           |
| North Attleborough      | 3            | 0   | 3                           |
| Plymouth                | 7            | 0   | 7                           |
| Holyoke                 | 28           | 21  | 7                           |
| Cambridge               | 0            | 0   | 0                           |
| Chicopee                | 2            | 0   | 2                           |
| Lowell                  | 5            | 2   | 3                           |
| Worcester               | 49           | 4   | 45                          |
| Lawrence                | 11           | 0   | 11                          |
| Boston                  | 31           | 2   | 29                          |
| Springfield             | 191          | 33  | 157                         |

Appendix 22.

| <b>Type of Alternative Education Provided*</b> |               |                              |                                     |                  |                        |
|--|---------------|------------------------------|-------------------------------------|------------------|------------------------|
| 2003   |               |                              |                                     |                  |                        |
|  | Home Tutoring | In-District Alt. Ed. Program | Alt. Ed program in another district | Private Alt. Ed. | Work/Community Service |
| Avon   | 0             | 0                            | 1                                   | 0                | 0                      |
| Mount Greylock                                 | 1             | 0                            | 0                                   | 0                | 0                      |
| Monson   | 3             | 0                            | 0                                   | 0                | 0                      |
| Northboro-Southboro                            | 2             | 2                            | 0                                   | 1                | 0                      |
| Southern Berkshire                             | 1             | 4                            | 0                                   | 0                | 1                      |
| Athol-Royalston                                | 0             | 5                            | 0                                   | 0                | 0                      |
| Barnstable                                     | 6             | 0                            | 0                                   | 0                | 0                      |
| Brockton                                       | 3             | 1                            | 0                                   | 0                | 0                      |
| Leominster                                     | 3             | 0                            | 0                                   | 0                | 0                      |
| Salem  | 3             | 0                            | 0                                   | 0                | 1                      |
| Wareham  | 6             | 2                            | 0                                   | 0                | 0                      |
| Fall River                                     | 4             | 4                            | 0                                   | 0                | 0                      |
| New Bedford                                    | 0             | 11                           | 0                                   | 0                | 0                      |
| Walpole  | 2             | 0                            | 2                                   | 0                | 0                      |
| Central Berkshire                              | 3             | 0                            | 0                                   | 0                | 0                      |
| Haverhill                                      | 4             | 4                            | 0                                   | 0                | 0                      |
| Randolph                                       | 8             | 0                            | 0                                   | 0                | 0                      |
| Revere   | 6             | 0                            | 3                                   | 0                | 0                      |
| Winchendon                                     | 6             | 0                            | 0                                   | 0                | 0                      |
| Nauset   | 17            | 0                            | 0                                   | 0                | 0                      |
| Chelsea  | 9             | 1                            | 0                                   | 0                | 0                      |
| Fitchburg                                      | 12            | 1                            | 0                                   | 0                | 0                      |
| Greenfield                                     | 0             | 8                            | 1                                   | 0                | 0                      |
| Dennis-Yarmouth                                | 1             | 0                            | 0                                   | 0                | 0                      |
| Stoughton                                      | 8             | 2                            | 0                                   | 7                | 0                      |
| North Attleborough                             | 2             | 14                           | 0                                   | 0                | 0                      |
| Quincy   | 2             | 18                           | 0                                   | 0                | 0                      |
| Cambridge                                      | 9             | 7                            | 12                                  | 0                | 0                      |
| Chicopee                                       | 3             | 0                            | 0                                   | 1                | 0                      |
| Plymouth                                       | 23            | 0                            | 0                                   | 0                | 0                      |
| Lowell   | 40            | 0                            | 0                                   | 0                | 0                      |
| Holyoke  | 0             | 46                           | 0                                   | 0                | 0                      |
| Lawrence                                       | 0             | 69                           | 0                                   | 0                | 0                      |
| Worcester                                      | 1             | 101                          | 0                                   | 0                | 0                      |
| Boston   | 10            | 204                          | 2                                   | 0                | 0                      |
| Springfield                                    | 34            | 500                          | 2                                   | 1                | 0                      |

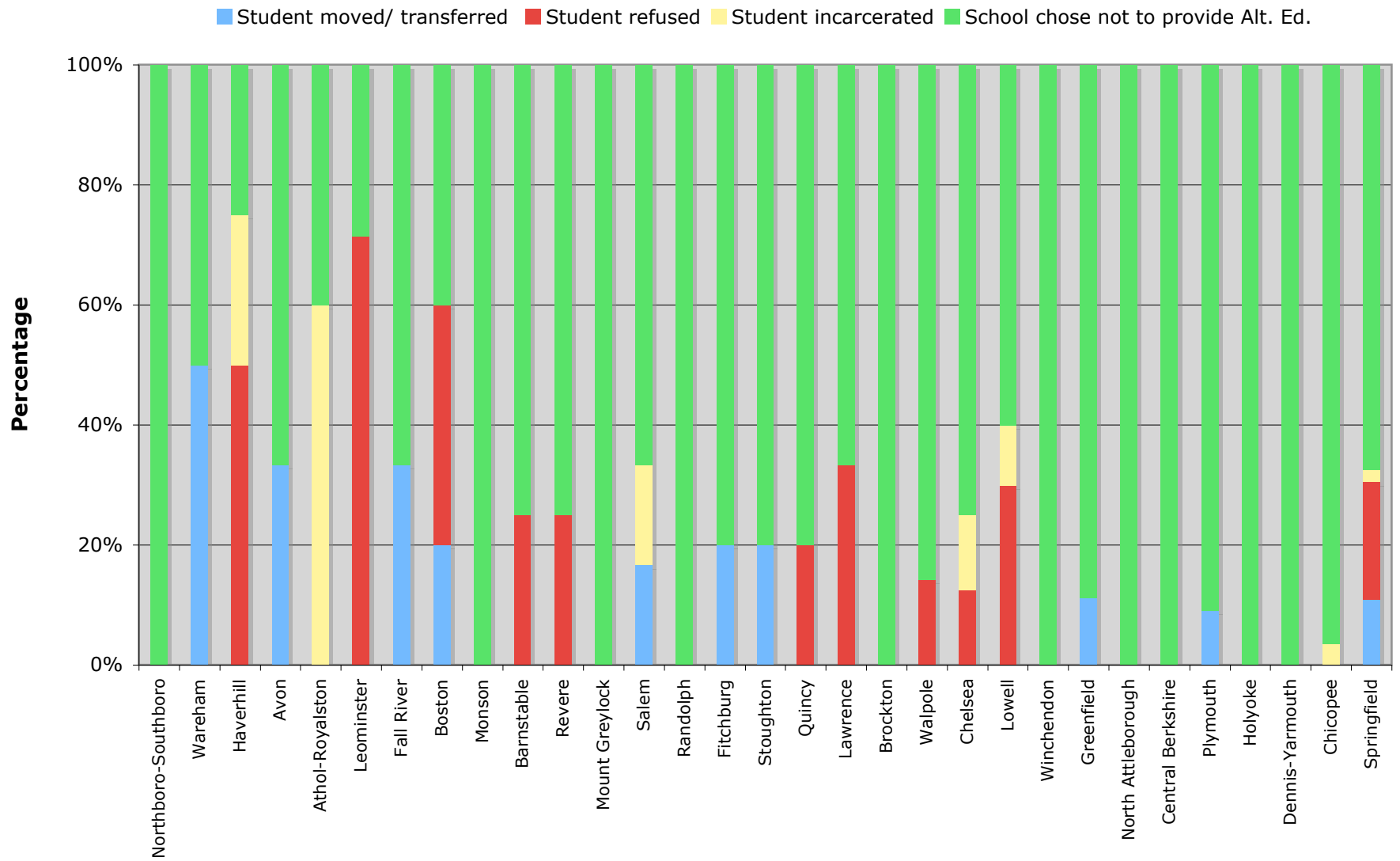
\* Not including charter and vocational schools

Appendix 23.

| <b>Reason Alternative Education Was Not Provided*</b> |                               |                 |                      |                                      |
|---|-------------------------------|-----------------|----------------------|--------------------------------------|
| 2003  |                               |                 |                      |                                      |
|   | Student moved/<br>transferred | Student refused | Student incarcerated | School chose not to provide Alt. Ed. |
| Northboro-Southboro                                   | 0                             | 0               | 0                    | 1                                    |
| Wareham   | 1                             | 0               | 0                    | 1                                    |
| Haverhill   | 0                             | 2               | 1                    | 1                                    |
| Avon  | 1                             | 0               | 0                    | 2                                    |
| Athol-Royalston                                       | 0                             | 0               | 3                    | 2                                    |
| Leominster  | 0                             | 5               | 0                    | 2                                    |
| Fall River  | 1                             | 0               | 0                    | 2                                    |
| Boston  | 1                             | 2               | 0                    | 2                                    |
| Monson  | 0                             | 0               | 0                    | 3                                    |
| Barnstable  | 0                             | 1               | 0                    | 3                                    |
| Revere  | 0                             | 1               | 0                    | 3                                    |
| Mount Greylock  | 0                             | 0               | 0                    | 4                                    |
| Salem   | 1                             | 0               | 1                    | 4                                    |
| Randolph  | 0                             | 0               | 0                    | 4                                    |
| Fitchburg   | 1                             | 0               | 0                    | 4                                    |
| Stoughton   | 1                             | 0               | 0                    | 4                                    |
| Quincy  | 0                             | 1               | 0                    | 4                                    |
| Lawrence  | 0                             | 2               | 0                    | 4                                    |
| Brockton  | 0                             | 0               | 0                    | 6                                    |
| Walpole   | 0                             | 1               | 0                    | 6                                    |
| Chelsea   | 0                             | 1               | 1                    | 6                                    |
| Lowell  | 0                             | 3               | 1                    | 6                                    |
| Winchendon  | 0                             | 0               | 0                    | 7                                    |
| Greenfield  | 1                             | 0               | 0                    | 8                                    |
| North Attleborough                                    | 0                             | 0               | 0                    | 8                                    |
| Central Berkshire                                     | 0                             | 0               | 0                    | 9                                    |
| Plymouth  | 1                             | 0               | 0                    | 10                                   |
| Holyoke   | 0                             | 0               | 0                    | 10                                   |
| Dennis-Yarmouth                                       | 0                             | 0               | 0                    | 18                                   |
| Chicopee  | 0                             | 0               | 1                    | 27                                   |
| Springfield   | 5                             | 9               | 1                    | 31                                   |

\* Not including charter and vocational schools

### Districts - Reason Alt. Ed. Not Provided

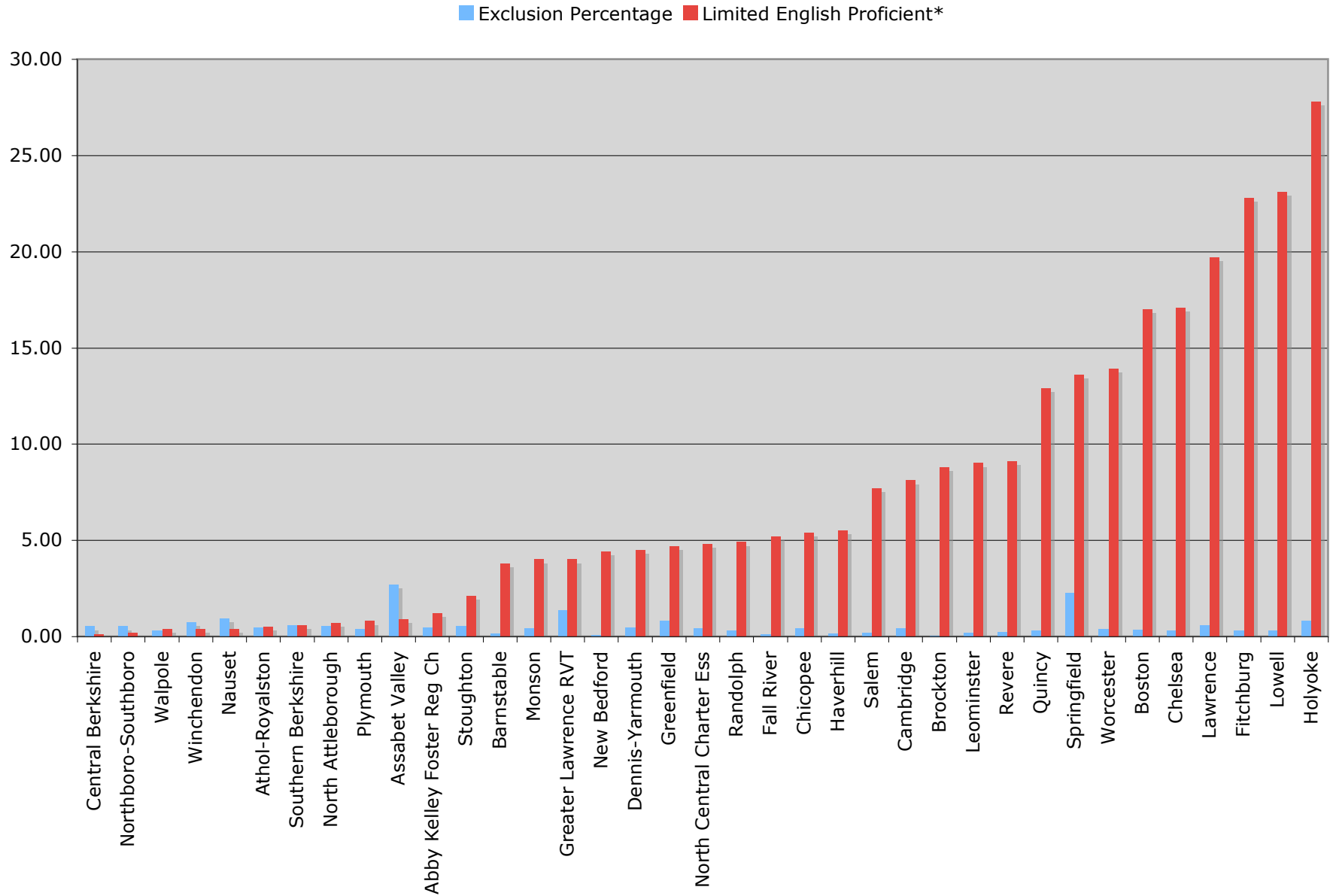


Appendix 25. Limited English Proficiency Rate

| 2003                      |                      |                             |
|---------------------------|----------------------|-----------------------------|
|                           | Exclusion Percentage | Limited English Proficient* |
| Central Berkshire         | 0.52                 | 0.1                         |
| Northboro-Southboro       | 0.52                 | 0.2                         |
| Walpole                   | 0.31                 | 0.4                         |
| Winchendon                | 0.72                 | 0.4                         |
| Nauset                    | 0.96                 | 0.4                         |
| Athol-Royalston           | 0.46                 | 0.5                         |
| Southern Berkshire        | 0.61                 | 0.6                         |
| North Attleborough        | 0.53                 | 0.7                         |
| Plymouth                  | 0.39                 | 0.8                         |
| Assabet Valley            | 2.70                 | 0.9                         |
| Abby Kelley Foster Reg Ch | 0.47                 | 1.2                         |
| Stoughton                 | 0.54                 | 2.1                         |
| Barnstable                | 0.16                 | 3.8                         |
| Monson                    | 0.42                 | 4.0                         |
| Greater Lawrence RVT      | 1.35                 | 4.0                         |
| New Bedford               | 0.08                 | 4.4                         |
| Dennis-Yarmouth           | 0.45                 | 4.5                         |
| Greenfield                | 0.83                 | 4.7                         |
| North Central Charter Ess | 0.43                 | 4.8                         |
| Randolph                  | 0.31                 | 4.9                         |
| Fall River                | 0.09                 | 5.2                         |
| Chicopee                  | 0.43                 | 5.4                         |
| Haverhill                 | 0.15                 | 5.5                         |
| Salem                     | 0.21                 | 7.7                         |
| Cambridge                 | 0.42                 | 8.1                         |
| Brockton                  | 0.06                 | 8.8                         |
| Leominster                | 0.17                 | 9.0                         |
| Revere                    | 0.23                 | 9.1                         |
| Quincy                    | 0.29                 | 12.9                        |
| Springfield               | 2.26                 | 13.6                        |
| Worcester                 | 0.41                 | 13.9                        |
| Boston                    | 0.36                 | 17.0                        |
| Chelsea                   | 0.33                 | 17.1                        |
| Lawrence                  | 0.61                 | 19.7                        |
| Fitchburg                 | 0.31                 | 22.8                        |
| Lowell                    | 0.33                 | 23.1                        |
| Holyoke                   | 0.79                 | 27.8                        |

\* Data suppressed for school districts with Limited English Proficiency Rate of 0

Appendix 26.



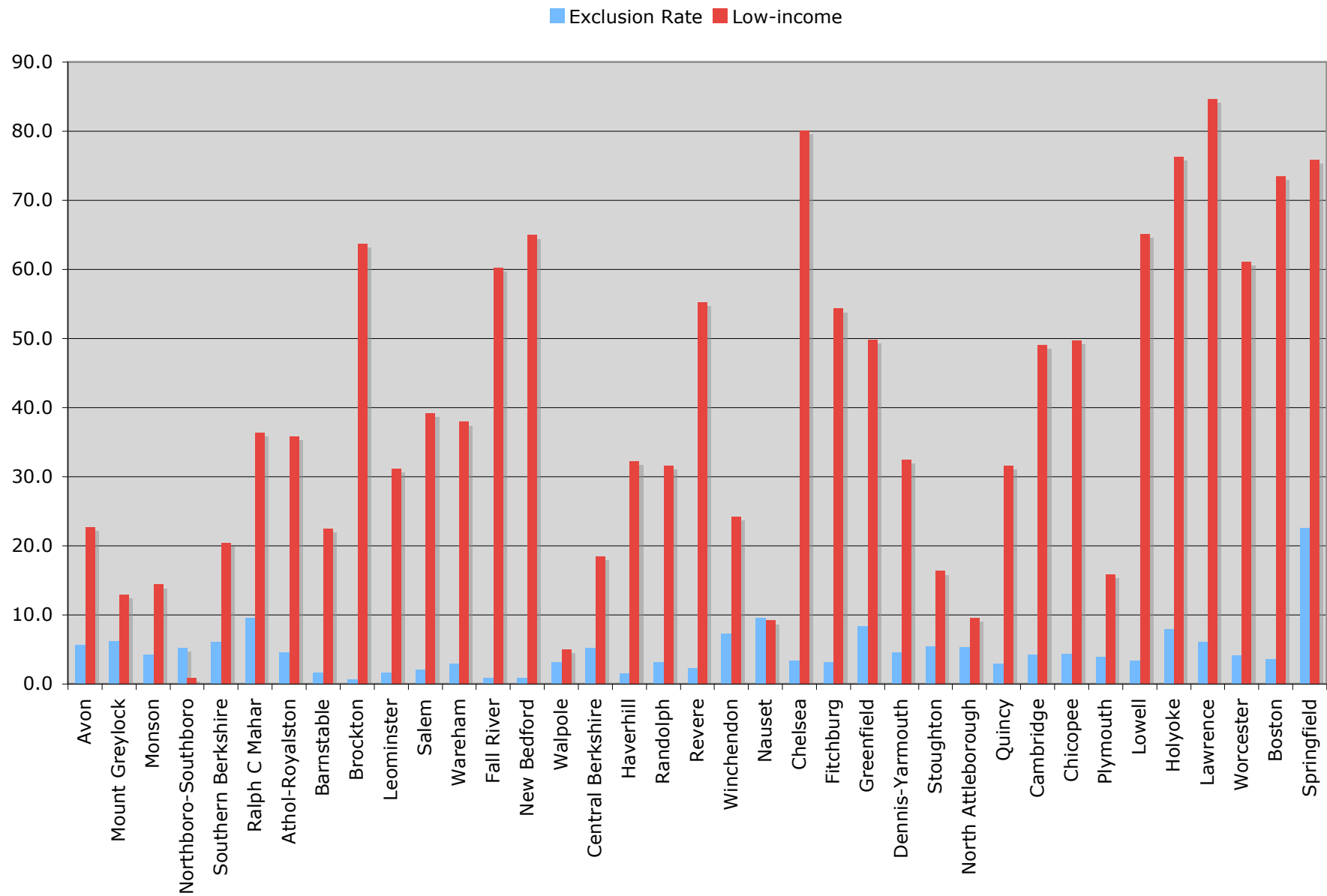
Appendix 27. Low-income Compared to Exclusion Rate

| <b>2003</b>               |                       |                   |
|---------------------------|-----------------------|-------------------|
| <b>Districts*</b>         | <b>Exclusion Rate</b> | <b>Low-income</b> |
| Avon                      | 5.6                   | 22.7              |
| Mount Greylock            | 6.2                   | 12.9              |
| Monson                    | 4.2                   | 14.4              |
| Northboro-Southboro       | 5.2                   | 0.9               |
| Southern Berkshire        | 6.1                   | 20.4              |
| Ralph C Mahar             | 9.6                   | 36.3              |
| Athol-Royalston           | 4.6                   | 35.8              |
| Barnstable                | 1.6                   | 22.5              |
| Brockton                  | 0.6                   | 63.7              |
| Leominster                | 1.7                   | 31.1              |
| Salem                     | 2.1                   | 39.2              |
| Wareham                   | 2.9                   | 37.9              |
| Fall River                | 0.9                   | 60.2              |
| New Bedford               | 0.8                   | 64.9              |
| Walpole                   | 3.1                   | 5.0               |
| Central Berkshire         | 5.2                   | 18.5              |
| Haverhill                 | 1.5                   | 32.2              |
| Randolph                  | 3.1                   | 31.5              |
| Revere                    | 2.3                   | 55.2              |
| Winchendon                | 7.2                   | 24.2              |
| Nauset                    | 9.6                   | 9.2               |
| Chelsea                   | 3.3                   | 80.1              |
| Fitchburg                 | 3.1                   | 54.3              |
| Greenfield                | 8.3                   | 49.8              |
| Dennis-Yarmouth           | 4.5                   | 32.4              |
| Stoughton                 | 5.4                   | 16.3              |
| North Attleborough        | 5.3                   | 9.6               |
| Quincy                    | 2.9                   | 31.5              |
| Cambridge                 | 4.2                   | 49.0              |
| Chicopee                  | 4.3                   | 49.7              |
| Plymouth                  | 3.9                   | 15.8              |
| Lowell                    | 3.3                   | 65.1              |
| Holyoke                   | 7.9                   | 76.3              |
| Lawrence                  | 6.1                   | 84.6              |
| Worcester                 | 4.1                   | 61.1              |
| Boston                    | 3.6                   | 73.5              |
| Springfield               | 22.6                  | 75.8              |
| <b>Districts' Average</b> | <b>4.8</b>            | <b>39.6</b>       |
| <b>STATE LEVEL</b>        | <b>2.0</b>            | <b>27.7**</b>     |

\* "Districts" do not include charter and regional vocational schools.

\*\* Only 2004-2005 data is available for this data point.

Appendix 28.



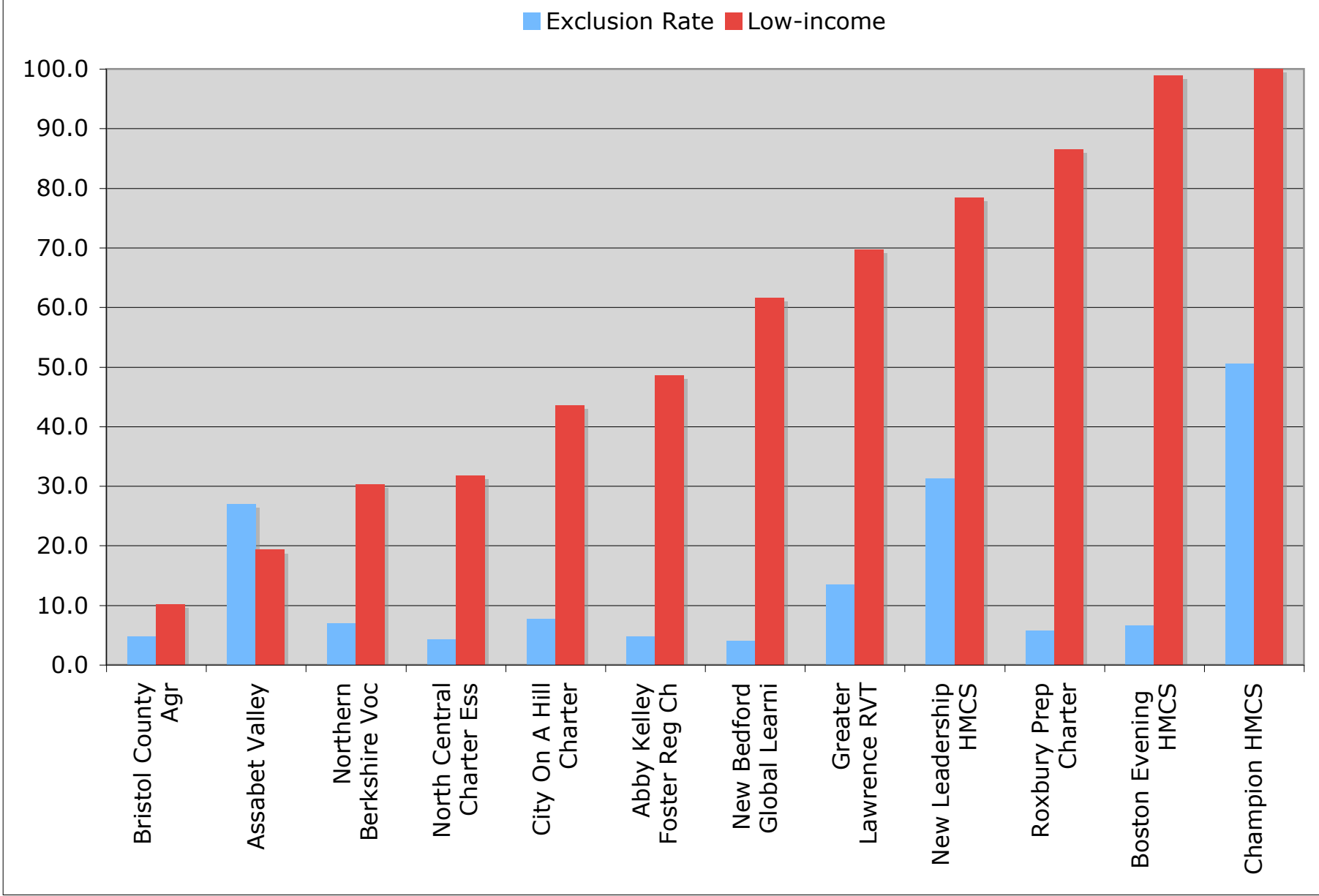


Appendix 29. Low-income Compared to Exclusion Rate

| <b>2003</b>                  |                       |                   |
|------------------------------|-----------------------|-------------------|
| <b>Districts*</b>            | <b>Exclusion Rate</b> | <b>Low-income</b> |
| Bristol County Agr           | 4.8                   | 10.1              |
| Assabet Valley               | 27.0                  | 19.3              |
| Northern Berkshire Voc       | 7.0                   | 30.3              |
| North Central Charter<br>Ess | 4.3                   | 31.7              |
| City On A Hill Charter       | 7.8                   | 43.6              |
| Abby Kelley Foster Reg<br>Ch | 4.7                   | 48.6              |
| New Bedford Global<br>Learni | 4.0                   | 61.6              |
| Greater Lawrence RVT         | 13.5                  | 69.7              |
| New Leadership HMCS          | 31.3                  | 78.5              |
| Roxbury Prep Charter         | 5.7                   | 86.5              |
| Boston Evening HMCS          | 6.6                   | 98.9              |
| Champion HMCS                | 50.5                  | 100.0             |
| <b>Districts' Average</b>    | <b>13.9</b>           | <b>56.6</b>       |
| <b>STATE LEVEL</b>           | <b>2.0</b>            | <b>27.7**</b>     |

\* "Districts" do not include regular public school districts.

\*\* Only 2004-2005 data is available for this data point.

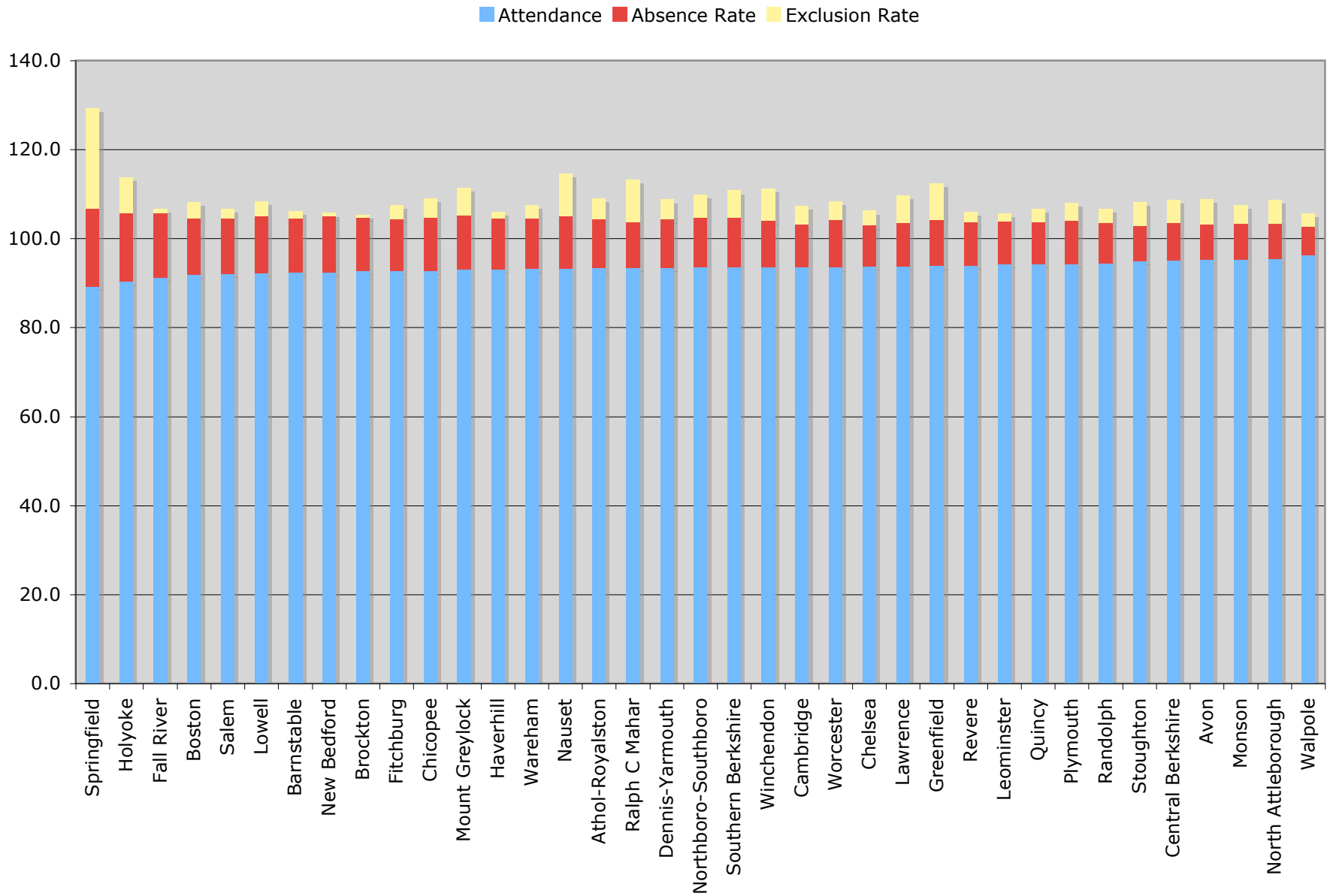


Appendix 31. Attendance and Absence Rates Compared to Exclusion Rates

| <b>2003</b>               |                   |                     |                       |
|---------------------------|-------------------|---------------------|-----------------------|
| <b>District*</b>          | <b>Attendance</b> | <b>Absence Rate</b> | <b>Exclusion Rate</b> |
| Springfield               | 89.3              | 17.4                | 22.6                  |
| Holyoke                   | 90.4              | 15.4                | 7.9                   |
| Fall River                | 91.3              | 14.5                | 0.9                   |
| Boston                    | 91.9              | 12.7                | 3.6                   |
| Salem                     | 92.1              | 12.5                | 2.1                   |
| Lowell                    | 92.3              | 12.7                | 3.3                   |
| Barnstable                | 92.5              | 12.1                | 1.6                   |
| New Bedford               | 92.5              | 12.5                | 0.8                   |
| Brockton                  | 92.8              | 12.0                | 0.6                   |
| Fitchburg                 | 92.8              | 11.7                | 3.1                   |
| Chicopee                  | 92.8              | 11.9                | 4.3                   |
| Mount Greylock            | 93.0              | 12.3                | 6.2                   |
| Haverhill                 | 93.1              | 11.5                | 1.5                   |
| Wareham                   | 93.2              | 11.4                | 2.9                   |
| Nauset                    | 93.2              | 11.8                | 9.6                   |
| Athol-Royalston           | 93.3              | 11.2                | 4.6                   |
| Ralph C Mahar             | 93.4              | 10.3                | 9.6                   |
| Dennis-Yarmouth           | 93.4              | 10.9                | 4.5                   |
| Northboro-Southboro       | 93.5              | 11.2                | 5.2                   |
| Southern Berkshire        | 93.5              | 11.2                | 6.1                   |
| Winchendon                | 93.5              | 10.6                | 7.2                   |
| Cambridge                 | 93.6              | 9.6                 | 4.2                   |
| Worcester                 | 93.6              | 10.6                | 4.1                   |
| Chelsea                   | 93.8              | 9.2                 | 3.3                   |
| Lawrence                  | 93.8              | 9.8                 | 6.1                   |
| Greenfield                | 93.9              | 10.3                | 8.3                   |
| Revere                    | 94.0              | 9.8                 | 2.3                   |
| Leominster                | 94.3              | 9.6                 | 1.7                   |
| Quincy                    | 94.3              | 9.4                 | 2.9                   |
| Plymouth                  | 94.3              | 9.8                 | 3.9                   |
| Randolph                  | 94.4              | 9.2                 | 3.1                   |
| Stoughton                 | 94.9              | 7.9                 | 5.4                   |
| Central Berkshire         | 95.1              | 8.4                 | 5.2                   |
| Avon                      | 95.2              | 8.1                 | 5.6                   |
| Monson                    | 95.3              | 8.1                 | 4.2                   |
| North Attleborough        | 95.5              | 7.9                 | 5.3                   |
| Walpole                   | 96.3              | 6.4                 | 3.1                   |
| <b>Districts' Average</b> | <b>93.4</b>       | <b>10.9</b>         | <b>4.8</b>            |
| <b>STATE LEVEL</b>        | <b>94.1</b>       | <b>n/a</b>          | <b>2.0</b>            |

\* "District" does not include charter and regional vocational schools.

Appendix 32.

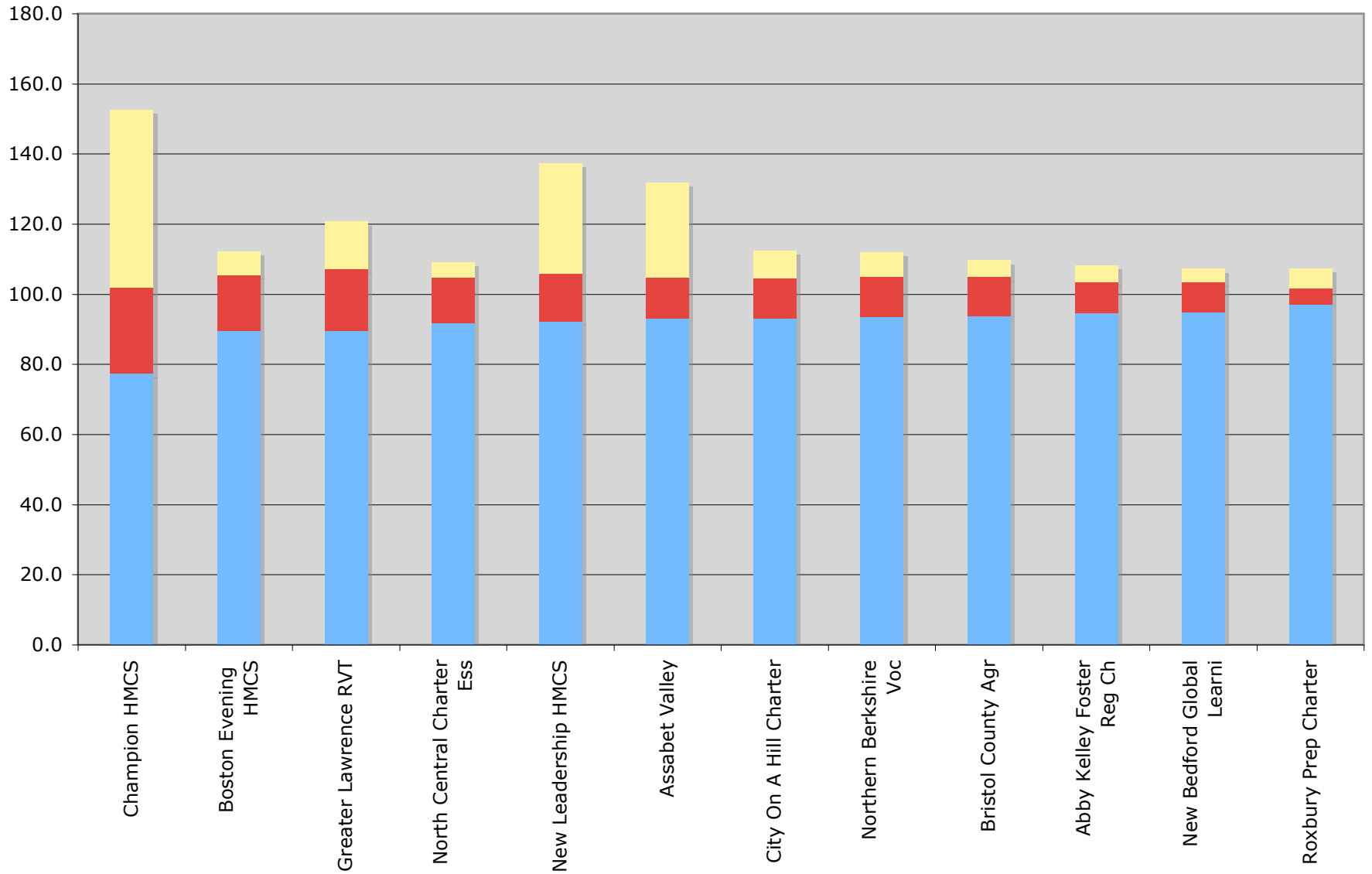


Appendix 33. Attendance and Absence Rates Compared to Exclusion Rates

| <b>2003</b>               |                   |                     |                       |
|---------------------------|-------------------|---------------------|-----------------------|
| <b>District*</b>          | <b>Attendance</b> | <b>Absence Rate</b> | <b>Exclusion Rate</b> |
| Champion HMCS             | 77.3              | 24.7                | 50.5                  |
| Boston Evening HMCS       | 89.7              | 15.9                | 6.6                   |
| Greater Lawrence RVT      | 89.7              | 17.5                | 13.5                  |
| North Central Charter Ess | 91.8              | 13.0                | 4.3                   |
| New Leadership HMCS       | 92.4              | 13.5                | 31.3                  |
| Assabet Valley            | 93.2              | 11.5                | 27.0                  |
| City On A Hill Charter    | 93.2              | 11.4                | 7.8                   |
| Northern Berkshire Voc    | 93.5              | 11.4                | 7.0                   |
| Bristol County Agr        | 93.8              | 11.1                | 4.8                   |
| Abby Kelley Foster Reg Ch | 94.8              | 8.8                 | 4.7                   |
| New Bedford Global Learni | 94.9              | 8.4                 | 4.0                   |
| Roxbury Prep Charter      | 97.2              | 4.4                 | 5.7                   |
| <b>Districts' Average</b> | <b>91.8</b>       | <b>12.6</b>         | <b>13.9</b>           |
| <b>STATE LEVEL</b>        | <b>94.1</b>       | <b>n/a</b>          | <b>2.0</b>            |

\* "District" is comprised of charter and regional vocation schools.

Attendance Absence Rate Exclusion Rate

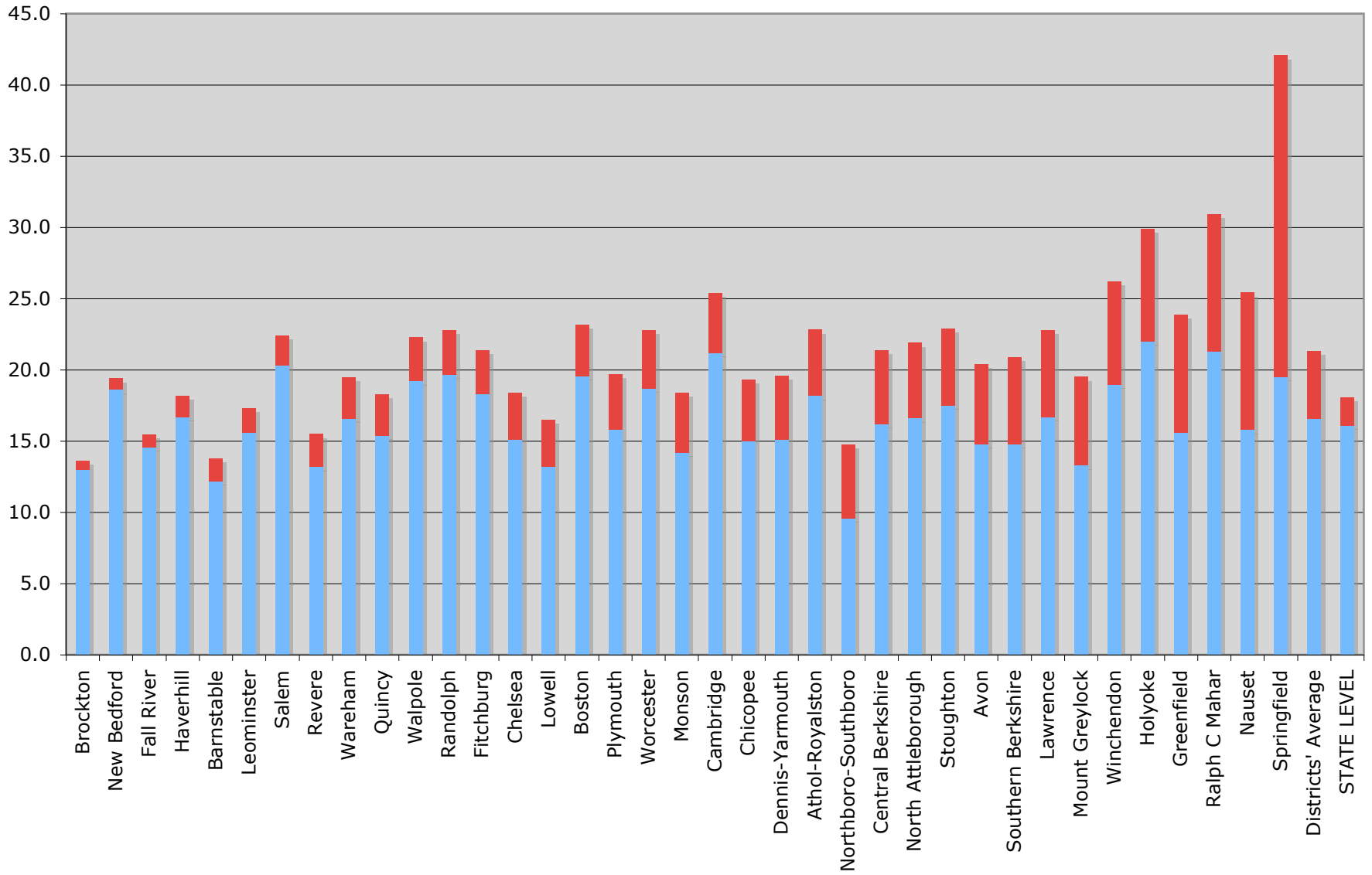


Appendix 35. Special Education Rates Compared to Exclusion Rates

| 2003                      |                   |                |
|---------------------------|-------------------|----------------|
| District*                 | Special Education | Exclusion Rate |
| Brockton                  | 13.0              | 0.6            |
| New Bedford               | 18.6              | 0.8            |
| Fall River                | 14.6              | 0.9            |
| Haverhill                 | 16.7              | 1.5            |
| Barnstable                | 12.2              | 1.6            |
| Leominster                | 15.6              | 1.7            |
| Salem                     | 20.3              | 2.1            |
| Revere                    | 13.2              | 2.3            |
| Wareham                   | 16.6              | 2.9            |
| Quincy                    | 15.4              | 2.9            |
| Walpole                   | 19.2              | 3.1            |
| Randolph                  | 19.7              | 3.1            |
| Fitchburg                 | 18.3              | 3.1            |
| Chelsea                   | 15.1              | 3.3            |
| Lowell                    | 13.2              | 3.3            |
| Boston                    | 19.6              | 3.6            |
| Plymouth                  | 15.8              | 3.9            |
| Worcester                 | 18.7              | 4.1            |
| Monson                    | 14.2              | 4.2            |
| Cambridge                 | 21.2              | 4.2            |
| Chicopee                  | 15.0              | 4.3            |
| Dennis-Yarmouth           | 15.1              | 4.5            |
| Athol-Royalston           | 18.2              | 4.6            |
| Northboro-Southboro       | 9.6               | 5.2            |
| Central Berkshire         | 16.2              | 5.2            |
| North Attleborough        | 16.6              | 5.3            |
| Stoughton                 | 17.5              | 5.4            |
| Avon                      | 14.8              | 5.6            |
| Southern Berkshire        | 14.8              | 6.1            |
| Lawrence                  | 16.7              | 6.1            |
| Mount Greylock            | 13.3              | 6.2            |
| Winchendon                | 19.0              | 7.2            |
| Holyoke                   | 22.0              | 7.9            |
| Greenfield                | 15.6              | 8.3            |
| Ralph C Mahar             | 21.3              | 9.6            |
| Nauset                    | 15.8              | 9.6            |
| Springfield               | 19.5              | 22.6           |
| <b>Districts' Average</b> | <b>16.5</b>       | <b>4.8</b>     |
| <b>STATE LEVEL</b>        | <b>16.1</b>       | <b>2.0</b>     |

\* "District" does not include charter and vocational schools.

Special Education Exclusion Rate



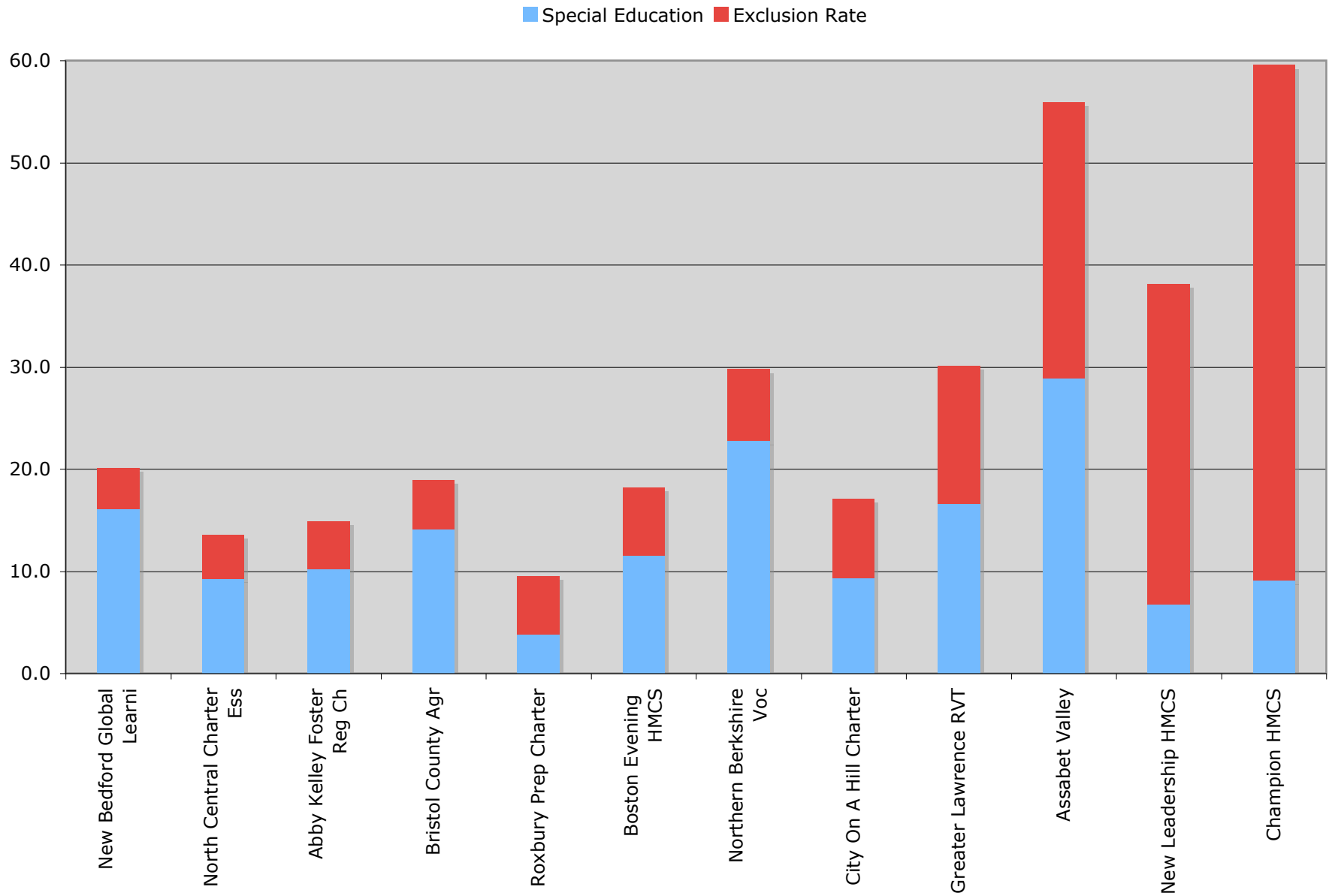


Appendix 37. Special Education Rates Compared to Exclusion Rates

| 2003                      |                   |                |
|---------------------------|-------------------|----------------|
| District*                 | Special Education | Exclusion Rate |
| New Bedford Global Learni | 16.1              | 4.0            |
| North Central Charter Ess | 9.3               | 4.3            |
| Abby Kelley Foster Reg Ch | 10.2              | 4.7            |
| Bristol County Agr        | 14.1              | 4.8            |
| Roxbury Prep Charter      | 3.8               | 5.7            |
| Boston Evening HMCS       | 11.6              | 6.6            |
| Northern Berkshire Voc    | 22.8              | 7.0            |
| City On A Hill Charter    | 9.3               | 7.8            |
| Greater Lawrence RVT      | 16.6              | 13.5           |
| Assabet Valley            | 28.9              | 27.0           |
| New Leadership HMCS       | 6.8               | 31.3           |
| Champion HMCS             | 9.1               | 50.5           |
| <b>Districts' Average</b> | <b>13.2</b>       | <b>13.9</b>    |
| <b>STATE LEVEL</b>        | <b>16.1</b>       | <b>2.0</b>     |

\* "District" is comprised of charter and regional vocational schools.

Appendix 38.



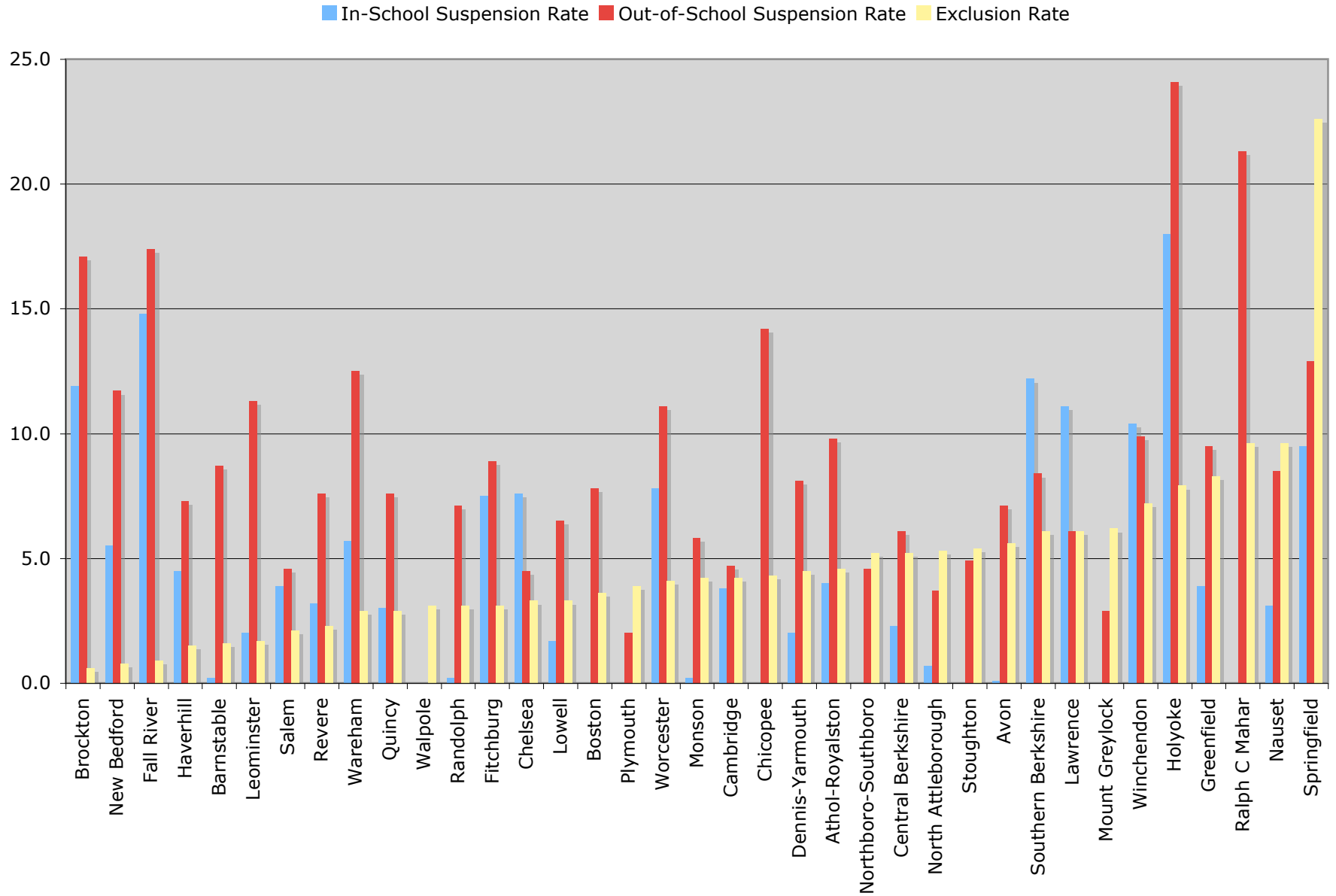
Appendix 39. Suspension Rates Compared to Exclusion Rates

| <b>2003</b>               |                                  |                                      |                       |
|---------------------------|----------------------------------|--------------------------------------|-----------------------|
| <b>District*</b>          | <b>In-School Suspension Rate</b> | <b>Out-of-School Suspension Rate</b> | <b>Exclusion Rate</b> |
| Brockton                  | 11.9                             | 17.1                                 | 0.6                   |
| New Bedford               | 5.5                              | 11.7                                 | 0.8                   |
| Fall River                | 14.8                             | 17.4                                 | 0.9                   |
| Haverhill                 | 4.5                              | 7.3                                  | 1.5                   |
| Barnstable                | 0.2                              | 8.7                                  | 1.6                   |
| Leominster                | 2.0                              | 11.3                                 | 1.7                   |
| Salem                     | 3.9                              | 4.6                                  | 2.1                   |
| Revere                    | 3.2                              | 7.6                                  | 2.3                   |
| Wareham                   | 5.7                              | 12.5                                 | 2.9                   |
| Quincy                    | 3.0                              | 7.6                                  | 2.9                   |
| Walpole                   | 0.0                              | 0.0                                  | 3.1                   |
| Randolph                  | 0.2                              | 7.1                                  | 3.1                   |
| Fitchburg                 | 7.5                              | 8.9                                  | 3.1                   |
| Chelsea                   | 7.6                              | 4.5                                  | 3.3                   |
| Lowell                    | 1.7                              | 6.5                                  | 3.3                   |
| Boston                    | 0.0                              | 7.8                                  | 3.6                   |
| Plymouth                  | 0.0                              | 2.0                                  | 3.9                   |
| Worcester                 | 7.8                              | 11.1                                 | 4.1                   |
| Monson                    | 0.2                              | 5.8                                  | 4.2                   |
| Cambridge                 | 3.8                              | 4.7                                  | 4.2                   |
| Chicopee                  | 0.0                              | 14.2                                 | 4.3                   |
| Dennis-Yarmouth           | 2.0                              | 8.1                                  | 4.5                   |
| Athol-Royalston           | 4.0                              | 9.8                                  | 4.6                   |
| Northboro-Southboro       | 0.0                              | 4.6                                  | 5.2                   |
| Central Berkshire         | 2.3                              | 6.1                                  | 5.2                   |
| North Attleborough        | 0.7                              | 3.7                                  | 5.3                   |
| Stoughton                 | 0.0                              | 4.9                                  | 5.4                   |
| Avon                      | 0.1                              | 7.1                                  | 5.6                   |
| Southern Berkshire        | 12.2                             | 8.4                                  | 6.1                   |
| Lawrence                  | 11.1                             | 6.1                                  | 6.1                   |
| Mount Greylock            | 0.0                              | 2.9                                  | 6.2                   |
| Winchendon                | 10.4                             | 9.9                                  | 7.2                   |
| Holyoke                   | 18.0                             | 24.1                                 | 7.9                   |
| Greenfield                | 3.9                              | 9.5                                  | 8.3                   |
| Ralph C Mahar             | 0.0                              | 21.3                                 | 9.6                   |
| Nauset                    | 3.1                              | 8.5                                  | 9.6                   |
| Springfield               | 9.5                              | 12.9                                 | 22.6                  |
| <b>Districts' Average</b> | <b>4.3</b>                       | <b>8.8</b>                           | <b>4.8</b>            |
| <b>STATE LEVEL</b>        | <b>**3.6</b>                     | <b>**5.9</b>                         | <b>2.0</b>            |

\*\* Data from 2003-2004 school year for this data point.

\* "District" does not include charter and regional vocational schools.

Appendix 40.



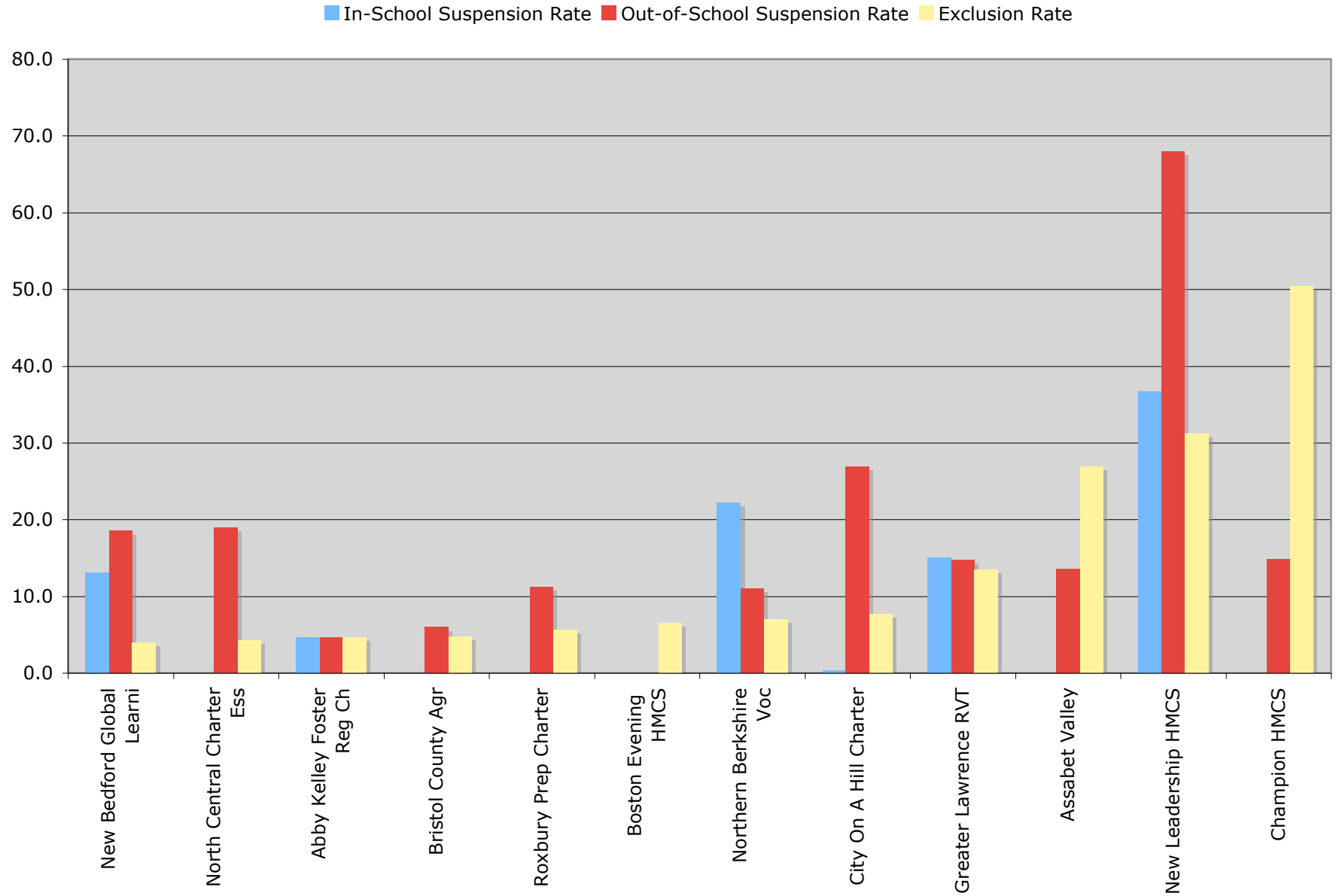
Appendix 41. Suspension Rates Compared to Exclusion Rates

| 2003                      |                                  |                                      |                       |
|---------------------------|----------------------------------|--------------------------------------|-----------------------|
| <b>District*</b>          | <b>In-School Suspension Rate</b> | <b>Out-of-School Suspension Rate</b> | <b>Exclusion Rate</b> |
| New Bedford Global Learni | 13.1                             | 18.6                                 | 4.0                   |
| North Central Charter Ess | 0.0                              | 19.0                                 | 4.3                   |
| Abby Kelley Foster Reg Ch | 4.7                              | 4.7                                  | 4.7                   |
| Bristol County Agr        | 0.0                              | 6.0                                  | 4.8                   |
| Roxbury Prep Charter      | 0.0                              | 11.3                                 | 5.7                   |
| Boston Evening HMCS       | 0.0                              | 0.0                                  | 6.6                   |
| Northern Berkshire Voc    | 22.3                             | 11.1                                 | 7.0                   |
| City On A Hill Charter    | 0.4                              | 27.0                                 | 7.8                   |
| Greater Lawrence RVT      | 15.1                             | 14.8                                 | 13.5                  |
| Assabet Valley            | 0.0                              | 13.6                                 | 27.0                  |
| New Leadership HMCS       | 36.8                             | 68.0                                 | 31.3                  |
| Champion HMCS             | 0.0                              | 14.9                                 | 50.5                  |
| <b>Districts' Average</b> | <b>7.7</b>                       | <b>17.4</b>                          | <b>13.9</b>           |
| <b>STATE LEVEL</b>        | <b>**3.6</b>                     | <b>**5.9</b>                         | <b>2.0</b>            |

\*\* Data from 2003-2004 school year for this data point.

\* "District" does not include regular public school districts.

Appendix 42.

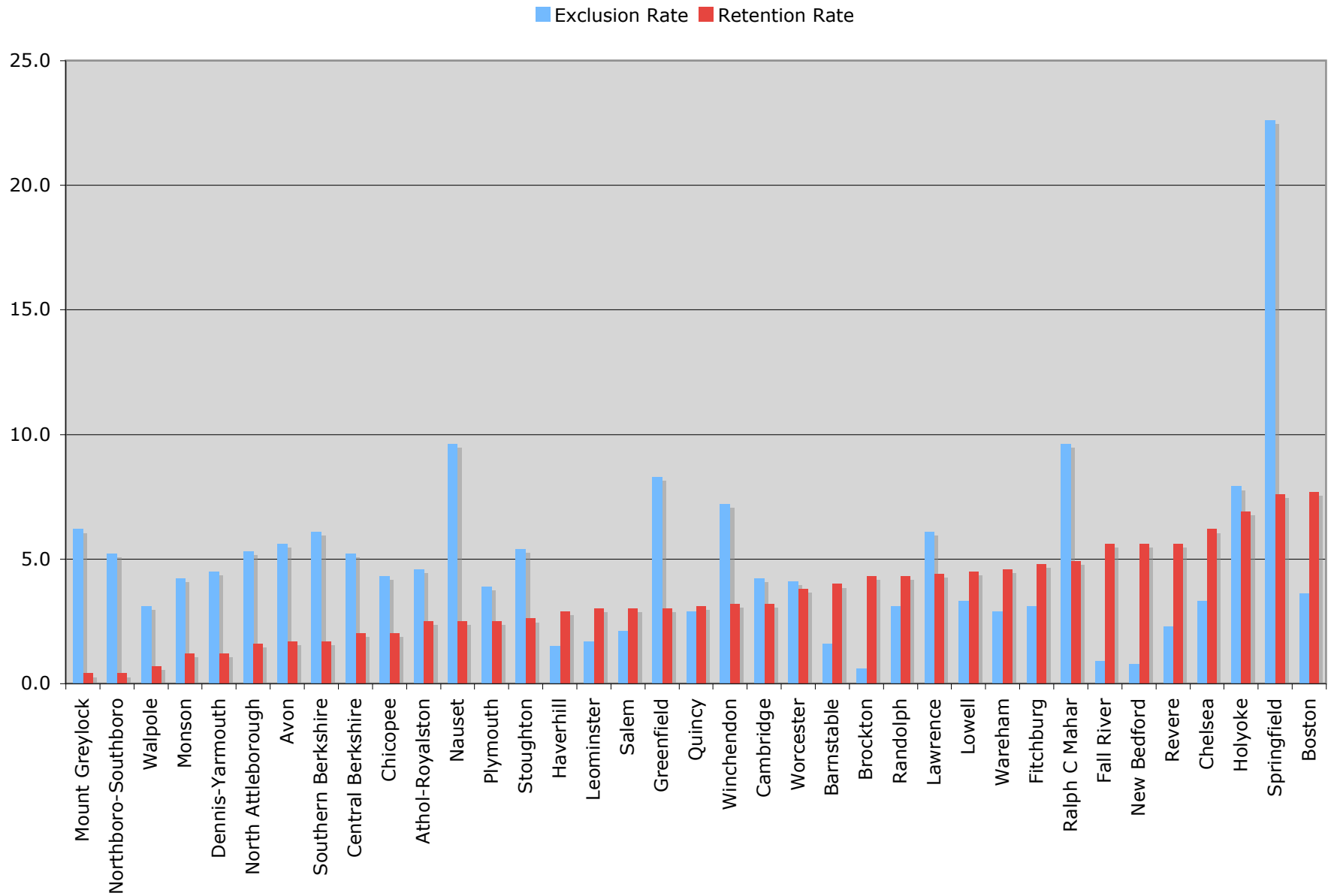


Appendix 43. Exclusion Rates Compared to Retention Rates

| <b>2003</b>               |                       |                       |
|---------------------------|-----------------------|-----------------------|
| <b>District*</b>          | <b>Exclusion Rate</b> | <b>Retention Rate</b> |
| Mount Greylock            | 6.2                   | 0.4                   |
| Northboro-Southboro       | 5.2                   | 0.4                   |
| Walpole                   | 3.1                   | 0.7                   |
| Monson                    | 4.2                   | 1.2                   |
| Dennis-Yarmouth           | 4.5                   | 1.2                   |
| North Attleborough        | 5.3                   | 1.6                   |
| Avon                      | 5.6                   | 1.7                   |
| Southern Berkshire        | 6.1                   | 1.7                   |
| Central Berkshire         | 5.2                   | 2.0                   |
| Chicopee                  | 4.3                   | 2.0                   |
| Athol-Royalston           | 4.6                   | 2.5                   |
| Nauset                    | 9.6                   | 2.5                   |
| Plymouth                  | 3.9                   | 2.5                   |
| Stoughton                 | 5.4                   | 2.6                   |
| Haverhill                 | 1.5                   | 2.9                   |
| Leominster                | 1.7                   | 3.0                   |
| Salem                     | 2.1                   | 3.0                   |
| Greenfield                | 8.3                   | 3.0                   |
| Quincy                    | 2.9                   | 3.1                   |
| Winchendon                | 7.2                   | 3.2                   |
| Cambridge                 | 4.2                   | 3.2                   |
| Worcester                 | 4.1                   | 3.8                   |
| Barnstable                | 1.6                   | 4.0                   |
| Brockton                  | 0.6                   | 4.3                   |
| Randolph                  | 3.1                   | 4.3                   |
| Lawrence                  | 6.1                   | 4.4                   |
| Lowell                    | 3.3                   | 4.5                   |
| Wareham                   | 2.9                   | 4.6                   |
| Fitchburg                 | 3.1                   | 4.8                   |
| Ralph C Mahar             | 9.6                   | 4.9                   |
| Fall River                | 0.9                   | 5.6                   |
| New Bedford               | 0.8                   | 5.6                   |
| Revere                    | 2.3                   | 5.6                   |
| Chelsea                   | 3.3                   | 6.2                   |
| Holyoke                   | 7.9                   | 6.9                   |
| Springfield               | 22.6                  | 7.6                   |
| Boston                    | 3.6                   | 7.7                   |
| <b>Districts' Average</b> | <b>4.8</b>            | <b>3.5</b>            |
| <b>STATE LEVEL</b>        | <b>2.0</b>            | <b>2.6</b>            |

\* "District" does not include charter or regional vocational schools.

Appendix 44.



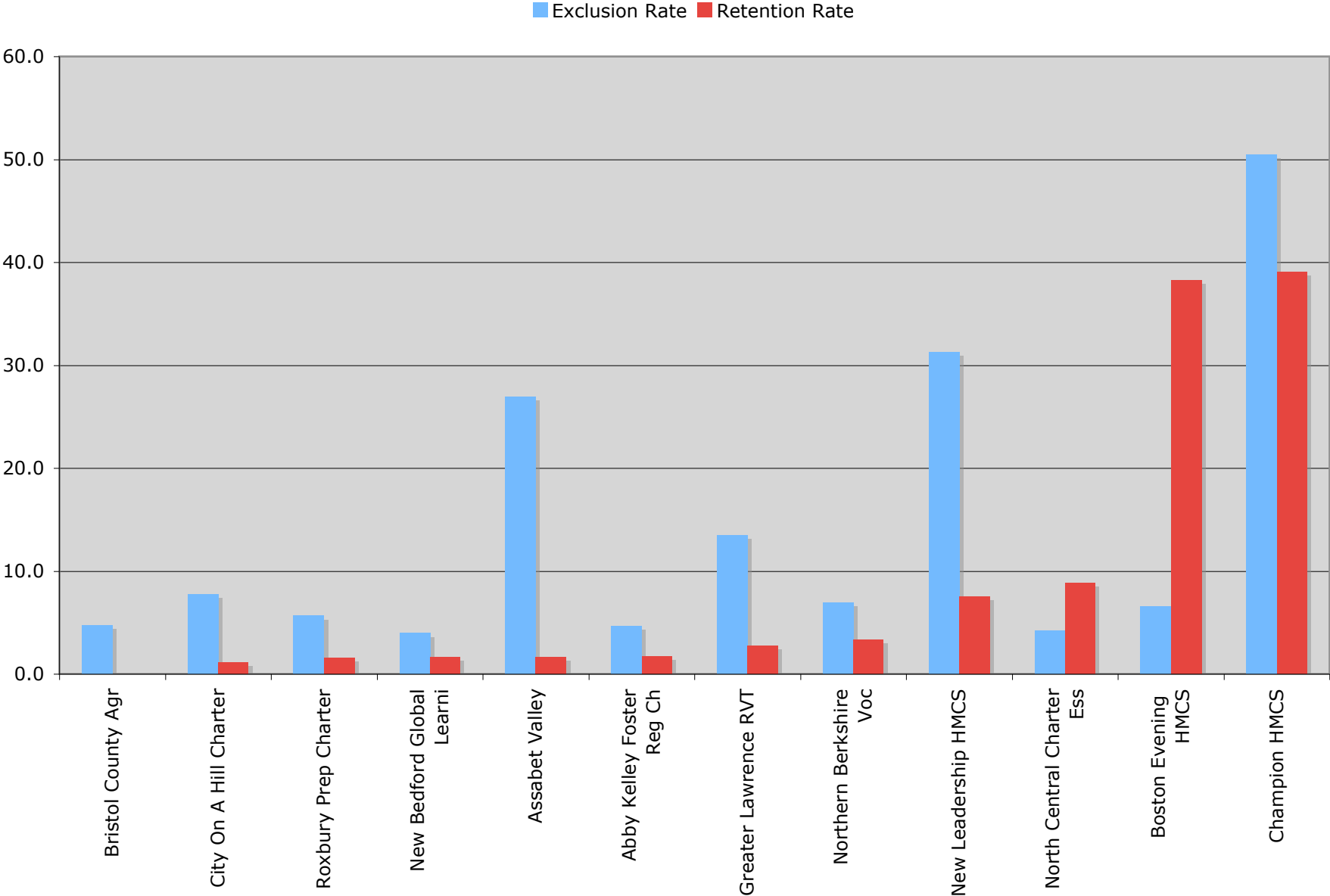


Appendix 45. Exclusion Rates Compared to Retention Rates

| <b>2003</b>                  |                       |                       |
|------------------------------|-----------------------|-----------------------|
| <b>District*</b>             | <b>Exclusion Rate</b> | <b>Retention Rate</b> |
| Bristol County Agr           | 4.8                   | 0.0                   |
| City On A Hill Charter       | 7.8                   | 1.2                   |
| Roxbury Prep Charter         | 5.7                   | 1.6                   |
| New Bedford Global<br>Learni | 4.0                   | 1.7                   |
| Assabet Valley               | 27.0                  | 1.7                   |
| Abby Kelley Foster Reg<br>Ch | 4.7                   | 1.8                   |
| Greater Lawrence RVT         | 13.5                  | 2.8                   |
| Northern Berkshire Voc       | 7.0                   | 3.4                   |
| New Leadership HMCS          | 31.3                  | 7.6                   |
| North Central Charter<br>Ess | 4.3                   | 8.9                   |
| Boston Evening HMCS          | 6.6                   | 38.3                  |
| Champion HMCS                | 50.5                  | 39.1                  |
| <b>Districts' Average</b>    | <b>13.9</b>           | <b>9.0</b>            |
| <b>STATE LEVEL</b>           | <b>2.0</b>            | <b>2.6</b>            |

\* "District" does not include regular public school districts.

Appendix 46.



## **Education Laws and Regulations**

### **Advisory Opinion On Student Discipline**

#### **Attachment 1**

##### **Mass. General Laws Chapter 71, Section 37H**

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the

school or school district by the principal.

Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b); provided, however, that any principal who decides that said student should be suspended shall state in writing to the school committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

Note: As of April 4, 1994, subsection (e) will read as follows:

When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

**Mass. General Laws Chapter 71, Section 37H, as amended by Section 36 of Chapter 71 of the Acts of 1993 (the Education Reform Act), and further amended by Section 1 of Chapter 380 of the Acts of 1993.**

## **Attachment 2**

### **Mass. General Laws Chapter 71, Section 37L**

The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, inclusive, of chapter one hundred and nineteen.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

**Mass. General Laws Chapter 71, Section 37L, as amended by Section 37 of Chapter 71 of the Acts of 1993 (the Education Reform Act).**

### **Attachment 3**

H 5440 Chapter 380

*In the Year One Thousand Nine Hundred and Ninety-three*

An Act Relative To Safety In The Public Schools

*Be it enacted by the senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

SECTION 1 Section 37H of chapter 71 of the General Laws, inserted by section 36 of chapter 71 of the acts of 1993, is hereby amended by striking out subsection (e) and inserting in place thereof the following subsection:-

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

SECTION 2. Said chapter 71 is hereby further amended by inserting after said

section 37H, inserted by section 36 of chapter 71 of the acts of 1993, the following section:-

Section 37H 1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The

superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

SECTION 3. The department of education and the department of youth services shall, pursuant to a study and recommendations conducted by the MassJobs Council, assure that an educational opportunity is provided for a student whose admission to a school or right to educational services is the provisions of this act. Said study shall contain a statistical analysis of the number of students who have been expelled and the services that are now provided, and recommendations for the provision of education to expelled students in the future. Said study shall be completed within five months and shall be submitted to the house and senate clerk and the house and senate chairmen of the joint committee on education, arts and humanities.

House of Representatives, December 22, 1993.

Passed to be enacted, Charles F. Flaherty, Speaker

In Senate, December 23, 1993

Passed to be enacted, William M. Bulger, President.

4 January, 1993,  
Approved, 11:06 AM

William F. Weld,  
Governor.

#### **Attachment 4**

##### **Mass. General Laws Chapter 76, Section 16**

Any pupil who has attained age eighteen, or the parent, guardian or custodian of a pupil who has not attained said age of eighteen, who has been refused admission to or excluded from the public schools or from the advantages, privileges and courses of study of such public schools shall on application be furnished by the school committee with a written statement of the reasons therefor, and thereafter, if the refusal to admit or exclusion was unlawful, such pupil may recover from the town or, in the case of such refusal or exclusion by a regional school district from the district, in tort and may examine any member of the school committee or any other officer of the town or regional school district upon interrogatories.

##### **Mass. General Laws Chapter 76, Section 17**

A school committee shall not permanently exclude a pupil from the public schools for alleged misconduct without first giving him and his parent or guardian an opportunity to be heard.

**Attachment 6**  
**Memorandum**

**To:**  
School Superintendents and Principals

**From:**  
Robert V. Antonucci, Commissioner of Education

**Date:**  
September 1, 1994

**Re:**  
Amendment to State Law on Student Suspensions and Expulsions

The state law authorizing principals to suspend or expel students in certain circumstances, General Laws chapter 71, section 37H, has been amended to eliminate the requirement that the principal notify the school committee when s/he decides to suspend rather than expel a student. The amendment is effective as of July 13, 1994, the date on which Governor Weld signed an emergency letter so that principals may be fully authorized to effect school discipline decisions when schools reopen in September 1994.

G.L. c. 71, §37H gives principals authority to suspend or expel a student for possession of a dangerous weapon or a controlled substance, or assault on school personnel, on school premises or at school-sponsored or school-related events, including athletic games. (This state law must be read and applied in conjunction with other applicable laws; please refer to the Department's [January 1994 Advisory Opinion on Student Discipline](#) for details.) Before the recent amendment, a principal who, after a hearing, decided to suspend rather than expel such a student, was required to send a letter to the school committee stating the reasons for the decision and the principal's opinion that the student's continued presence in school would not threaten the safety, security and welfare of other students and staff in the school.

A year's experience implementing this provision indicated that, in some cases, the requirement of the letter of the school committee was placing undue pressure on principals to expel students rather than make a decision that they themselves determined to be appropriate in the circumstances. For that reason, the Legislature enacted and the Governor signed into law Chapter 51 of the Acts of 1994, which deletes the requirement of notice to the school committee. We believe this amendment to the law will be helpful to school principals in exercising their decision-making authority. Copies of the amendment and the Governor's emergency letter are enclosed for your information.

July, 13, 1994



Honorable Michael Joseph Connolly  
Secretary of the Commonwealth  
State House - Room 340  
Boston, Massachusetts 02133  
Dear Secretary Connolly:

I, William F. Weld, pursuant to the provisions of Article XLVIII of the Amendments to the Constitution of the Commonwealth of Massachusetts, the Referendum II, Emergency Measures, do hereby declare that, in my opinion, the immediate preservation of the public peace, health, safety or convenience requires that the attached Act, Chapter 51 of the Acts of 1994, entitled "An Act Further Regulating School Suspensions," the enactment of which received my approval on July 1, 1994, should take effect immediately.

So that principals may be fully authorized to effect school discipline decisions when the schools reopen in September, I further declare that, in my opinion, it is in the public interest that this Act take effect immediately.

Sincerely,

William F. Weld  
Governor

Office Of The Secretary, Boston, Massachusetts July 13, 1994

I, Michael Joseph Connolly, Secretary of State, hereby certify that the accompanying statement was filed in this office by His Excellency the Governor of Massachusetts at three o'clock and fifty-two minutes P.M. on the above date, and in accordance with Article Forty-eight of the Constitution said Chapter takes effect forthwith, being Chapter fifty-one of the Acts of nineteen hundred and ninety-four.

Michael J. Connolly  
Secretary of State

*In the Year One Thousand Nine Hundred and Ninety-four*  
An Act Further Regulating School Suspensions.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Paragraph (c) of the fourth paragraph of section 37H of chapter 71 of the General Laws, as appearing in section 36 of chapter 71 of the acts of 1993, is hereby amended by striking out the second paragraph and inserting in place thereof the following paragraph:-

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

House of Representatives, June 16, 1994.

Passed to be enacted, David B. Cohen, Acting Speaker.

In Senate, June 21, 1994.

Passed to be enacted, William M. Bulger, President.

1 July, 1994, Approved, 11:20 AM, William F. Weld, Governor.

## **Attachment 7**

### **Memorandum**

**To:**

Superintendents of Schools, School Principals

**From:**

Robert V. Antonucci, Commissioner of Education

**Date:**

October 17, 1994

**Re:**

Student Suspension and Expulsion - New Developments

I want to inform you about a new federal law and two recent court decisions that concern school safety and student suspension and expulsion in Massachusetts.

**1. Federal Gun-Free Schools Act.** The federal Gun-Free Schools Act of 1994 is Section 14601 of the Improving America's Schools Act, which takes effect in October 1994 and includes re-authorization of the Elementary and Secondary Education Act (ESEA). It requires each state, as a condition of receiving any federal funds under the ESEA, to require school districts and other local educational agencies to expel from school for a period of not less than one year any student who is determined to have brought a firearm to school. An exception is made to permit the chief administering officer (i.e., the superintendent of schools) to modify the expulsion requirement on a case-by-case basis. The law does not preclude an expelled student from receiving educational services in an alternative setting.

The exception permitting the school superintendent to modify the expulsion requirement on a case-by-case basis allows superintendents to exercise appropriate administrative discretion. It also enables the school district to comply with the federal special education law (the Individuals with Disabilities Education Act, or IDEA), in cases where the student found in possession of a firearm is a special education student. Section 615 (e)(3) of the IDEA has also been amended, effective October 1994. It will permit school districts, in cases where a special education student is determined to have brought a firearm to

school, to place the student in an interim alternative educational setting, as determined by the evaluation team, for up to 45 days. Under the IDEA as amended, the student shall remain in the interim alternative setting pending any special education hearing request initiated by the parent, unless the parent and the school district agree otherwise.

The new federal law also requires school districts and other local educational agencies, as a condition of receiving ESEA funds, to: (1) report annually to the state Department of Education the number of students expelled from each school for possession of a firearm, and the circumstances of each case; and (2) refer to the criminal justice or juvenile delinquency system any student who brings a firearm to school.

Because these federal requirements are new, we are awaiting further guidance from the U.S. Department of Education on how they are to be implemented. We expect to revise the Statement of Assurances that must be signed by applicants for federal ESEA funds in order to incorporate the Gun-Free Schools Act requirements. In the meantime, every school district should review and, if necessary, revise its student discipline code to assure that it contains a disciplinary sanction of a minimum one-year expulsion for any student who is determined to have brought a firearm to school -- subject to modification by the superintendent on a case-by-case basis.

**2. Suspension for Felony Indictment: *DiRenzo v. Gerhart*.** *DiRenzo v. Gerhart*, Mass. App. No. 94-J-602, is the first case involving General Laws Chapter 71, section 37H, the state statute that permits a principal to suspend a student who has been charged with an off-campus felony (or felony delinquency), or to expel a student who has been convicted of an off-campus felony (or felony delinquency). This case is still in litigation, and has not yet been decided on the merits. However, it is significant enough even at this stage for school officials to be aware of it.

Two decisions have been issued in this case so far, both on preliminary matters. In the first decision (September 1, 1994) on a motion for preliminary injunction, a single justice of the Massachusetts Appeals Court enjoined the Rockland Public Schools from continuing the suspension of a student who was indicted (but not yet tried) for murder. Judge Laurence acknowledged the heinous nature of the crime of which the student was accused, but he found that the Rockland school officials did not comply with the requirements of General Laws Chapter 71, section 37H. First, the suspension was imposed not by the principal (as required by the law), but by the assistant principal. Second, the written notice to the student did not occur prior to the suspension, and there was no showing of an emergency that would allow the school district to hold the hearing after the fact. Third, the notice did not state any "charges or reasons" for the suspension other than the "conclusory recitation" that, because he had been indicted for murder, the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The judge found that the school had not offered any specific reasons for the suspension, such as "disobedient, disruptive, violent, disrespectful, or otherwise harmful conduct by the student at school; or any particular injury his continued attendance had caused or was likely to cause to students or faculty; or any

specific threat or risk his presence had created or was likely to create for the school community or any of its members." As a result, he ruled that the school had not complied with the requirements of the state statute or the student's constitutional due process right to receive a statement of reasons specific enough so that he would have a meaningful right to appeal the suspension decision. Following this decision granting the student's motion for a preliminary injunction, the Rockland school officials proceeded to follow the procedural requirements outlined by the judge. The principal gave the student written notice of a new indefinite suspension, based not simply on the indictment but also on a statement of the disruptive effects of his continued presence in school. The student then requested that the Appeals Court find the Rockland officials in civil contempt of the prior court order. Judge Laurence, in a decision issued September 28, 1994, dismissed the complaint, finding that the second suspension notice did not suffer from the same procedural defects as the first, and that it did not violate the court order. The Massachusetts Board of Education, through the Attorney General, intervened in the case in support of Rockland's proper implementation of the suspension law.

In the September 28, 1994 decision, Judge Laurence stated that, because there was no hearing prior to the suspension notice from the principal, the hearing on the student's appeal to the superintendent must be held "not only promptly but also in a meaningful manner." He noted that because the suspension is for an indefinite and presumably long-term period (pending trial on the criminal charges), "relatively formal and quasi-adjudicatory procedures are called for" in the hearing before the superintendent. These procedures include:

- providing the student with all the evidence supporting the charges and reasons set forth in the suspension letter;
- allowing the student a full opportunity to test, explain and refute such evidence, and to submit evidence on his behalf; and
- ensuring that the school district records and preserves the record of the appeal proceedings, to allow for meaningful judicial review.

The DiRenzo case is not yet concluded, and when we have further guidance from the courts we will let you know. The specific procedures and standards listed by Judge Laurence may or may not be required in every case. However, school districts should be aware that it is very important to follow the procedural requirements of state law and constitutional due process, whenever a long-term suspension or expulsion of a student is being considered. The procedural requirements outlined in the two DiRenzo decisions should be read in conjunction with the Department's [January 1994 Advisory Opinion on Student Discipline](#), which addresses these issues in detail at pages 6 through 8.

**3. School District's Authority to Expel: *Parkins v. Boule***. The Worcester Superior Court issued a decision this summer in *Parkins v. Boule* (C.A. No. 94-000987, Aug. 3, 1994). The decision is being appealed, and because it is so far only a decision of the Superior (Trial) Court, it is not a binding legal precedent for the Commonwealth. However, it is of interest because it is the first case to address the interpretation and constitutionality of General Laws Chapter 71, section 37H, the statute on expulsion for possession of a dangerous weapon, a controlled substance, or assault on school staff.

This case involved a fifteen-year-old student who was expelled from Worcester North High School in November 1993 for possession in school of a weapon - a "novelty" lipstick container which, when twisted open, reveals a pointed, one-sided, one-and-one-quarter inch blade. While the student did not attempt to use the lipstick/knife to menace anyone, the principal decided, after providing her notice and holding an expulsion hearing, to expel her under Worcester's discipline code, which prohibits possession or use of any weapon on school premises or at school sponsored or school-related functions. The principal's decision was upheld by the superintendent of schools on appeal. The student was not allowed to attend school for the rest of the 1993-94 school year, nor did Worcester provide her with any alternative education.

The Superior Court held that the school district's actions were consistent with constitutional and statutory requirements. Among other things, the court ruled as follows:

General Laws Chapter 71, section 37H grants broad discretion to school officials in disciplinary matters, requiring only that they have a rational basis for their decision, to assure that the decision is not arbitrary or capricious. The court concluded the school officials here had more than adequate evidence to determine the student was a threat to others and that expulsion was appropriate. School officials may, in their experience and discretion, determine that possession of a weapon in school, whether or not it is used, is a threat to school safety. Section 37H would permit even an explicit policy of automatic expulsion for possession of a weapon in school.

The term "dangerous weapon" as used in section 37H, the expulsion statute, is not limited to the definition of the term as used in the criminal law. School officials had reasonable discretion to determine that the "novelty item" this student carried was a dangerous weapon in the school context.

The notice, hearing and appeal procedures followed by the principal and superintendent in this case met the due process requirements of the U.S. and Massachusetts Constitutions, and the expulsion did not violate the student's rights to substantive due process and equal protection under the U.S. Constitution.

The decision of the Massachusetts Supreme Judicial Court in the *McDuffy* case, holding that the Commonwealth has a duty under the State Constitution to provide an education for all its children, does not vitiate the authority of school officials to expel students for disciplinary reasons.

The state expulsion statute and the Worcester policy on weapons possession are not unconstitutionally vague.

## **DATA POINTS FOR ASSESSING INDIVIDUAL SCHOOLS' SAFEGUARDS FOR PROTECTING STUDENTS**

For a school to be safe for *all* children, all three levels must be in place. A school that builds a schoolwide foundation will still fail if it ignores the needs of children at risk of severe academic or behavioral problems or children who are seriously troubled. In most schools, a schoolwide foundation will meet the needs of most students, while early intervention will address the needs of most of the other students. Individualized intensive interventions will be needed for a relatively small number of students.

### *SCHOOLWIDE FOUNDATION*

Does the school have an effective schoolwide foundation designed to improve the academic performance and behavior of all children, including :

- Compassionate, caring, respectful staff who model appropriate behaviors, create a climate of emotional support, and are committed to working with all students
- Developmentally appropriate programs for all children that teach and reinforce social and problem-solving skills
- Teachers and staff who are trained to support positive school and classroom behaviors
- Engaging curricula and effective teaching practices
- Child- and family-focused, culturally competent approaches
- Collaborative relationships with families, agencies, and community organizations?

### *EARLY INTERVENTION*

“Early intervention is necessary for those students who are at risk of academic failure or behavior problems. Early intervention, along with an appropriate foundation, is sufficient for almost all students.”

### *INTENSIVE INTERVENTIONS*

“Intensive interventions are necessary for those students whose needs cannot be fully addressed by early intervention. Intensive interventions should always be individualized to a student’s needs and strengths. These interventions often involve multiple coordinated services, such as individualized special education services or interagency wraparound supports.”

Safe schools implement intensive interventions that include a full array of services and supports and that coordinate the resources of the schools and other community agencies. This array should be individualized to meet the unique needs of each child and family.

Examples:

- \* Comprehensive schools-based mental health programs.
- \* Prevention, early intervention and intensive intervention services.
- \* Effective when located in school buildings.
- \* Comprehensive range of services to children and their families, have strong collaborative ties with multiple community agencies.

Model program – goals: 1) maintain students with emotional disabilities or children at risk in the least restrictive environment 2) develop preventative mental health services through collaboration with families, school and the community; 3) enhance community mental health services for children. On-site, direct mental health services, including family and child treatment, crisis intervention, individual and family respite, and psychological, psychiatric, and psycho-educational services.

Systems of Care: Defined by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, US Dept of Health and Human Services as a coordinated continuum of mental health and related services and supports to work with families to help children and adolescents with serious emotional disturbances get the services they need, in or near their home and community. Includes family advocates and representatives from mental health, health, education, child welfare, juvenile justice, substance abuse, and other services. In effective systems of care, teams build upon child and family's strengths rather than focusing solely on problems.