

Alternatives to Suspension

Wayne RESA

2014

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Agenda

- 2014 Federal Supportive School Discipline Initiative
- Alternatives to Suspension Options
- PBIS & Cultural Responsiveness
- South Redford Pierce Middle School
 - PBIS & Alternatives to Suspension

Federal Guidance

Supportive School Discipline Initiative

- Department of Education & Department of Justice
 - “School Discipline Guidance Package” January, 2014
 - <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>
- U.S. Department of Education, *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*, Washington, D.C., 2014.

The Problem

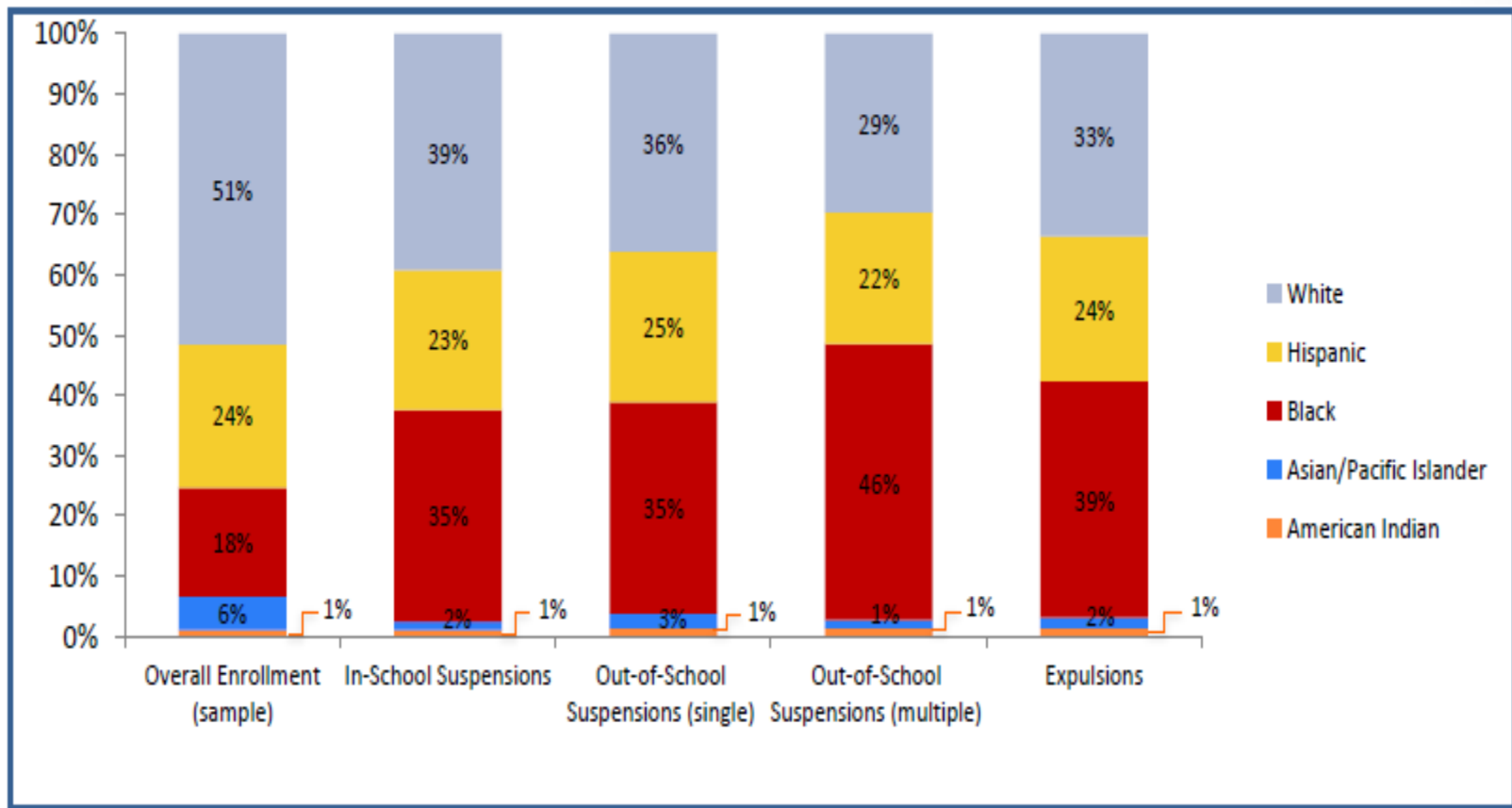
- ❖ “Too many schools are struggling to create the nurturing, positive, and safe environments that we know are needed to boost student achievement and success.”
- ❖ “No student or adult should feel unsafe or unable to focus in school.”
- ❖ “Simply relying on suspensions and expulsions, however, is not the answer to creating a safe and productive school environment.”

Exclusionary Practices

- Millions of students are suspended every year – many for minor infractions of school rules.
- Exclusionary practices disproportionately impact students of color and students with disabilities.
- Recent OCR data shows that African-American students are 3x as likely as their White peers to be suspended or expelled.

Civil Rights Data Collection

Disparate Discipline Rates



CRCRD Data Collection

- While male and female students each represent about half the student population, males made up 74% of the students expelled.
- Students covered under IDEA are over twice as likely to receive one or more out-of-school suspensions.

Civil Rights Data Collection

2009-10

- “The CRDC data also show an increasing number of students are losing important instructional time due to exclusionary discipline.”
- “The increasing use of disciplinary sanctions such as in-school and out-of-school suspensions, expulsions, or referrals to law enforcement authorities creates the potential for significant, negative educational and long-term outcomes, and can contribute to what has been termed the “school to prison pipeline.”

Civil Rights Data Collection

- “Studies have suggested a correlation between exclusionary discipline policies and practices and an array of serious problems, including
 - school avoidance and diminished educational engagement;
 - decreased academic achievement;
 - increased behavior problems;
 - increased likelihood of dropping out;
 - substance abuse;
 - and involvement with juvenile justice systems.”

“The widespread overuse of suspension has tremendous costs.”

- Students are unsupervised during daytime hours.
- Does nothing to help students develop skills they need to improve their behavior.
- Suspended students are more likely to:
 - be suspended again
 - repeat a grade
 - drop out of school
 - become involved in the juvenile justice system.
- Schools and taxpayers bear the steep costs of elevated school drop out rates.

National School Boards Association, 2013

- In 2009-10 it is estimated that 3 million children lost instructional seat time due to out of school suspension.
- Suspensions are a predictor of a student's risk for dropping out.
- It is estimated that if the current drop out rate could be cut in just half it would yield 700,000 new graduates a year.
- Benefit to the public \$90 billion per year.

Civil Rights Data Collection

- “Research suggests that the substantial racial disparities of the kind reflected in the CRDC data are not explained by more frequent or more serious misbehavior by students of color.”
- “The Departments’ investigations, which consider a wide array of evidence, have revealed racial discrimination in the administration of student discipline.”
- “Racial discrimination in school discipline is a real problem.”

Legal Framework for Departments' Investigations & Enforcement Actions

- **Different Treatment**
- Discrimination at the point of referral p. 6
 - “....the initial referral of a student to the principal’s office for misconduct is a decision point that can raise concerns, to the extent that it entails the subjective exercise of *unguided* discretion in which racial biases or stereotypes may be manifested.”
 - Recommendations:
 - Have clear/objective definitions of disrespect, insubordination, and disruption; majors & minors – what gets referred to the office, what doesn't.
 - Train staff specifically on how to prevent, respond, and report insubordination and disruptions.

Legal Framework for Departments' Investigations & Enforcement Actions

- **Different Treatment (cont.)**
- Policies that are discriminatory on their face.
- Discriminatory administration of a policy.
 - “similarly situated students of different races are disciplined differently for the same offense.”
 - Selective enforcement
 - School official utters a racial slur while disciplining a student

Legal Framework for Departments' Investigations & Enforcement Actions

- **Disparate Impact**
- Does the discipline policy result in an adverse impact on students of a particular race as compared to students of other races?
- Is the discipline policy necessary to meet an important educational goal?
- Are there comparably effective alternative policies or practices that would meet the school's goal with less of a burden or adverse impact on the disproportionately affected racial group?

Legal Framework for Departments' Investigations & Enforcement Actions

- Examples of policies that can raise disparate impact concerns include those that impose suspension or expulsion for
 - being tardy to class,
 - being in possession of a cellular phone,
 - being found insubordinate, acting out,
 - or not wearing the proper school uniform.
 - truancy.

Departments call to re-examine school discipline policies and practices

- Three guiding principles grounded in the work of high achieving and safe schools, and emerging research.
1. Create positive school climates and focus on prevention.
 2. Develop clear, appropriate, and consistent expectations and consequences to address disruptive behaviors.
 3. Ensure fairness, equity, and continuous improvement.

1. Create Positive Climates & Focus on Prevention

Action Steps

- ✓ Engage in deliberate efforts to establish a positive school climate.

- ✓ Implement prevention-based strategies that identify at-risk students and match tiered supports and interventions to meet students' behavioral and developmental needs.
 - ✓ <http://www.pbis.org>
 - ✓ <http://www.resa.net/curriculum/positivebehavior/>

- ✓ Promote social-emotional learning: self-management, resilience, responsible decision-making (Center for Academic and Social Emotional Learning – CASEL).
 - ✓ <http://www.casel.org/>

1. Create Positive Climates & Focus on Prevention

Action Steps

- ✓ Provide regular training and supports to all personnel on how to engage students and support positive behavior.
- ✓ Collaborate with local mental health, child welfare, law enforcement, juvenile justice agencies – expand tiered supports.
- ✓ Ensure that school-based law enforcement officers focus on school safety and reducing inappropriate referrals to law enforcement.

2. Clear Expectations & Consequences

Action Plan

- ✓ Set high expectations for behavior and adopt an instructional approach to behavior
- ✓ Ensure clear, developmentally appropriate, and proportional consequences are applied
- ✓ Involve families, students, and school personnel, and communicate regularly and clearly

2. Clear Expectations & Consequences

Action Plan

- ✓ Create policies that include appropriate procedures for students with disabilities and due process for all students
- ✓ Remove students from the classroom only as a last resort and return students to class as soon as possible

3. Equity & Continuous Improvement

Action Steps

- ✓ Train all staff to apply school discipline policies and practices in a fair and equitable manner, e.g., cultural competence training.
- ✓ Review disaggregated discipline data on a regular basis. Analyze data for possible disproportionate disciplinary practices. Revise the school's discipline approach to ensure fairness and equity.

District –wide Approach

- *Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members*
 - P.5
- *Dear Colleague Letter*
 - P. 2 Appendix

- *Redford Union Alternatives to Suspension Initiative 2012-13*
 - <http://www.resa.net/curriculum/positivebehavior/>

Russ Skiba, U. of Indiana, 2006

- ❑ At the national level it has been estimated that the number of suspensions and expulsions has doubled since the 1970s.
- ❑ 30-50% of students suspended are repeat offenders
 - ❑ “Suspension functions as a reinforcer...rather than as a punisher” (Tobin, Sugai & Colvin,1996)

Russ Skiba, 2006

- ❑ Data shows that certain classrooms and schools appear to be responsible for a disproportionate share of disciplinary referrals. For example, in one middle school studied 25% of classroom teachers were responsible for 66% of all office referrals.
- ❑ In some schools suspension may be used as a push-out tool to encourage low-achieving students and those viewed as troublemakers to leave school before graduation.

Putting Alternatives to Suspension into Practice

- Examine your current suspension practices.
- Are suspensions reserved for behaviors “that rise to the level of a serious and immediate threat to safety?”
- Or are they used for minor infractions such as “tardiness, loitering, use of profanity, dress code violations, disruptiveness, or disrespect?”
- Is there a teaching component to all disciplinary actions i.e., suspensions?

Look at your data

- Are certain groups suspended disproportionately
- Do suspensions result from certain teachers disproportionately?

Students with multiple suspensions – use a tiered approach

❖ Tier 2

- ❖ Check in check out
- ❖ Adult mentor
- ❖ Peer mentor
- ❖ Targeted social skills instruction
- ❖ Counseling
- ❖ Home/school contract

Students with multiple suspensions – use a tiered approach

❖ Tier 3

- ❖ Functional behavior assessment
- ❖ Intensive behavior plan
- ❖ Wrap-around process
- ❖ Outside agency support
- ❖ Alternative program
- ❖ Academic assistance

Develop a Menu of Alternatives to Suspension – systems issue

- ❑ **Teaching modules**: on topics related to various types of inappropriate behavior. These could include readings, videos, workbooks, tests and oral reports.
 - ❑ Show evidence of instruction.

- ❑ See Advantage Press
 - ❑ <http://www.advantagepress.com/discipline.html>

Alternatives to Suspension

- ❑ **Parent Supervision** Parent comes to school with student.
- ❑ **Counseling** Student is assigned to a school professional to identify skills for targeted intervention (e.g., anger management), or to work through problems or issues the student may have.

Alternatives to Suspension

- ❑ **Behavior Monitoring** check sheets, e-mail, texts daily/weekly feedback between teacher and parent for a limited period of time.
- ❑ **Restitution** Student makes amends/corrects the problem he/she has caused with his/her behavior. Logical consequences. Makes apology.

Alternatives to Suspension

- ❑ **Work Detail**: Student is assigned to a supervised work job around school.
- ❑ **Behavioral Contract** : Written agreement with student (may include parent) that specifies rewards and consequences for positive and negative behaviors.

Alternatives to Suspension

- ❑ **Home-based consequences**: parent agrees to administer appropriate privilege loss at home.

- ❑ **Targeted suspension**: student is suspended from the specific class where the problem occurred, but otherwise stays in school.

Alternatives to Suspension

- Loss of school privileges**
- Responsibility Room/Time-out** – short term intervention
 - Calm down, refocus, get ready to return to class
- Detention:**
 - after school
 - lunch detention
 - Saturday detention

Alternatives to Suspension

- ❑ **In-school Suspension** ISS should continue academic or other instruction, but also focus on solving the problem that resulted in the student being sent there.
- ❑ **Programming Alternatives** Change the student's schedule, classes or program which would avoid problem situations, but yet permit continued access to the curriculum and school.

References

- Peterson, R., (2006) *What Every Administrator Needs to Know about Alternatives to Suspension and Expulsion*. University of Nebraska-Lincoln.
- Skiba, R., & Sprague, J. (2008). Safety without suspension. *Educational leadership*, 66, 38-43.

PBIS & Cultural Responsiveness

- ❖ Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Toward a Conceptual Integration of Cultural Responsiveness & Schoolwide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 13 (4), 219-229.

❖ **Big Ideas**

- ❖ **SWPBIS is currently represented as culturally neutral.**
- ❖ **SWPBIS has not been demonstrated to decrease disproportionality of discipline.**

Vincent, et. al.

General Guidelines

- ✓ Educate staff members' cultural knowledge.
- ✓ Enhance staff members' cultural self-awareness.
- ✓ Acknowledge/validate others' culture (instead of being colorblind).

Vincent, et. al.

Integration with SWPBIS - Recommendations

- ✓ Social skills instruction
 - ✓ Needs to reflect students' experiences
 - ✓ Model appropriate behaviors with individuals of shared cultural background
 - ✓ Be delivered in the language specific to the students' cultural background
 - ✓ Encourage students' parents to reinforce the desired behaviors in the students' everyday environment

- ✓ Multiple examples demonstrating the relevance of the behavior for students.

Principal Kafele

- <http://www.principalkafele.com/>

Wayne RESA

Culturally Proficient Instruction

- Course 4609
- March 27, April 15, May 6
- 8:30-2:30

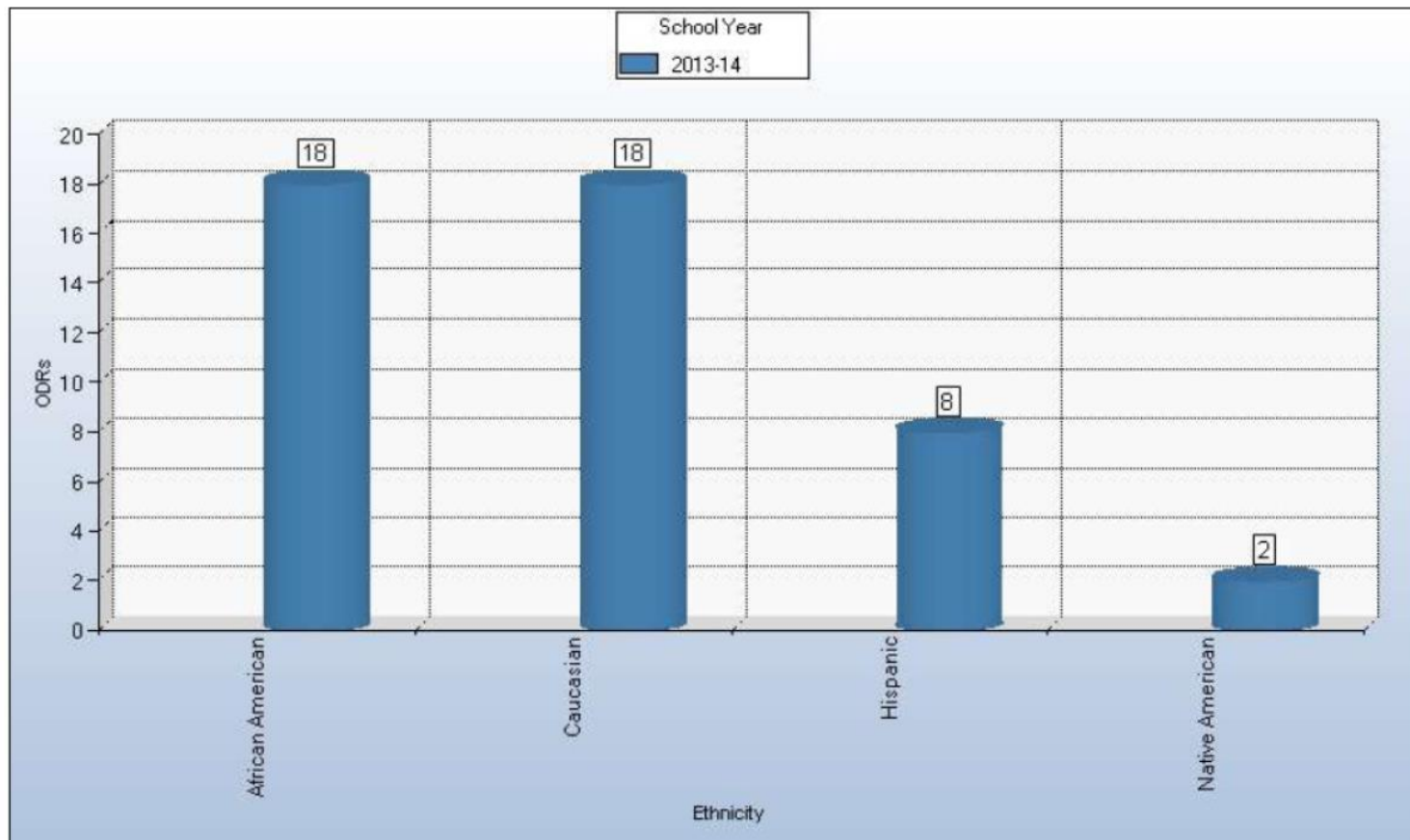
- Virginia Winters
- Rosalyn Shahid

Vincent, et. al.

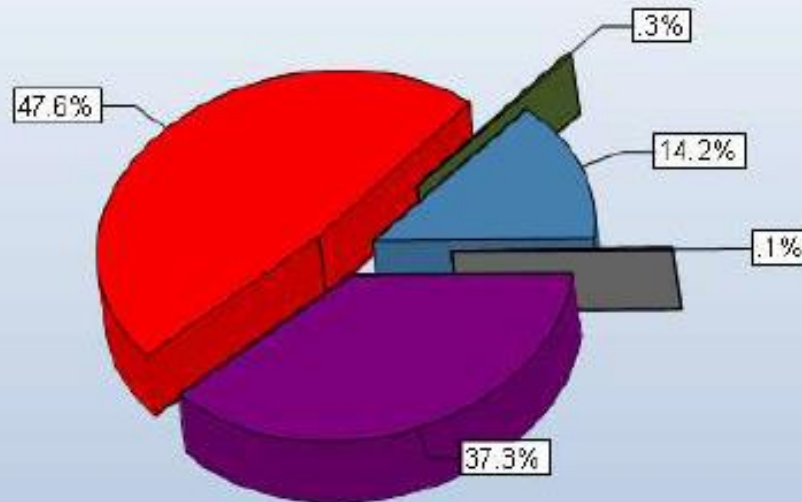
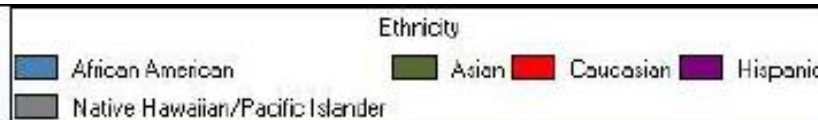
Data practices, cont.

- Routinely examine discipline data disaggregated by student race and ethnicity.
- “Greater attention to student discipline outcomes disaggregated by race may be necessary to generate momentum toward engaging in practices that might alleviate disciplinary disproportionality.”

ODRS by Ethnicity - MiStar



MiStar Report



Exemplars

- Redford Union High School
- South Redford Pierce MS