

# Resources on Student Discipline Policy and Practice

Second Edition, November 2016, IDRA EAC-South





## Introduction

Data from the Office for Civil Rights reflect the reality that confronts other researchers and advocates who study school discipline: minority students, particularly Black students, remain a population that is disproportionately subject to discipline practices that remove them from the academic environment.

- Black public preschool children are suspended at high rates – these children are 19 percent of enrollment, but 47 percent of those who received one or more out-of-school suspensions.
- In K-12 public schools, Black boys represent 18 percent of suspensions, along with 10 percent of Black girls. This is in contrast to a rate of 5 percent for White boys, and 2 percent for White girls.
- Black students are 3.8 times as likely to be subject to out-of-school suspension as White students.
- Black students are 1.9 times as likely to be expelled from school as White students. Black boys represent 8 percent of students, but 19 percent of those who are expelled without educational services.
- Black students are 2.3 times as likely to be referred to law enforcement or subject to a school-related arrest than White students.
- American Indian, Alaska Native, Latino, Native Hawaiian, other Pacific Islander, and multiracial boys represent 15 percent of K-12 students but are 19 percent of K-12 students subject to one or more out-of-school suspensions.
- Students with disabilities are more than twice as likely to receive one or more out-of-school suspensions (11 percent) than students without disabilities (5 percent).
- Over 100,000 students were placed in seclusion, involuntary confinement, or were physically restrained. This includes more than 67,000 students with disabilities served by IDEA.



The reasons minority students are subject to exclusionary discipline more often than others are varied, but many experts agree that they often have little to do with the students themselves. Large rates of suspensions and expulsions tend to result from discipline policies in need of revision that are exacerbated by numerous administrators and teachers who are not provided enough support about how best to handle discipline issues in school. The issue of implicit bias also has a role to play in these numbers, and that too is an area where educators, students, and their families need to be given proper information and support.

Expulsions and suspensions are in violation of civil rights laws if they are found to be administered in such a way that targets minority students. And the data show nationally that children are up to 10 times more likely to drop out of high school if they've been expelled or suspended.

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This eBook was developed by the **IDRA EAC-South\***, which is one of the federally-funded equity assistance centers that help school districts build capacity to confront educational problems occasioned by race, national origin, sex and gender, and religion. Our expert staff have effectively assisted several hundred school districts across the South to help desegregate the schools and programs and engender a more equitable learning environment for all students. The IDRA EAC-South provides technical assistance and training to build capacity of local educators in multiple areas including reducing disproportionate school discipline for school districts cited by the Office for Civil Rights. IDRA's center covers Washington, D.C., and 11 states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia.

**Contact IDRA for more information**  
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\* The IDRA EAC-South was preceded by the IDRA South Central Collaborative for Equity.





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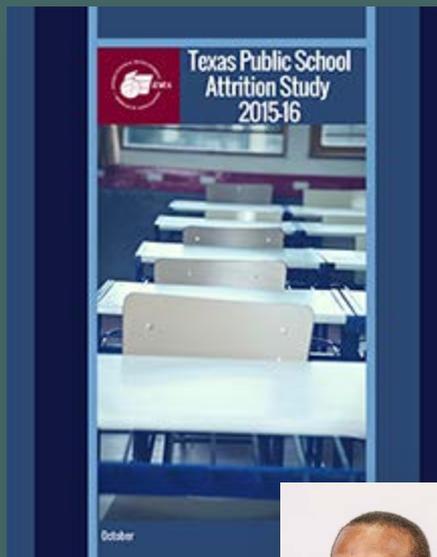


## Zero Tolerance Policies Likely Contribute to High Attrition Rates of Black Students and Hispanic Students

*Roy Johnson; Texas Public School Attrition Study, 2014-16; November 2016*

Zero tolerance policies likely contribute to high attrition rates of Black students and Hispanic students in Texas public schools. In an additional analysis to IDRA's annual attrition study released in 2016, IDRA compared the trend lines for attrition rates to those of discipline data for the state of Texas. The historical high attrition rate for each race-ethnicity group parallels the period when zero tolerance policies gained momentum in Texas. Lower attrition rates for each group coincide with Texas' legislative attempts to relax zero tolerance approaches under specific circumstances.

<http://www.idra.org/wp-content/uploads/2016/11/IDRA-Discipline-Article-2016.pdf>





Focus: Valuing & Asset-Based Solutions

STEM Pathways for Girls of Color

Meet David Hinojosa

### Ensuring Equity and Nondiscrimination in Student Discipline Policy and Practice

From a social media post showing a young high school girl being flung across the floor by a school resource officer to national reports of stark racial disparities in suspension rates, school discipline has resurfaced as a critical civil rights educational issue. Importantly, these events have forced many school boards, leaders and communities to take a second look at the systemic issues underlying poor disciplinary practices and the antiquated, ineffective policies around them.

Many of these ineffective policies stem from the adoption of zero tolerance measures over two decades ago (National Summit on Zero Tolerance, 2010). These policies initially targeted very specific serious offenses involving weapons, drugs and acts of extreme violence. But they soon grew to include a number of minor, non-threatening offenses (King-Brown, et al., 2015). Not surprisingly, the proliferation of zero tolerance policies led to a spike in disciplinary actions, including suspensions.

In a 2015 report by the Center for Civil Rights Remedies, researchers found that “nearly 3.5 million public school students were suspended out of school at least once in 2014” (Losen, et al., 2015). This resulted in a loss of learning time estimated at 21 million days of instruction.

Even among disciplinary offenses, a 2011 Texas study found that far fewer White male students (36 percent) had at least one disciplinary violation compared to African American male students (13 percent) and Latino male students (12 percent). Similarly, 27 percent of White female students had at least one such violation compared to 79 percent of African American female students and 58 percent of Hispanic female students (Fibelo, et al., 2011).

IDRA’s South Central Collaborative for Equity – one of 10 federally-funded regional equity assistance centers – has advised several schools in formulating more equitable student disciplinary policies and practices. Our experience shows that policies created at the state level and continuing through to board policies, student codes of conduct and handbooks, and teacher manuals set the tone for student discipline (Carter, 2010).

**Factors that Lead to Unfair Discipline**

When policies are vague, they give neither the educators nor the students sufficient notice of the expectations. When policies allow for discriminatory schools with a range of consequences, they often are not monitored and result in disproportionate offenses among racial groups. When policies governing the processes of disciplinary actions are insufficient (such as very short timelines for processing disciplinary actions), they can engender an atmosphere of resentment and animosity among students of color – who are often the (cont. on Page 2)



# Ensuring Equity and Nondiscrimination in Student Discipline Policy and Practice

David Hinojosa; IDRA Newsletter; February 2016

From a social media post showing a young high school girl being flung across the floor by a school resource officer to national reports of stark racial disparities in suspension rates, school discipline has resurfaced as a critical civil rights educational issue. Importantly, these events have forced many school boards, leaders and communities to take a second look at the systemic issues underlying poor disciplinary practices and the antiquated, ineffective policies around them.

In this article, David Hinojosa, J.D., discusses factors that lead to unfair discipline and lists steps schools can take to begin or renew efforts in evaluating and correcting their student disciplinary policies and practices.

[http://www.idra.org/IDRA\\_Newsletter/February\\_2016\\_Valuing\\_%26\\_Asset-Based\\_Solutions/Ensuring\\_Equity\\_and\\_Nondiscrimination/](http://www.idra.org/IDRA_Newsletter/February_2016_Valuing_%26_Asset-Based_Solutions/Ensuring_Equity_and_Nondiscrimination/)





U.S. Department of Education Office for Civil Rights

## CIVIL RIGHTS DATA COLLECTION Data Snapshot: School Discipline

Issue Brief No. 1 (March 2014)

For other data snapshots in the series, visit the CRDC at: [www.ocrdata.ed.gov](http://www.ocrdata.ed.gov)

### INSIDE THIS SNAPSHOT: School Discipline, Restraint, & Seclusion Highlights

- **Suspension of preschool children, by race/ethnicity and gender** (see for 2011-2012 collection): Black children represent 10% of preschool enrollment, but 10% of preschool children receiving more than one out-of-school suspension; in comparison, white students represent 47% of preschool enrollment but 20% of preschool children receiving more than one out-of-school suspension. Boys represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 44% of preschool enrollment.
- **Disproportionately high suspension/expulsion rates for students of color**: Black students are suspended and expelled at a rate three times greater than white students. On average, 9% of white students are suspended, compared to 10% of Black students. American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions.
- **Disproportionate suspensions of girls of color**: While boys receive more than two out of three suspensions, Black girls are suspended at higher rates (27%) than girls of any other race or ethnicity and most boys. American Indian and Native-Alaskan girls (17%) are suspended at higher rates than white boys (6%) or girls (7%).
- **Suspension of students with disabilities and English learners**: Students with disabilities are more than twice as likely to receive an out-of-school suspension (17%) than students without disabilities (8%). In contrast, English learners do not receive out-of-school suspensions at disproportionately high rates (7% suspension rate, compared to 10% of student enrollment).
- **Suspension rates, by race, sex, and disability status combined**: With the exception of Latino and Asian-American students, more than one out of four boys of color with disabilities (served by IDEA) — and nearly one in five girls of color with disabilities — receives an out-of-school suspension.
- **Arrests and referrals to law enforcement, by race and disability status**: While Black students represent 16% of student enrollment, they represent 27% of students referred to law enforcement and 31% of students referred to a school-related arrest. In comparison, white students represent 51% of enrollment, 41% of students referred to law enforcement, and 39% of those arrested. Students with disabilities (served by IDEA) represent a quarter of students arrested and referred to law enforcement, even though they are only 12% of the overall student population.
- **Restraint and seclusion, by disability status and race**: Students with disabilities (served by IDEA) represent 17% of the student population, but 50% of those placed in seclusion or solitary confinement, and 75% of those physically restrained at school to immobilize them or reduce their ability to move freely. Black students represent 19% of students with disabilities served by IDEA, but 30% of these students who are restrained at school through the use of a mechanical device or equipment designed to restrict their freedom of movement.

U.S. Department of Education Office for Civil Rights  
Civil Rights Data Collection Data Snapshot (School Discipline)  
March 11, 2014

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## Data Snapshot: School Discipline

Issue Brief No. 1, U.S. Department of Education Office for Civil Rights;  
March 2014

The Civil Rights Data Collection is a vital resource that provides the public an opportunity to understand how our nation and individual states, districts, and schools serve all students, including our students of color, English learners, and students with disabilities.

The troubling disparities revealed in this comprehensive, searchable database serve as a reminder of the importance of ensuring all students have equal access to educational opportunities.

<http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>



Classnotes  
Podcast #158

## Civil Rights in Student Discipline



David Hinojosa, J.D., gives an overview of students' civil rights protections, the negative impact of many school discipline practices and resources for schools and teachers

<http://budurl.com/IDRApod158>



### Podcast:

## Civil Rights in Student Discipline

*David Hinojosa; November 30, 2015*

Stories of school discipline going too far circulate social media and the news cycle pretty regularly these days, such as the video from Spring Valley High School in South Carolina. Millions of children are being removed from classrooms for increasingly minor behavioral issues.

While school officials have a responsibility to keep the school learning environment safe, the data show widespread discrimination in school discipline that puts student civil rights and learning at risk. According to the Office for Civil Rights, Black students are suspended and expelled at a rate three times greater than white students. Harsh punishments are disproportionately used on children of color, low-income children, children with disabilities, and LGBT youth. These practices discourage children from attending school and increase the risk of students dropping out.

David Hinojosa, J.D., gives an overview of the civil rights protections that are in place, the negative impact of many school discipline practices and points to resources available to schools and teachers.

[http://www.idra.org/Podcasts/Resources/Civil\\_Rights\\_in\\_Student\\_Discipline/](http://www.idra.org/Podcasts/Resources/Civil_Rights_in_Student_Discipline/)



### School Discipline Gone South – The Call for Restoration

by Laurie Posner, MPA

**Three Strikes**  
The third strike that would bring about the boy's return to an alternative school occurred in P.E. class. The students had been asked to take turns kicking a ball over. The ball had started playing soccer, and behind the ball were three more in a row. The disruption proved to be a signing point for school staff. They were limo up.

And this had followed the second strike, which also took place outside. The children were talking about plans and toys. John's dad, who had a military background and was on the road often for work, had taught him about military airplanes. So when a VC-15 model aircraft, instead of leaving exclusively on the plane, he pointed it out to his classmates. This was exactly the kind of airplane he had failed about Second strike.

John's first strike had occurred in class. He had a habit of tapping his pencil on the desk when the teacher led the class in group reading. She said how to stop, but he had continued to tap, tap, tap, tap. So.

All in all, the disruptions had added up. In just 27 days, John earned a referral to a disciplinary alternative program. And he was only 13 years old.

Receiving the referral by email, his parents immediately felt that something had gone seriously wrong with the school's disciplinary system for John.

Research shows that he is not alone.

**National Data Sets Reveal Discriminatory Punitive Practices**  
New national data on school disciplinary practices show that millions of children are being removed from classrooms for increasingly minor behavioral issues. Estimates from the 2009-10 school year suggest that no less than 10 percent of all students in middle school and high school were suspended at least once (Morgan, et al., 2014).

*If we look at the stained history of disciplinary practices in America, it is clear that restoration is widely needed. Alternative practices exist, are shown to be more effective and can keep children safe, sound and learning. We owe it to them to get this right.*

Research on punitive practices in Texas showed that less than 3 percent of cases, removal from school – through suspension or expulsion – was legally required.

In the vast majority of instances, students are suspended or expelled for a minor violation of a school's code of conduct and are confined to the sole discretion of school officials.

The research turns out to be taken with race and cultural bias. The latest national data on school discipline shows that in preschool, Black children represent 21 percent of enrollment but 45 percent of children receiving more than one case of school suspension (OCR, 2014).

Preschool-age boys, even younger than John, make up just over half (53 percent) of enrollment but 75 percent of children suspended multiple times (OCR, 2014). At the middle and high school levels, Black, Latino and American Indian students are both over-represented in suspensions and expulsions and more likely to receive harsher punishment than their White peers for the same offenses (Morgan, et al., 2014).

Girls of color also face disparate disciplinary treatment. Black girls receive suspensions at higher rates than "girls of any other race and most boys," according to data from the Office for Civil Rights (OCR, 2014).

Youth identified as lesbian, gay, bisexual or transgender are far more likely – up to three times more likely – to receive harsh disciplinary treatment than their heterosexual peers (Morgan, et al., 2014).

Types of discipline that are administered vary by student characteristics. While youth with disabilities, for example, represent just 12 percent of the student population, they are among 75 percent of children who are physically restrained at school and among one quarter of students who are arrested and referred to law enforcement. (cont. on Page 4)



August 2014

# School Discipline Gone South – The Call for Restoration

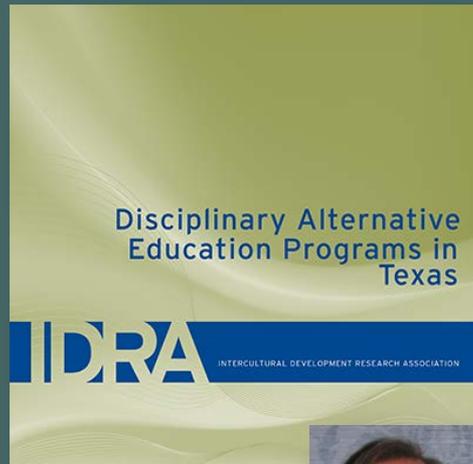
Laurie Posner; IDRA Newsletter; August 2014

New national data on school disciplinary practices show that millions of children are being removed from classrooms for increasingly minor behavioral issues. Estimates show that 10 percent of middle school and high school students were suspended at least once. And in Texas, only less than 3 percent of cases, removal from school – through suspension or expulsion – was legally required.

Laurie Posner, MPA, highlights data on the scope of the problem across the country and in Texas and gives examples of family leaders, community organizations, children's advocacy, and youth across the South who are taking action to bring a halt to punitive practices that they recognize as ineffective, unfair and unsafe.

[http://www.idra.org/IDRA\\_Newsletter/August\\_2014\\_Change\\_Strategies/School\\_Discipline\\_Gone\\_South/](http://www.idra.org/IDRA_Newsletter/August_2014_Change_Strategies/School_Discipline_Gone_South/)





## Disciplinary Alternative Education Programs in Texas – A 2009 Update

*Dr. Albert Cortez; Intercultural Development Research Association; 2009*

Almost 10 years ago, IDRA gave voice to the thousands of Texas public school students who were being criminalized, ostracized and stigmatized for “offenses” that were formerly managed by a simple timeout or even a visit to the principal’s office with its seminal assessment of Texas DAEPs.

IDRA’s policy update shows that in the last decade, more than three quarters of a million students have been sent to DAEPs. Four out of five students of them are not there because of serious offenses. Put simply, DAEPs are a mess. They don’t work for kids, they don’t work for schools, and they don’t work for Texas.

<http://www.idra.org/images/stories/IDRA%20DAEP%20Policy%20Update%20March%202009.pdf>





## Dear Colleague Letter: Nondiscriminatory Administration of School Discipline

*U.S. Department of Justice and U.S. Department of Education; January 8, 2014*

This letter provides information describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin. The letter is part of the departments' school discipline guidance package that will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law.

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf>



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### Rethinking Discipline

Teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students.

Administrators, educators, students, parents and community members can find on this site tools, data and resources to:

- Increase their awareness of the prevalence, impact, and legal implications of suspension and expulsion;
- Find basic information and resources on effective alternatives; and
- Join a national conversation on how to effectively create positive school climates.

### Featured

**Web # RethinkDiscipline: Three Video Presentations on School Discipline**

- *Rethinking School Discipline 101—Why It Matters*  
 Accessible transcript (MS Word, 21KB) | PDF, 525KB
- *Rethinking School Discipline 102—In Schools and Districts*  
 Accessible transcript (MS Word, 19KB) | PDF, 613KB
- *Rethinking School Discipline 103—In Classrooms*  
 Accessible transcript (MS Word, 20KB) | PDF, 512KB

## Rethinking Discipline

U.S. Department of Education guidance letter and resources for parents and school communities. Administrators, educators, students, parents and community members can find on this site tools, data, videos and resources to: Increase their awareness of the prevalence, impact, and legal implications of suspension and expulsion; find basic information and resources on effective alternatives; and join a national conversation on how to effectively create positive school climates. Also includes a resource guide for superintendent action.

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>





# Organizations with Data & Strategies

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### **Arkansas Cradle to Prison Pipeline**

A group of volunteers from across the state of Arkansas is committed to highlighting the Cradle to Prison Pipeline areas in Arkansas, to identifying national and regional models that can be implemented to dismantle the Pipeline, and to engaging summit participants in giving recommendations for enhancing the quality of life for children and youth in the state.

<http://www.arkansas-cradle.org/index.html>

### **Center for Effective Discipline**

A program of Gundersen National Child Protection Training Center (Gundersen NCPTC). CED provides educational information on the effects and risk factors associated with the use of corporal punishment on children while offering healthy, effective alternatives.

<http://www.gundersenhealth.org/ncptc/center-for-effective-discipline/>

### **Ending the Schoolhouse to Jailhouse Track**

For the past decade, Advancement Project has focused on the use and devastating effects of harsh school discipline policies and practices and the increased role of law enforcement in public schools. The project works at both the national level and on the ground with community partners to examine, expose and reform practices that lead to the criminalization of students.

<http://safequalityschools.org/>

### **Fix School Discipline**

A comprehensive resource for educators and parents working to eliminate harsh discipline practices and keep students in school.

- **Website** with toolkits for educators and communities:

<http://fixschooldiscipline.org/>

- **YouTube** page with videos:

<https://www.youtube.com/user/FixSchoolDiscipline/videos?flow=grid&view=0>





### **National Conference on School Discipline**

A gathering for principals, deans, teachers and counselors focused on improving academic performance by applying the most current innovations and research to behavior intervention and classroom management. Special focus is given to supportive, non-exclusionary disciplinary practices.

<http://www.sdiscipline.com/>

### **National School Climate Center**

Helps schools integrate crucial social and emotional learning with academic instruction to enhance student performance, prevent dropouts, reduce physical violence, bullying, and develop healthy and positively engaged adults.

<http://www.schoolclimate.org/>

### **Teaching Tolerance**

Teaching Tolerance has great resources for teachers and school leaders, including professional development, classroom resources, film kits, “mix it up,” publications and webinars.

<http://www.tolerance.org>

### **Texas Appleseed – School-to-Prison Pipeline**

Texas Appleseed is working to dismantle the school-to-prison pipeline and keep children in school and on track to graduate.

<https://www.texasappleseed.org/school-prison-pipeline>





# Resources with Tools & Strategies

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## **Addressing the Root Causes of Disparities in School Discipline – An Educator’s Action Planning Guide**

*National Center on Safe Supportive Learning Environments*

This guide provides tools to assess and systematically address disparities in school discipline. It describes how to carry out a descriptive analysis of disparities in school discipline and how to conduct a root cause analysis to systematically address school-based factors that contribute to disparities.

<https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>

## **Beyond Zero Tolerance: Achieving a Balance in School Discipline**

*Edutopia; February 24, 2014*

Provides nine alternative approaches to classroom discipline.

<https://www.edutopia.org/blog/zero-tolerance-vs-balanced-school-discipline-russ-skiba>

## **Bias Cleanse**

With input from the Kirwan Institute for the Study of Race and Ethnicity, MTV’s Look Different has created seven-day bias cleanses on race and gender that give daily tasks to help users begin the de-bias themselves.

<http://www.lookdifferent.org/what-can-i-do/bias-cleanse>

## **Fair and Just School Climate**

*Resources compiled by the Schott Foundation for Public Education*

Across the nation advocates, educators, parents, students and policymakers are recognizing the importance of fostering positive, healthy school climates. Increasingly, schools are moving away from harmful and counter-productive zero tolerance discipline policies and toward proven restorative approaches to addressing conflict in schools.

<http://schottfoundation.org/issues/school-climate-discipline>





## Hidden Bias Tests

*Project Implicit; 2011*

Find out your implicit associations about race, gender, sexual orientation and other topics.

<https://implicit.harvard.edu/implicit/>

## How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions

*Anne Gregory, James Bell & Mica Pollock; Discipline Disparities Series; March 2014*

In order to improve the state of our knowledge and encourage effective interventions, the Discipline Disparities Research to Practice Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts, came together to address the problem of disciplinary disparities. A culminating report is the Discipline Disparities Briefing Paper Series, three papers on policy, practice and new research summarizing the state of our knowledge and offering practical, evidence-based recommendations for reducing disparities in discipline in our nation's schools.

<https://implicit.harvard.edu/implicit/>

## Keeping Kids in Class Toolkit

*Georgia Appleseed*

This handy toolkit provides powerful, yet easy-to-understand, easy-to-access data and other information that will help parents and school leaders in local districts throughout the state to work together to convert the school exclusion to prison pipeline into the school to opportunity pipeline.

<https://gaappleseed.org/initiatives/toolkit>





## **Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives to Zero Tolerance**

*Christopher Boccanfuso & Megan Kuhfeld; March 2011*

This brief by Child Trends reviews existing research on the implementation and effects of zero tolerance in the school setting and highlights rigorously evaluated, nonpunitive alternatives to zero tolerance that have shown greater promise in improving school safety and student outcomes.

<http://www.nea.org/assets/docs/alternatives-to-zero-tolerance.pdf>

## **Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions**

*Robert Balfanz, Liza Herzog & Douglass J. Mac Iver; Educational Psychologist; 2007*

Addresses the issue of student disengagement as it relates to minority students who are often left behind by the educational system at a young age and thus are more likely to be disengaged in the classroom.

[http://new.every1graduates.org/wp-content/uploads/2012/03/preventing\\_student\\_disengagement.pdf](http://new.every1graduates.org/wp-content/uploads/2012/03/preventing_student_disengagement.pdf)

## **Restorative Justice Practices and Bullying Prevention**

States and districts are increasingly in support of policies and practices that shift school discipline away from zero tolerance, such as suspension and expulsion, to discipline that is focused on teaching and engagement.

[http://blog.ed.gov/2016/03/restorative-justice-practices-and-bullying-prevention/?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](http://blog.ed.gov/2016/03/restorative-justice-practices-and-bullying-prevention/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)





## **The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System**

*Emily Morgan, Nina Salomon, Martha Plotkin & Rebecca Cohen; Council of State Governments Justice Center; 2014*

Presents a comprehensive set of consensus-based and field-driven recommendations to improve conditions for learning for all students and educators, better support students with behavioral needs, improve police-school partnerships, and keep students out of the juvenile justice system for minor offenses.

<http://csjusticecenter.org/youth/school-discipline-consensus-report>

## **The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety and Stereotype Threat in Education and Healthcare**

*Rachel Godsil, Linda R. Tropp, Phillip Atiba Goff & John A. Powell; Perception Institute; November 2014*

Details how unconscious phenomena in our minds – implicit bias, racial anxiety, and stereotype threat – impact our education and health care systems, while offering empirical, research-driven solutions to overcome their effects.

<http://www.perception.org/wp-content/uploads/2014/11/Science-of-Equality.pdf>

## **Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers**

*Ideas that Work, U.S. Office of Special Education Programs; 2015*

Summarizes evidence-based, positive, pro-active, and responsive classroom behavior intervention and support strategies for teachers. These tools can help teachers capitalize on instructional time and decrease disruptions, which is crucial as schools are held to greater academic and social accountability measures for all students.

<https://www.osepideastthatwork.org/evidencebasedclassroomstrategies/>





# Resources with Research & Data

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### **Are We Closing the School Discipline Gap?**

*Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison & Shakti Belway; Center for Civil Rights Remedies; February 2015*

The main body of this report documents gross disparities in the use of out-of-school suspension experienced by students with disabilities and those from historically disadvantaged racial, ethnic, and gender subgroups.

<https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>

### **Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations**

*American Psychological Association Zero Tolerance Task Force, American Psychologist; December 2008*

To address the needs of schools for discipline that can maintain school safety while maximizing student opportunity to learn, the report offers recommendations for both reforming zero tolerance where its implementation is necessary and for alternative practice to replace zero tolerance where a more appropriate approach is indicated.

<http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>

### **Breaking Schools' Rules – A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement**

*Tony Fabelo, Michael D. Thompson, Martha Plotkin, Dottie Carmichael, Miner P. Marchbanks & Eric A. Booth; Council of State Governments Justice Center; July 2011*

This report describes the results of an extraordinary analysis of millions of school and juvenile justice records in Texas. It was conducted to improve policymakers' understanding of who is suspended and expelled from public secondary schools, and the impact of those removals on students' academic performance and juvenile justice system involvement.

<https://csgjusticecenter.org/youth/breaking-schools-rules-report>





## **Center for Civil Rights Remedies**

Find suspension rates for your school district and other data.

<http://www.schooldisciplinedata.org/>

## **Closing the School Discipline Gap Conference & Research Papers**

The Center for Civil Rights Remedies at UCLA's Civil Rights Project, Education Week, Gallup, and the Equity Project at Indiana University hosted Closing the School Discipline Gap, a one-day conference (January 2013) exploring the impacts of exclusionary school-discipline practices, research-based approaches to reducing the discipline gap, and efforts to end the school-to-prison pipeline. See the Research to Practice conference summary and research papers.

<https://www.civilrightsproject.ucla.edu/events/2013/closing-the-school-discipline-gap-conference-research-papers>

## **Corporal Punishment: A Barrier to Education for Children with Disabilities**

*Elinor Milne, Global Initiative; 2013*

The Global Initiative to End All Corporal Punishment of Children hopes that the OHCHR study on the right to education of persons with disabilities will recommend prohibition and elimination of corporal punishment in schools and all other settings of children's lives.

<http://www.endcorporalpunishment.org/assets/pdfs/submissions/OHCHR-right-to-education-of-persons-with-disabilities-submission-2013-09.pdf>

## **Corporal Punishment in U.S. Schools**

*Report by C. (Colin) Farrell*

<http://www.corpun.com/counuss.htm>





## **Disciplinary Alternative Education Programs in Texas – What is Known?**

*Albert Cortez & María Robledo Montecel; Intercultural Development Research Association; 1999*

This policy brief examines how these programs have been carried out after the Texas legislature established a policy in 1995 requiring school districts to have an “alternative educational setting for behavioral management.” These programs manage more than 90,000 pupils a year and cost millions of state taxpayer dollars. But we know very little of what they do, much less how (or how well) they do it. Part of a series on key issues in education developed by IDRA, this brief includes policy recommendations, findings at a glance, the national picture, an overview of the Texas policy, findings examined, and a closer look at one school.

<http://www.idra.org/images/stories/alted.pdf>

## **Disproportionate Impact of K-12 School Suspension and Expulsion on Black Students in Southern States**

*Center for the Study of Race and Equity in Education; 2015*

This report aims to make transparent the rates at which school discipline practices and policies impact Black students in every K-12 public school district in 13 Southern states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

[http://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/SOUTHADVANCEDDR\\_AFT24AUG15.pdf](http://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/SOUTHADVANCEDDR_AFT24AUG15.pdf)





## **Documenting Disparities for LGBT Students: Expanding the Collection and Reporting of Data on Sexual Orientation and Gender Identity**

*Mariella Arredondo, Chrystal Gray, Stephen Russell, Russell Skiba & Shannon Snapp; Discipline Disparities Research to Practice Collaborative, Equity Project at Indiana University; 2016*

The lesbian, gay, bisexual, and transgender (LGBT) community has been historically overlooked, and current efforts by researchers across the country have called for more research and policy to include these students, especially gathering information about discipline and its impact on this population. Though it is common knowledge to educational experts that LGBT students are at a higher risk of being bullied, research also shows that they disproportionately face suspension and expulsion when compared to their heterosexual peers.

<http://indiana.edu/~atlantic/wp-content/uploads/2016/03/SOGI-Brief-Final.pdf>

## **A Generation Later – What We’ve Learned about Zero Tolerance in Schools, Issue Brief**

*Jacob Kang-Brown, Jennifer Trone, Jennifer Fratello & Tarika Daftary-Kapur; Vera Institute of Justice; December 2013*

In considering different strategies for promoting productive and safe school environments, it can be difficult to know what works and what doesn't. In particular, longstanding debates about zero tolerance policies leave many people confused about the basic facts. This publication aims to answer these questions by drawing on the best empirical research produced to date and to identify the questions that remain unanswered.

<http://www.vera.org/sites/default/files/resources/downloads/zero-tolerance-in-schools-policy-brief.pdf>





## **Grade Retention & Demotion: A Traditional Discipline Consequence**

*Natalie Hoff, Reece L. Peterson & Jenna Strawhun; University of Nebraska-Lincoln; 2014*  
Students with social and emotional problems are often retained, but not directly as a disciplinary consequence. In addition to students who are held back, those who are deficient in credits and unable to graduate might also be considered “retained.” The brief also states that, while it is not a direct cause, retention has been identified as one of the more powerful predictors of dropping out of school.  
[http://k12engagement.unl.edu/strategy-briefs/Grade%20Retention%20%26%20Demotion%2011-30-15%20\\_0.pdf](http://k12engagement.unl.edu/strategy-briefs/Grade%20Retention%20%26%20Demotion%2011-30-15%20_0.pdf)

## **The High Cost of Harsh Discipline and its Disparate Impact**

*Russell W. Rumberger & Daniel J. Losen; The Center for Civil Rights Remedies; 2016*  
This report on exclusionary discipline, specifically suspension rates for children of color, points to economic losses when so many children are not living up to their full potential. Researchers carefully and conservatively quantifies the costs of suspension in two highly populated states, Florida and California, and for the nation.  
<https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/the-high-cost-of-harsh-discipline-and-its-disparate-impact>

## **Identifying Potential Dropouts – Key Lessons for Building an Early Warning Data System**

*Achieve, Inc.; June 2006*  
This white paper was prepared for Staying the Course: High Standards and Improved Graduation Rates, a joint project of Achieve and JFF funded by Carnegie Corp. of New York. Its goal is to provide policymakers with an overview of research about the dropout problem and the best strategies for building an early warning data system that can signal which students and schools are most in need of interventions.  
<http://www.achieve.org/files/Identifying-Potential-Dropouts.pdf>





## **Implicit Racial Bias and School Discipline Disparities – Exploring the Connection**

*Cheryl Staats; Kirwan Institute for the Study of Race and Ethnicity; May 2014*

This report seeks to uplift implicit bias as a possible contributing factor to the racialized discipline disparities we see in K-12 education.

<http://kirwaninstitute.osu.edu/wp-content/uploads/2014/05/ki-ib-argument-piece03.pdf>

## **In-Grade Retention in the Early Years – What’s Holding Children Back?**

*Paula Johnson; IDRA Newsletter; October 2016*

This article reports on the current rates of retention in Texas public schools, the cost of retention, and characteristics of successful PK-3 programs. 59,294 elementary school students in Texas were held back a grade in 2013-14. The trends here are comparable to those across the country.

<http://budurl.com/IDRAnOct16b>

## **Just Learning – The Imperative to Transform the Juvenile Justice System**

*Southern Education Foundation; 2014*

With awareness growing that schools are disciplining and suspending minority students at alarming rates, the report provides powerful evidence that young people placed in the juvenile justice system-predominately minority males incarcerated for minor offenses-are receiving a substandard education.

- **Report:** <http://www.southerneducation.org/Our-Strategies/Research-and-Publications/Publications/Just-Learning.aspx>
- **Video:** [http://www.southerneducation.org/Resource-Center/Media/Research-Related-Videos-\(1\)/JJ-Animation-Video.aspx](http://www.southerneducation.org/Resource-Center/Media/Research-Related-Videos-(1)/JJ-Animation-Video.aspx)





## **Nation-wide Survey of State Education Agencies' Online School Disciplinary Data for Students with Disabilities**

*The Civil Rights Project; Summer 2014*

UCLA Civil Rights Project's Center for Civil Rights Remedies has extracted information from all 50 state education agency (SEA) websites and Washington, D.C., to compile publicly-reported school disciplinary data.

<https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/online-data-resources/nation-wide-survey-of-state-education-agencies2019-online-school-disciplinary-data>

## **Opportunities Suspended – The Devastating Consequences of Zero Tolerance and School Discipline Policies**

*National Summit on Zero Tolerance, Advancement Project & Civil Rights Project; June 1, 2000*

This is the first comprehensive national report to scrutinize the impact that the brutally strict zero tolerance approach to discipline, currently being used in public schools, is having on American children.

<https://www.civilrightsproject.ucla.edu/research/k-12-education/school-discipline/opportunities-suspended-the-devastating-consequences-of-zero-tolerance-and-school-discipline-policies/crp-opportunities-suspended-zero-tolerance-2000.pdf>

## **Racial Disproportionality in School Discipline: Implicit Bias is Heavily Implicated**

*Tom Rudd; Kirwan Institute for the Study of Race and Ethnicity; February 2014*

Report that provides city-specific data illustrate the magnitude of this problem of implicit bias.

<http://kirwaninstitute.osu.edu/wp-content/uploads/2014/02/racial-disproportionality-schools-02.pdf>





## **Sent Home and Put Off-Track – The Antecedents, Disproportionalities, and Consequences of Being Suspended in the 9<sup>th</sup> Grade**

*Robert Balfanz, Vaughan Byrnes & Joanna Fox; April 6, 2013*

This study finds that policies seeking to address these issues cannot focus on reducing suspensions alone, but must also address student attendance and course passing in a comprehensive and systematic manner. This research is part of the “[Closing the School Discipline Gap Conference](#)” of January 2013. An [overview](#) of the research project can be found [here](#); for a list of the 16 studies presented, [click here](#).

<https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/sent-home-and-put-off-track-the-antecedents-disproportionalities-and-consequences-of-being-suspended-in-the-ninth-grade>

## **Social Policy Report – Corporal Punishment in U.S. Public Schools: Prevalence, Disparities in Use, and Status in State and Federal Policy**

*Elizabeth T. Gershoff & Sarah A. Font; 2016*

The aim of this policy report is to fill the gap in knowledge about school corporal punishment by describing the prevalence and geographic dispersion of corporal punishment in U.S. public schools and by assessing the extent to which schools disproportionately apply corporal punishment to children who are Black, to boys, and to children with disabilities. The report summarizes sources of concern about school corporal punishment, reviews state policies related to school corporal punishment, and discusses the future of school corporal punishment in state and federal policy.

[http://www.srcd.org/sites/default/files/documents/spr\\_30\\_1.pdf](http://www.srcd.org/sites/default/files/documents/spr_30_1.pdf)





## **Suspended Childhood – An Analysis of Exclusionary Discipline of Texas' Pre-K and Elementary School Students**

*Texas Appleseed; 2015*

For this report, Texas Appleseed analyzed data on in-school suspensions, out-of-school suspensions, and placements in disciplinary alternative education programs (DAEPs) for Texas children in pre-kindergarten (Pre-K) through fifth grade.

<https://slate.adobe.com/a/6dvQB/>

## **Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations**

*Seth Gershenson, Stephen B. Holt & Nicolas Papageorge; Economics of Education Review; 2015*

This study explored how racial mismatches between teachers and students, particularly when the teacher was White and the student was Black, resulted in overall lower academic expectations for Black students. The research points to implicit bias as a factor in the results.

<http://dx.doi.org/10.17848/wp15-231>

## **Zero Tolerance Policies – Research Brief**

Responds to two questions: Are these policies fair or unfair to students in general and minorities in particular? Is there a model that is working well that is a deterrent to violence and drugs in the school?

[http://oemanagement.com/data/\\_files/zerotolerance.pdf](http://oemanagement.com/data/_files/zerotolerance.pdf)





# Resources on Discipline Policy

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## **Advancing School Discipline Reform**

*Greta Colombi & David Osher; National Association of School Boards, Education Leaders Report; 2015*

A comprehensive resource for schools and community members to research how to reform discipline in public schools.

[http://www.nasbe.org/wp-content/uploads/ELR\\_Advancing-School-Discipline-Reform.pdf](http://www.nasbe.org/wp-content/uploads/ELR_Advancing-School-Discipline-Reform.pdf)

## **Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations**

*American Psychologist; December 2008*

The American Psychological Association's Zero Tolerance Task Force's report explores the following topics: developmental appropriateness, impact on minority populations, making schools safer, ties to criminal justice, family and community impact, and alternative methods of discipline. Suggestions about reforming zero tolerance include: allowing more flexibility in what actions require strict discipline, providing better training to educators, requiring officers who work in schools to have training in adolescent development, expanding the body of research that studies discipline, and considering alternative methods of discipline to zero tolerance.

<http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>

## **Closing the School Discipline Gap – Equitable Remedies for Excessive Exclusion**

*Daniel Losen; Center for Civil Rights Remedies at the UCLA Civil Rights Project (CRP/CCRR); January 24, 2015*

This resource looks at disciplinary policies and practices in school that result in disparities, and provides remedies that may be enacted at federal, state and district levels.

<https://www.civilrightsproject.ucla.edu/research/k-12-education/school-discipline/closing-the-school-discipline-gap-equitable-remedies-for-excessive-exclusion>





## Compendium of School Discipline Laws and Regulations

Document describing an online tool that catalogues the laws and regulations related to school discipline in each of the 50 states, Washington, D.C., and Puerto Rico states and compares laws across states and jurisdictions. <http://safesupportivelearning.ed.gov/school-discipline-compendium>

## Model Student and Parent Handbook – To Build a Quality, Healthy School District

*Southern Echo; 2012*  
<http://southernecho.org/s/wp-content/uploads/2012/09/model-code.pdf>

The infographic is a vertical strip with a light blue background and a white border. At the top, it says '6 Policies that Lead to Higher Dropout Rates'. Below this, there are six horizontal sections, each with a different colored background and an icon. The sections are: 1. Zero Tolerance (green background, graduation cap icon), 2. In-grade Retention (orange background, book icon), 3. Low Funding & Support for ELs/Insufficient (yellow background, person icon), 4. Unfair & Insufficient Funding (teal background, dollar sign icon), 5. Watered Down, Non-College Prep Curricula (orange background, book icon), and 6. Testing that is High-Stakes (yellow background, computer monitor icon). At the bottom, it says 'It doesn't have to be this way' and provides the website 'www.idra.org' and Facebook link 'facebook.com/IDRA6'. To the right of the infographic, there is text: 'See IDRA's infographic: 6 School Policies that Lead to Higher Dropout Rates' and the URL 'http://budurl.com/IDRA6policies'.





# Technical Assistance Resources

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## **Directory of Federal School Climate and Discipline Resources**

U.S. Department of Education index of the extensive federal technical assistance and other resources on school discipline and climate available to schools and districts.

<http://www2.ed.gov/policy/gen/guid/school-discipline/appendix-1-directory.pdf>

## **Guidance Package Addressing the Behavioral Needs of Students with Disabilities**

*U.S. Department of Education; August 4, 2016*

The department has released a significant guidance that emphasizes the requirement that schools provide positive behavioral supports to students with disabilities who need them. It also clarifies that the repeated use of disciplinary actions may suggest that many children with disabilities may not be receiving appropriate behavioral interventions and supports.

<http://www.ed.gov/news/press-releases/us-department-education-releases-guidance-schools-ensuring-equity-and-providing-behavioral-supports-students-disabilities>

## **Guiding Principles – A Resource for Improving School Climate and Discipline**

*U.S. Department of Education; January 2014*

This guidance document draws from emerging research and best practices to describe three key principles and related action steps that can help guide state- and locally-controlled efforts to improve school climate and school discipline.

<http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>





## **Letter to States Calling for an End to Corporal Punishment in Schools**

*U.S. Education Secretary John B. King, Jr.; November 22, 2016*

U.S. Department of Education letter urging state leaders to end the use of corporal punishment in schools, a practice repeatedly linked to harmful short-term and long-term outcomes for students.

<http://www2.ed.gov/policy/gen/guid/school-discipline/files/corporal-punishment-dcl-11-22-2016.pdf>

## **Model Student and Parent Handbook, Version #8 – To Build a Quality, Healthy School District**

*Mississippi Delta Catalyst Roundtable; 2012*

<http://southernecho.org/s/wp-content/uploads/2012/09/model-code.pdf>

## **Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings**

*U.S. Department of Health and Human Services & U.S. Department of Education; 2014*

Preschool students face a disproportionately high rate of suspension. This policy statement provides information to educational stakeholders about how to better handle behavior management in preschool classrooms. The recent data have shown that preschool students are being suspended and expelled at alarmingly high rates, especially young boys of color.

<http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

## **Overview of the Supportive School Discipline Initiative**

*U.S. Department of Education; 2011*

Outline of recent federal efforts on these issues through the interagency Supportive School Discipline Initiative.

<http://www2.ed.gov/policy/gen/guid/school-discipline/appendix-3-overview.pdf>





### **Prohibiting All Corporal Punishment in Schools**

*Global Initiative to End All Corporal Punishment of Children*

The Global Initiative carries out a wide range of activities specifically designed to promote law reform to prohibit corporal punishment of children in all settings and to support others in doing so.

<http://www.endcorporalpunishment.org/prohibiting-corporal-punishment/>

### **Resource Guide for Superintendent Action**

*Office of Elementary and Secondary Education, U.S. Department of Education; July 2015*

Guide to support superintendents and leadership teams in their strategic efforts to engage stakeholders, assess the results and history of existing school climate and discipline systems and practices, implement reform, and monitor progress toward a more consistently equitable and rewarding future for all our nation's schoolchildren.

<https://www2.ed.gov/policy/gen/guid/school-discipline/rethink-discipline-resource-guide-supt-action.pdf>

### **Supportive School Discipline Webinar Series**

Continuing the efforts of the Federal Supportive School Discipline Initiative, the U.S. Departments of Justice and Education hosted a Supportive School Discipline (SSD) webinar series designed to increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system, and provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.

<https://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>





# Related Articles

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## **Bias Isn't Just A Police Problem, It's A Preschool Problem**

*Cory Turner; NPR Ed; September 28, 2016*

[http://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem?utm\\_source=npr\\_newsletter&utm\\_medium=email&utm\\_content=20161002&utm\\_campaign=bestof\\_npr&utm\\_term=nprnews](http://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem?utm_source=npr_newsletter&utm_medium=email&utm_content=20161002&utm_campaign=bestof_npr&utm_term=nprnews)

## **Bringing Restorative Practices to Your School – Six lessons learned from replacing punitive discipline with a community-oriented, restorative approach**

*Laura McClure; Edutopia; October 10, 2016*

<https://www.edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure>

## **Five Things Parents Need to Know About School Discipline**

*Kristen Loschert; Alliance for Excellent Education; 2016*

- **Part One:** <http://all4ed.org/part-one-five-things-parents-need-to-know-about-school-safety/>
- **Part One:** <http://all4ed.org/part-two-five-things-parents-need-to-know-about-school-discipline/>

## **What Does the Civil Rights Data Tell Us About Early Learners?**

*Abbie Lieberman, Shayna Cook & Aaron Loewenberg; New America; June 13, 2016*

<https://www.newamerica.org/education-policy/edcentral/crdc-earlyed/>

## **When Implicit Bias Shapes Teacher Expectations**

*Mary Ellen Flannery; NEA Today; September 9, 2015*

<http://neatoday.org/2015/09/09/when-implicit-bias-shapes-teacher-expectations/>

## **Why Are Black Students Facing Corporal Punishment in Public Schools?**

*The Nation*

<http://www.thenation.com/article/why-are-black-students-facing-corporal-punishment-public-schools/>





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