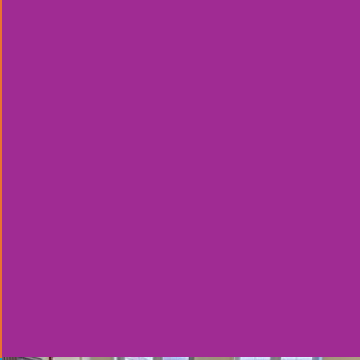
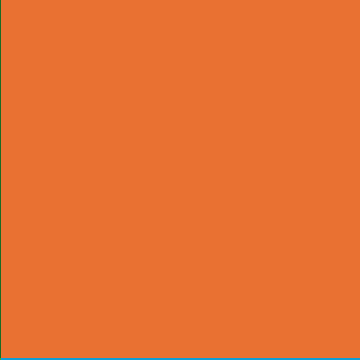


# Discipline Response Work to Date



Susan Gonzowitz

04/08/2024

## DEI Team Goal

DEI GOAL: We will work towards creating an environment in which all students, regardless of identity, feel a sense of belonging, by creating common procedures and practices for all schools that reflect a positive and supportive approach in hiring procedures, student discipline, classroom materials, and academic success.

# WHY SCHOOL DISCIPLINE?

# Starting with Data: National Trends

50,922,024

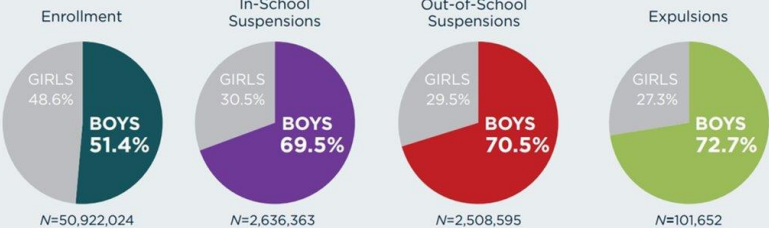
11,205,797

101,652

STUDENTS ATTENDED PUBLIC SCHOOLS

SCHOOL DAYS MISSED DUE TO OUT-OF-SCHOOL SUSPENSIONS

STUDENTS EXPELLED FROM PUBLIC SCHOOLS ACROSS THE COUNTRY



Students with disabilities include students served under the Individuals with Disabilities Education Act (IDEA) and students served only under Section 504 of the Rehabilitation Act of 1973 (Section 504).

50,922,024

8,108,190

3,145,559

OVERALL STUDENT ENROLLMENT

STUDENTS WITH DISABILITIES, 6,728,046 SERVED UNDER IDEA AND 1,380,144 SERVED UNDER SECTION 504

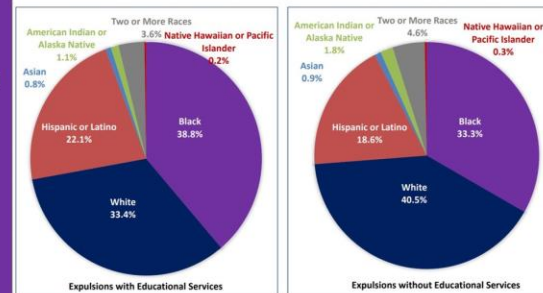
MISSED DAYS OF SCHOOL BY STUDENTS WITH DISABILITIES DUE TO OUT-OF-SCHOOL SUSPENSIONS



## School Expulsions by Race/Ethnicity in 2017-18

Black students, who accounted for 15.1% of total student enrollment, were expelled at rates that were more than twice their share of total student enrollment—38.8% of expulsions with educational services and 33.3% of expulsions without educational services.

American Indian or Alaska Native students were expelled at rates (1.1% and 1.8%) that were higher than their share of total student enrollment (1.0%).



Source: U.S. Education Department, Office for Civil Rights, 2017-18 Civil Rights Data Collection, released October 2020, updated May 2021, available at <https://ocrdata.ed.gov>.

# In Somers



There is 3:1 ratio of males to females who receive suspensions



We do not see disparities in suspension by racial identity



There is an overrepresentation of behaviors logs for students with IEPs in IC

# How Do We Define School Discipline?



Classroom Level



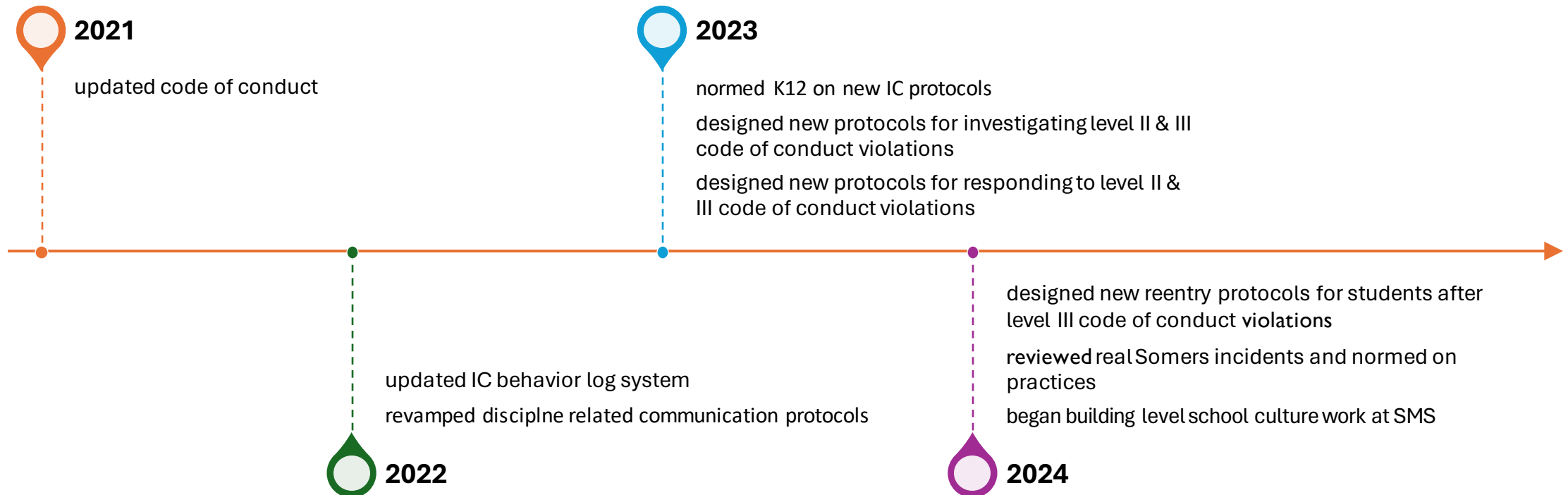
Building Level



District Level

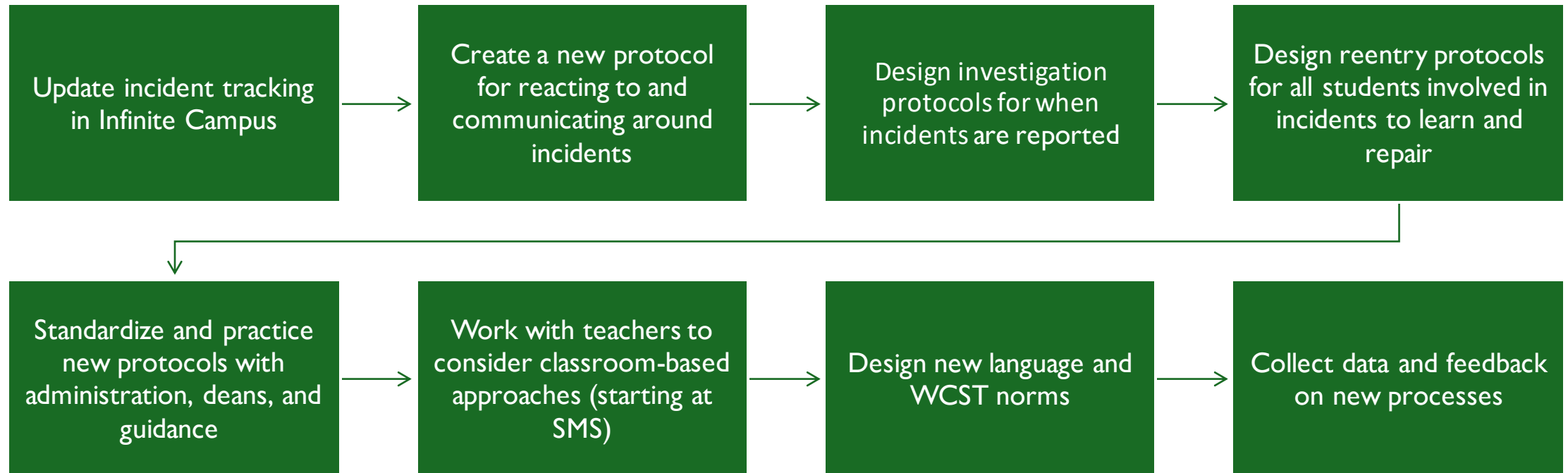
WHAT'S DONE?

# District Level: Discipline Intervention Work





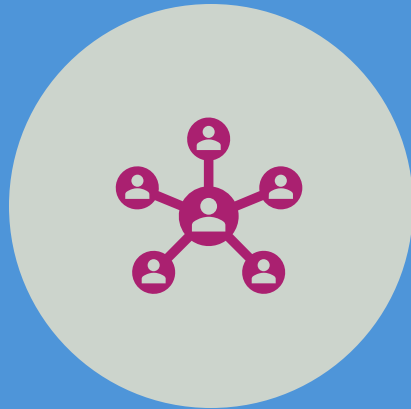
# Steps we've taken



# ZOOMING IN ON LANGUAGE



# HOW DOES THE LANGUAGE WE USE...



SHAPE OUR INTERACTIONS  
WITH AND ABOUT STUDENTS?



SHAPE OUR PRACTICES?



SHAPE OUR SCHOOL  
CULTURES?

The background is a vibrant green. On the left side, there is a vertical strip of colorful geometric shapes: a blue square with white concentric semi-circles, a green square, a purple square with green concentric semi-circles, and an orange square. To the right of these shapes, there are several overlapping geometric patterns: a series of thin, parallel lines forming a triangular shape pointing right, a series of thin, parallel lines forming a triangular shape pointing left, and a series of thin, parallel lines forming a rectangular shape. A black horizontal line with a solid black circle at its right end extends from the top of the vertical strip towards the text.

# HOW DO WE SET NORMS FOR TALKING TO AND ABOUT STUDENTS?

# PERSON-FIRST LANGUAGE

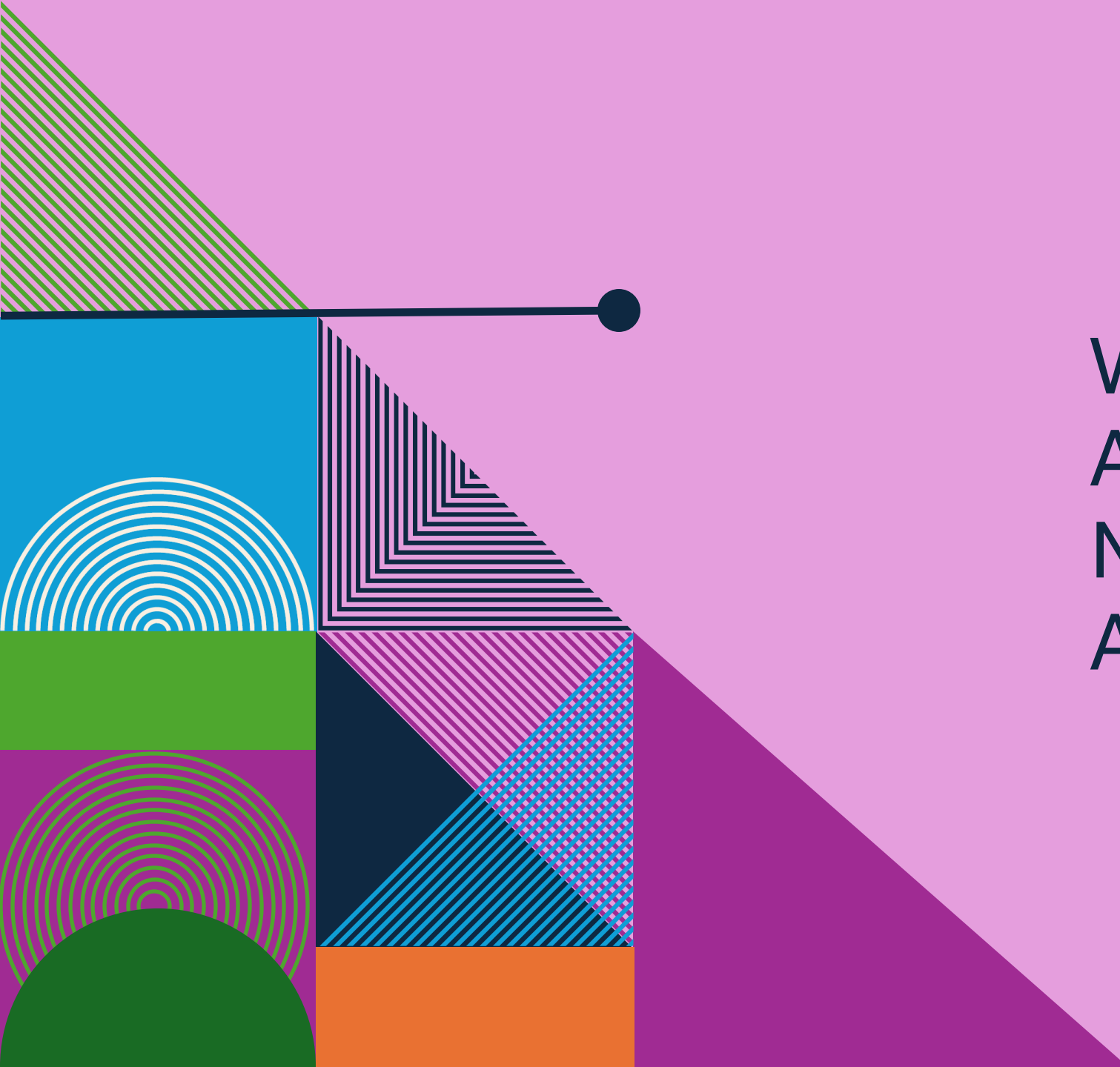


# DEVELOPING SHARED LANGUAGE WITH WCST

example - [The HERE to HERE Language Guide](#)

## Student-First Language

Non-Example	Example
<ul style="list-style-type: none"><li>• SpEd Kids</li><li>• Low income kids</li><li>• ELL kids</li><li>• Highly capable students</li><li>• Low performers</li><li>• Tier 3 kids/students</li><li>• Red kids/students</li><li>• High flyers</li><li>• High minority</li></ul>	<ul style="list-style-type: none"><li>• Students with IEPs/Students who qualify for special education services</li><li>• Students who qualify for free and reduced lunch</li><li>• Students who qualify for English language services</li><li>• Students who qualify for highly capable services</li><li>• Richly diverse</li></ul>



WHAT CATEGORIES  
AND LANGUAGE  
MATTER TO YOU  
AND WHY?