Resources on Student Discipline Policy and Practice

2020, IDRA EAC-*South* (third edition)

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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.

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.

Contact IDRA for more information
www.idra.org/eac-south
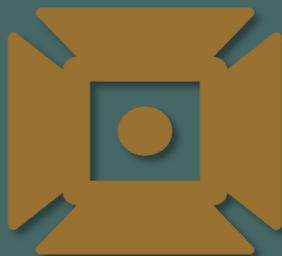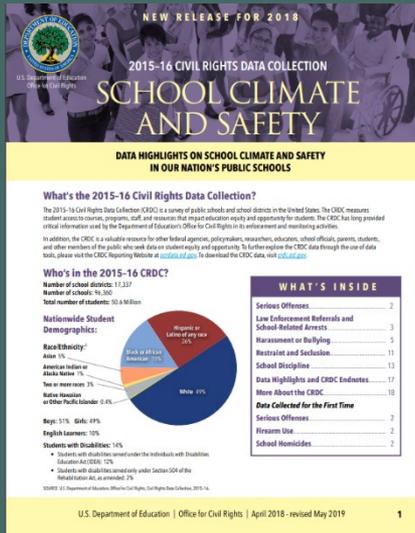**eacsouth@idra.org**

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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 represented 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, or 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.
- English language learners (ELLs) are not suspended disproportionately compared to other student populations. While they represent 10 percent of the student population, they make up 7 percent of students who have been suspended one or more times.

Office for Civil Rights. (2016). http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf

Featured Resources

2015-16 Civil Rights Data Collection: School Climate and Safety

U.S. Department of Education Office for Civil Rights, 2018

The 2015-16 Civil Rights Data Collection (CRDC) is a survey of public schools and school districts in the United States. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students.

School climate generally refers to interrelated aspects of the quality and character of school life. This issue brief focuses on one element of school climate: safety. To evaluate how safe students are at school, the CRDC collects data on serious offenses, law enforcement referrals and school-related arrests, harassment or bullying, restraint and seclusion, and school discipline.

https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf

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Fair Discipline Issue of the IDRA Newsletter

February 2020

At What Cost? A Review of School Police Funding and Accountability Across the U.S. South
Terrence Wilson, J.D., IDRA Newsletter, February 2020

Schools across the country attempt to make their campuses safer by hiring school resource officers. But research shows that stationing police officers in schools is ineffective and potentially hazardous to the mental and physical health of students, particularly students of color. This article describes the current trend of increasing resource officer presence on campus and presents recommendations for effective school safety policies. https://idra.news/Feb20a

How Schools Can End Harmful Discipline Practices
Morgan Craven, J.D., Nilka Avilés, Ed.D., & Aurelio M. Montemayor, M.Ed., IDRA Newsletter, February 2020

This article provides strategies for rethinking discipline practices and attitudes to improve student engagement and learning. Moving a school away from ineffective, punitive discipline requires many shifts in culture, policy and practice underscored by viewing policy, procedures and students themselves through an equity lens. It necessitates all adults on campus working to actively help maintain a positive campus culture in addition to building authentic relationships with students.
https://idra.news/Feb20b

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Racial and Gender Disparities in Dress Code Discipline Point to Need for New Approaches in Schools

Chloe Latham Sikes, M.A., IDRA Newsletter, February 2020

Dress code policies and their resulting disciplinary consequences can actively harm student learning, particularly when they single out a student's gender, culture or religion. Young women of color have been disproportionately subject to dress code violations for being true to their cultural or religious identities. Removing students from the classroom for dress code violations can compromise their education in addition to sending a message that they do not belong. This article discusses the importance of preventing disciplinary disparities by making dress code policies that promote health and safety as opposed to objectifying girls' bodies or discriminating against culturally or religiously significant styles.
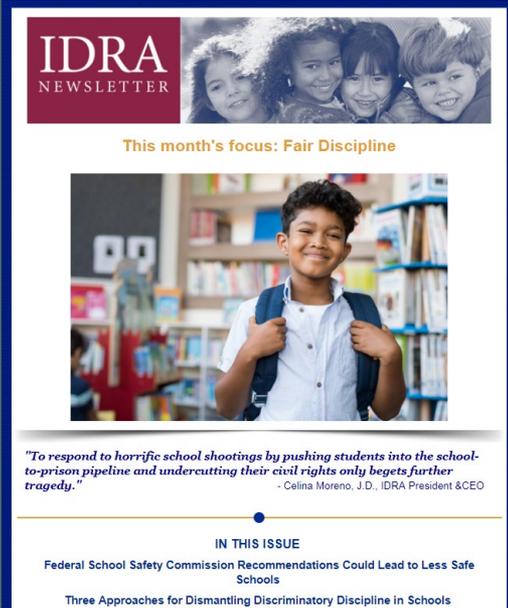
https://idra.news/Feb20c

Why Disciplinary Alternative Education Programs Do More Harm Than Good

Ana Ramón, IDRA Newsletter, February 2020

While the State of Texas established disciplinary alternative education programs (DAEPs) to remove students who commit violent and serious offenses, the majority of students referred to DAEPs are punished for violating the student code of conduct rather than serious, violent incidents. Students in DAEPs lose numerous regular instruction days and face an increased likelihood of in-grade retention, disengagement and contact with the juvenile justice system. This article outlines recommendations to improve both student learning and retention.

https://idra.news/Feb20d

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This month's focus: Fair Discipline

"To respond to horrific school shootings by pushing students into the school-to-prison pipeline and undercutting their civil rights only begets further tragedy."
— Celina Moreno, J.D., IDRA President &CEO

IN THIS ISSUE

Federal School Safety Commission Recommendations Could Lead to Less Safe Schools

Three Approaches for Dismantling Discriminatory Discipline in Schools

Fair Discipline Issue of the IDRA Newsletter

March 2019

Federal School Safety Commission Recommendations Could Lead to Less Safe Schools

Morgan Craven, J.D., IDRA Newsletter, March 2019

This article addresses the Federal Commission on School Safety's final report. The report contains some research-based suggestions for improving school climates, including expanding in-school supports for students.
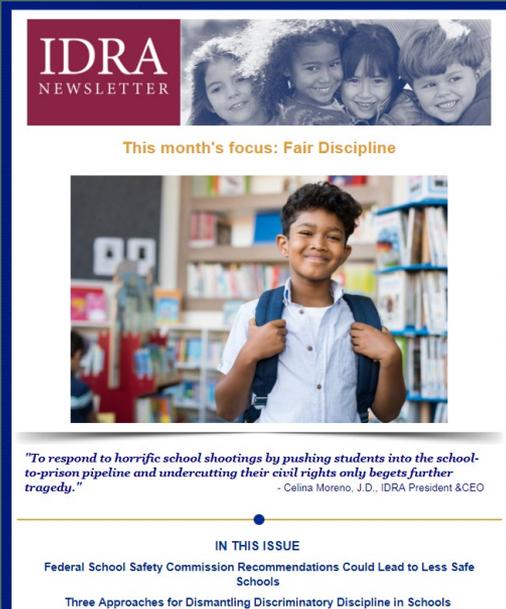https://idra.news/Mar19a

Three Approaches for Dismantling Discriminatory Discipline in Schools

Paula N. Johnson, Ph.D., & José A. Velázquez, M.Ed., IDRA Newsletter, March 2019

In recent years, schools across the nation have moved toward resolving behavior issues that do not take the child out of the classroom - focusing on a "whole child" approach to student learning and success built on relationships and community. School districts the IDRA EAC-*South* worked with across its region report lower rates of suspension and expulsion each year.
https://idra.news/Mar19b

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Discipline Policies Must Not Come at the Expense of Any Group of Students

Morgan Craven, J.D. IDRA Newsletter, March 2019

This article addresses the importance of implementing policies and regulations that are proven to reduce disparities and serve all students. A federal judge recently ruled that the U.S. Department of Education illegally delayed Obama-era regulations designed to address racial disparities in special education placements and discipline, ignoring the research that went into crafting guidelines to reduce these inequalities.

https://idra.news/Mar19c

Restorative Practices – Informal and Formal Processes for Addressing Behavior

Paula N. Johnson, Ph.D. IDRA Newsletter, March 2019

This article provides an overview of the processes of restorative practices in school discipline, describes preliminary research findings and reviews recommendations for implementation. Schools and programs that only use the reactive elements without building the social capital first are less likely to see positive results. Restorative discipline, on the other hand, is both proactive (developing community by building relationships) and reactive (restoring relationships by repairing harm). Both components are required for effective restorative discipline.

https://idra.news/Mar19d

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Classnotes Podcasts on Fair Discipline

District Innovation Reverses Truancy
Podcast Episode 188
https://idra.news/Pod188

Strategies for Restorative Student Discipline
Podcast Episode 179
https://budurl.me/IDRApod179

Civil Rights in Student Discipline
Podcast Episode 158
https://budurl.me/IDRApod158b

Dress Codes and Religion Equity
Podcast Episode 186
https://idra.news/Pod186

Holding Back In-grade Retention
Podcast Episode 182
https://budurl.me/IDRApod182

www.idra.org/research_articles/TxDiscipline20

Web Stories

Unfair School Discipline in Texas

Roy Johnson, M.A., February 2020

Students of color, particularly Black students, and males are disproportionately disciplined in Texas public schools. In early 2020, IDRA updated its 2016 analysis to examine discipline issues in Texas.

https://idra.news/UnfairDiscipline

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

Roy Johnson, M.A., Texas Public School Attrition Study, 2014-16, November 2016

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.

https://idra.news/ZeroTolerance

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Additional Featured Articles

Discipline Strategies to Combat Faulty Assumptions that Target Black Male Youth

Daryl V. Williams, Ed.D., IDRA Newsletter, October 2019

Alterative, non-exclusionary discipline strategies have better results for students and the school community.

https://idra.news/nlOct19b

How Using Restorative Practices Can Prevent Exclusionary Discipline Issues

Kristin Grayson, Ph.D., Paula Johnson, M.A., IDRA Newsletter, January 2018

Reduce exclusionary discipline - discipline practices that remove students from the academic environment - by restoring positive relationships between students, teachers and school leaders.

https://budurl.me/IDRAnlJan18B

Ensuring Equity and Nondiscrimination in Student Discipline Policy and Practice

David Hinojosa, J.D., IDRA Newsletter, February 2016

See factors that lead to unfair discipline and get a list of 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/

Organizations with Data and Strategies

Dear Colleague Letter:
Nondiscriminatory Administration of School Discipline

U.S. Department of Justice and U.S. Department of Education, January 8, 2014 (withdrawn 2018)

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

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 and Strategies

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 Advancement 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

Fix School Discipline is 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 will be 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 drop outs, reduce physical violence, bullying, and develop healthy and positively engaged adults.
http://www.schoolclimate.org/

Teaching Tolerance

Teaching Tolerance also 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

Texans Care for Children

Texans Care for Children is a statewide, non-profit, non-partisan, multi-issue children's policy organization. It develops policy solutions, produces research, and engages Texas community leaders to educate policymakers, the media, and the public about what works to improve the well-being of Texas children and families..
https://txchildren.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

5 Things Public Schools Can and Can't Do When It Comes to Dress Codes

Galen Sherwin, ACLU, 2017
While public schools are allowed to have dress codes and uniform policies, they cannot be discriminatory or censor student expression. Here are a few of the basics on what public schools can and can't do when it comes to dress codes.
https://www.aclu.org/blog/womens-rights/womens-rights-education/5-things-public-schools-can-and-cant-do-when-it-comes

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

Code of Conduct: A Guide to Responsive Discipline

Teaching Tolerance, 2019

This guide includes scenarios and questions tailored specifically to teachers, counselors, building and district leaders and school resource officers. It can be used to prompt individual self-reflection or to kick-start conversations among colleagues about beliefs and practices related to student misbehavior. Analyzing the conditions that push students out of school – such as a zero-tolerance disciplinary culture – is an important first step toward making the shifts necessary to end the school-to-prison pipeline.

https://www.tolerance.org/magazine/publications/code-of-conduct

Code of Conduct: A Guide to Responsive Discipline – Webinar

Teaching Tolerance, 2019

"How does my conduct affect the school-to-prison pipeline?" This webinar invites teachers, counselors, building and district leaders, and school resource officers to consider this question. Regardless of your role, you'll learn responsive discipline practices that can keep more students in school. A certificate of attendance will be given upon completion of this webinar.

https://www.tolerance.org/professional-development/webinars/code-of-conduct-a-guide-to-responsive-discipline

Dress Coded: Black Girls, Bodies, and Bias in D.C. Schools

National Women's Law Center, 2018

The National Women's Law Center and 21 Black girls who live and learn in D.C. expose common problems with D.C. dress codes, discusses their impact on students, and propose better policies. The good news is that our co-authors have great ideas about how schools can do better. In the report, readers will find a checklist for schools and policy recommendations for school leaders, district leaders, and local government.

https://nwlc.org/resources/dresscoded/

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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/

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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

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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

School Climate & Discipline

National Association of State Boards of Education

NASBE partnered with six states (GA, MD , MI, OR, VA, WV) and the District of Columbia to promote positive school climate and supportive discipline. Many partners implemented school safety task forces, collecting disaggregated discipline data, and developing model policies to improve practices at the local systems-level. Resources include:

- Alternatives to Suspension and Expulsion and their Impact on School Climate and Safety
- Creating Conditions for Learning: School Discipline, School Climate, Virginia State Department of Education
- Implementing Reform: Success and Challenges - Maryland State Department of Education

http://www.nasbe.org/project/school-discipline/

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://csgjusticecenter.org/youth/school-discipline-consensus-report

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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, proactive, 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.osepideasthatwork.org/evidencebasedclassroomstrategies/

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Resources with Research & Data

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

Black Girls Matter: Pushed Out, Overpoliced and Underprotected

Kimberlé Williams Crenshaw, African American Policy Forum; Center for Intersectionality and Social Policy Studies, 2015

Girls of color face much harsher school discipline than their white peers but are excluded from current efforts to address the school-to-prison pipeline. This report is based on a new review of national data and personal interviews with young women in Boston and New York. Crenshaw, a leading authority in how law and society are shaped by race and gender, argues that an intersectional approach encompassing how related identity categories such as race, gender, and class overlap to create inequality on multiple levels is necessary to address the issue of school discipline and the school-to-prison pipeline.

https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.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 Carmchael, 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

Cops and No Counselors – How the Lack of School Mental Health Staff Is Harming Students

Amir Whitaker, Sylvia Torres-Guillén, Michelle Morton, Harold Jordan, Stefanie Coyle, Angela Mann, & Wei-Ling Sun, American Civil Liberties Union, 2019

The U.S. Department of Education recently required every public school to report the number of social workers, nurses, and psychologists employed for the first time in history. Data about school counselors had been required previously, but this report provides the first state-level student-to-staff ratio comparison for these other school-based mental health personnel, along with school counselors. It reviews state-level student-to-school-based mental health personnel ratios as well as data concerning law enforcement in schools. The report also reviews school arrests and referrals to law enforcement data, with particular attention to disparities by race and disability status. A key finding of the report is that schools are under-resourced and students are overcriminalized.

https://www.aclu.org/report/cops-and-no-counselors

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

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

Disciplinary Alternative Education Programs in Texas – A 2009 Update

Albert Cortez, Intercultural Development Research Association, 2009
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 previous 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.
http://www.idra.org/images/stories/IDRA%20DAEP%20Policy%20Update%20March%202009.pdf

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. It 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/SOUTHADVANCEDDRAFT24AUG15.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 disproportionally face suspension and expulsion when compared to their heterosexual peers.

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

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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

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

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

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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

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, 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

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

School Resource Officers and Exclusionary Discipline in U.S. High Schools:
A Systematic Review and Meta-Analysis

Benjamin W. Fisher & Emily A. Hennessy, Adolescent Research Review, 2016
Over the past few decades, schools in the U.S. have increasingly relied on school resource officers (SROs) to provide safety and order within school settings. In spite of the intuitive appeal that SROs might offer for making schools safer, critics suggest that there may be unintended negative consequences to this trend, including an increase in exclusionary discipline (i.e., suspensions and expulsions) of students in schools with SROs. This study presents a synthesis of the existing quasi-experimental literature examining the relationship between the presence of SROs and exclusionary discipline in U.S. high schools.
https://link.springer.com/article/10.1007/s40894-015-0006-8

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Sent Home and Put Off-Track – The Antecedents, Disproportionalities, and Consequences of Being Suspended in the 9th 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 sixteen 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. We end the report by summarizing sources of concern about school corporal punishment, reviewing state policies related to school corporal punishment, and discussing the future of school corporal punishment in state and federal policy.

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 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

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Resources on Discipline Policy

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

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
provides a comprehensive look at this type of discipline in its 2008 report
on zero tolerance. The 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

Resources on Discipline Policy

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. Read the description of the compendium and how to use it here.

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

New Legislation Aims to End the 'School to Confinement' Pathway

Alice Speri, The Intercept, 2019

https://theintercept.com/2019/12/05/criminalization-students-school-prison-pathway/

School Discipline Laws and Regulations by Category and State: School Resource and Safety Officers and Truant/Attendance Officer – Certification or Training

National Center on Safe Supportive Learning Environments, 2020

https://safesupportivelearning.ed.gov/discipline-compendium/choose-state/results?field_sub_category_value=Certification+or+training

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Technical Assistance Resources

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
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

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Prohibiting All Corporal Punishment in Schools
Global Initiative to End All Corporal Punishment of Children, Global Initiative
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 are hosting a Supportive School Discipline (SSD) webinar series. The series is 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

Related Articles

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=bestofnpr&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/

School Discipline Gone South – The Call for Restoration
Laurie Posner, MPA, IDRA Newsletter, August 2014
http://www.idra.org/IDRA_Newsletter/August_2014_Change_Strategies/School_Discipline_Gone_South/

What Does the Civil Rights Data Tell Us About Early Learners?
Abbie Lieberman, Shayna Cook and Aaron Loewenberg, New America, June 13, 2016
https://www.newamerica.org/education-policy/edcentral/crdc-earlyed/

When Implicit Bias Shapes Teacher Expectations
M.E 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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Intercultural Development Research Association

Celina Moreno, J.D., President & CEO
5815 Callaghan Road, Suite 101
San Antonio, Texas 78228

210-444-1710 • contact@idra.org

www.idra.org • www.facebook.com/IDRAed

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