Addressing Exclusionary Discipline

INFORMATION SHEET

If a local education agency (LEA) expresses a need in addressing exclusionary discipline, Title IV, Part A State coordinators can use the following information to support LEAs as they conduct their needs assessment, prepare their LEA application, consider how to evaluate their effort, and/or seek additional information.
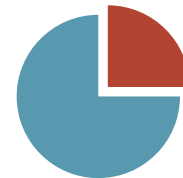
About **2.7 million** suspensions were made in the 2015–2016 school year.

291,100 students were referred to law enforcement agencies or arrested

Black students are subject to more exclusionary discipline than other students:

8%
Total Black Male Enrollment

25%
Black Male Out-of-school Suspensions

2015-16 Office for Civil Rights School Climate and Safety Issue Brief

IMPACT ON STUDENTS WHO HAVE BEEN DISCIPLINED

Students who have been suspended are at greater risk of drop out, grade retention, and involvement in the juvenile justice system.

Breaking Schools' Rules: A Statewide Study of How School Discipline Related to Students' Success and Juvenile Justice Involvement

How LEAs Can Better Understand Related Needs

Questions to explore: How many students experience exclusionary discipline? To what extent are special populations experiencing exclusionary discipline compared to others? What is the rationale behind exclusionary discipline decisions? How have exclusionary discipline practices influenced student outcomes?

Data to Explore

- National Data: *Civil Rights Data Collection*; *Office of Special Education Program IDEA Part B data*
- School Climate Survey Data: *ED School Climate Surveys*; *School Climate Survey Compendium*
- Administrative Data: Office referrals, suspensions, expulsions, school-based arrests, attendance
- Qualitative Data: Focus groups, interviews with students, staff and families

Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide

Common Approaches LEAs Are Using to Address Issue

Revising Code of Conduct

Breaking down categories of offenses to better track infractions; Adjusting consequences of offenses; Aligning supports within the school, district and community.

- *School Discipline Consensus Report (pages 71-90)*

Improving Classroom Management

Preventing behavioral issues by building relationships, improving the environment, and enhancing instruction; Improving interventions that help to de-escalate and conduct functional behavior assessments

- *Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers*
- *Effective Teacher Instructional Behaviors to Decrease Challenging Student Behavior*
- *Simple Functional Behavioral Assessments (starts at 7:00)*
- *Classroom Management Reimagined*

Improving School Climate

Acknowledging impact of school climate—engagement, safety, and environment—on student outcomes; Engaging in school climate improvement process.

- *ED School Climate Surveys*
- *National School Climate Center*
- *School Climate Improvement Resource Package*
- *National Center on Safe Supportive Learning Environments*
- *School Climate Survey Compendia*
- *Safe Supportive Schools Descriptive Study*

Implementing Multi-Tiered System of Supports

Providing organizing framework for social skills instruction, violence prevention, and bullying programs.

- *Technical Assistance Center on PBIS*
- *National Center on Intensive Interventions*

Implementing Social Emotional Learning

Implementing curriculum or programs; Integrating strategies into every day practice.

- *CASEL SEL Resources*
- *SEL Self-Assessment*

Implementing Restorative Practices

Focusing on fostering healthy relationships among students and adults and a sense of community; Supporting students who committed infractions take full responsibility for their behavior.

- *Defining Restorative*
- *Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools*
- *Restorative Classroom Circles*

Building Trauma-Sensitive Schools

Building awareness of the prevalence and impact of childhood trauma; Adopting a school or district-wide approach to addressing trauma and building resilience for all in the learning environment; Integrating trauma-sensitive practices into their daily operations.

- *Trauma-Sensitive Schools Training Package*
- *Helping Traumatized Children Learn*