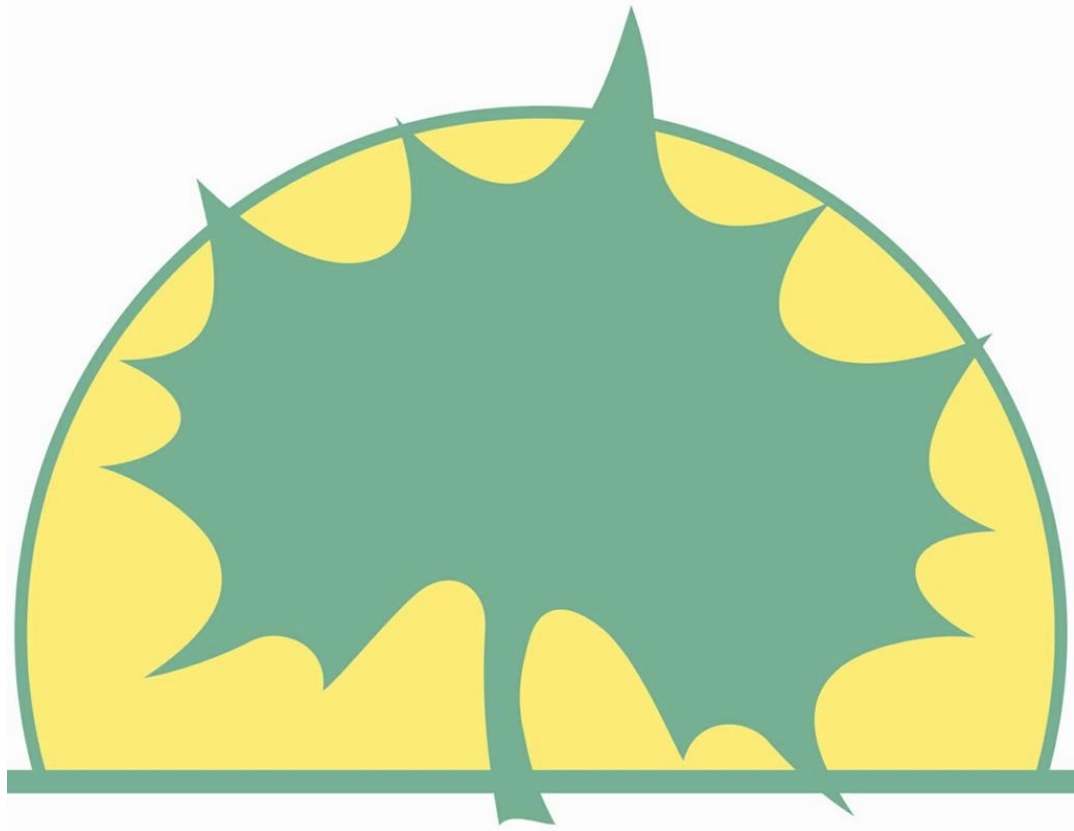




*Sycamore Advisory Commission*

# Sycamore Community Schools

Jai'Den Pritchett, Evelyn Wagner, Elizabeth Vorholt, Catherine Mills-Reynolds, Cory Danner, Naveen Ramprasad, Kim Rospond, and Amanda Brauch



# Project Overview

# Project Assignment, guiding questions and goals

**Project Goal:** To identify, research, and provide proactive/preventative measures for our students to avoid the use of suspension.

Suspension is a common issue among our high school and junior high population which leads to greater educational gaps due to missed instructional time. There has to be another way to address discipline issues without removing access to education and still encouraging accountability.

## **Essential Questions to Guide the Project:**

- What steps need to be planned and taken to create a plan to address disciplinary action differently in Sycamore? How do we put a plan into action or make it actionable for the district?
- How have other schools, districts, or communities approached alternatives to suspension?
- What are some resources, and opportunities that can be developed systematically to change disciplinary action in the district?
- What barriers currently exist to supporting this initiative or change?
- What key factors will need to be considered and addressed as part of this project?
- What costs are associated with ideas/programming that might be needed?
- How do we measure the success of this project? What does a successful project look like when completed?

# Sycamore's current policies at SHS & JHS

During our research group's initial meeting in November, we learned the Policy/Handbooks were very open-ended and did not clearly address using suspension as a consequence for specific behaviors. Mr. Porter informed this was intentional as a suspension is left to the discretion of the administrators of the building (i.e. Junior High, High School).

## **Instances where out of school suspension is used as a consequence:**

Fighting: 5-day/10-day

Possession of Alcohol or Drugs: 10-days automatic with recommendation for expulsion

Racial/Ethnic/Derogatory slurs/actions: 1-day suspension paired with a lesson

## **Instances where in school suspension is used as a consequence:**

Electronic Misuse

Theft

PDA

**Lunch and morning detentions** are also utilized for absenteeism, minor infractions, etc.

# Sycamore Background continued

**Academic Achievement Center (ACC)** is a classroom run by Latoya Pitts in the High School usually reserved for credit restoration, a student falling behind for whatever reason needing more support, etc.

During an in school suspension students work on an **Accountability Project**, which is usually a lesson reflecting on their negative behavior and options for different outcomes.

**All students who are suspended have a post suspension Return Conference.** The purpose of which is first and foremost to inform the student they are a cherished member of the school community and are not stigmatized as a bad student. They are also provided an Accountability Project with a reflective lesson, and consideration of alternatives for the bad behavior and/or mediation for those that were fighting.

So far this year, Sycamore HS has seen high incidences of vaping and fighting particularly among 9th and 10th graders

BEHAVIOR

2024-2025

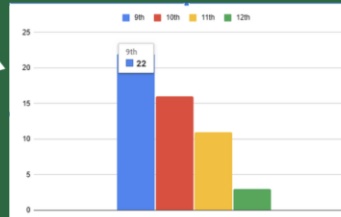
DATA



This information is from Office Referrals, meaning managed by a principal

### VAPING

- Average # of Incidents per Week: 2.65
- 16 Repeat Offenders



9th & 10th Grade Students make up a majority of vape incidents

### FIGHTING

- Average Number of Fights Per Month: 1.1
- Multiple Offenders: 1
- 57% of offenders were 10th Grade, 35% were 9th Grade

- Data from Sycamore High School (Ashley Gallahar, Assistant Principal at SHS)
- Roughly 75% of vaping incidences have been by underclass students. Notably, they include repeat offenders.
- Over 90% of fights have been individual fights among 9th and 10th grade high schoolers.

# Barriers to changing current policies

- A number of kids need support or help with problem-solving skills and conflict-resolution skills. Often kids dealing with these challenges are kids of color or kids with free or reduced meals.
- Internal suspension is one type of suspension. Suspensions could be 1-sided or 2-sided suspensions. The suspension is impacted by whether it is 1-sided or 2-sided.
- Missing piece in Sycamore efforts is connection and getting parents on board. Parents of these kids often don't know what to do. For example, taking phones away might just mean they get onto someone else's phone or they take out their frustrations by punching a hole in the wall.
- Repeat offenders: vaping because of addiction issues. Behavior-based detentions: some of these kids have behavior disabilities. What are the opportunities outside of school for dealing with this type of challenge?

(Notes from our conversation with Lisa Zelvy)

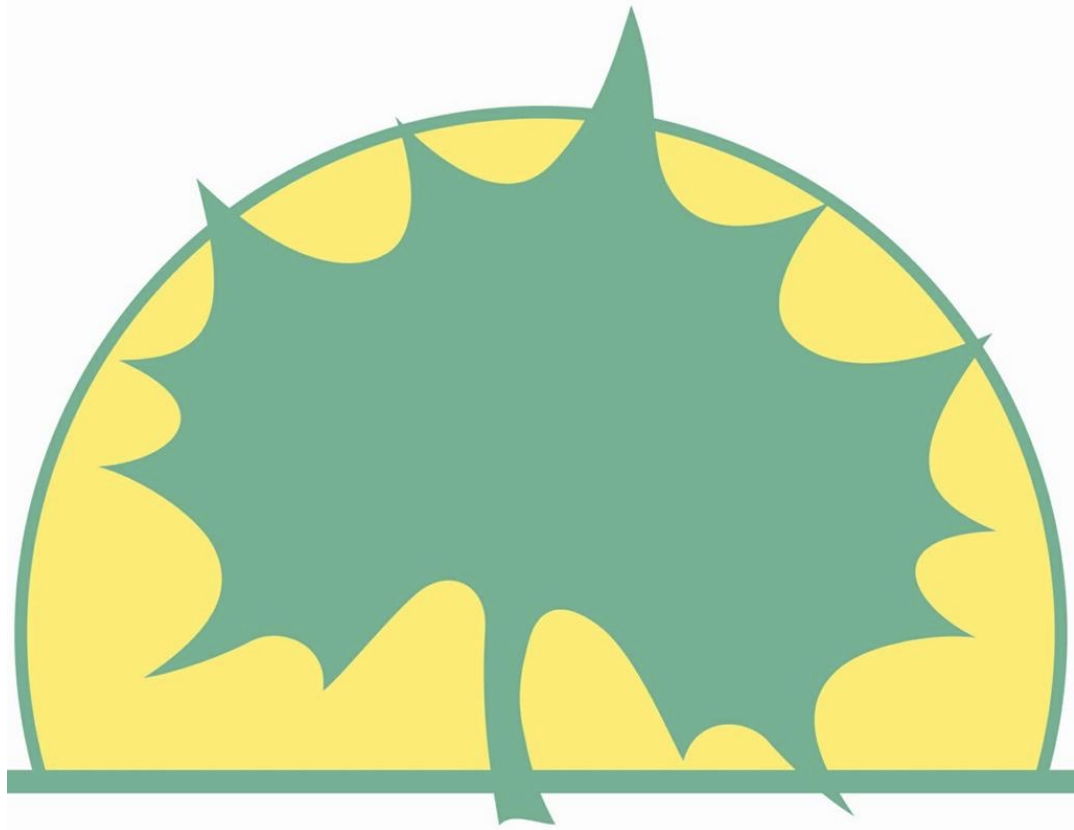
# Why Should the Policy Change?

Take a student who did a bad thing, apply a draconian punishment, and you create a bad person.

- Prevalence
  - First 90 days of school at Sycamore High School
  - Nationally out of school suspensions are going up
  - Well intentioned: idea for out-of-school suspensions is the philosophy that it would improve the learning environment if disruptive behavior is removed and it would serve as a deterrent going forward.

# Research on suspensions

- Research conclusions on out-of-school suspensions
  - Most replicated study and most intuitive, students need to be in school to learn. Research is showing students need more time in school
  - Research does not show harsh punishments have been a successful deterrent in future behavior (shows the opposite) or improve a learning climate
  - School to prison pipeline: Evidence shows kids in schools were strict punishments have higher percentage of dropping out and being incarcerated as adults.
- End Result: underlying issues in students not addressed



What do other school districts do?

# Tonawanda School District – NY

The school district is considered small and in a suburban setting.

## Tonawanda Alternative Program

- “TAP” was introduced to help; students catch up academically, support those transition concerns after COVID, help control vaping and dabbing.
- Students are recommended from the school team and then supported as the whole learner.
- This sounds very similar to Aves Academy that we currently have

## Timberwolves Academy

- Students can only attend Warrior Academy for the **FIRST** offense during a school year. If the student violates the Code of Conduct in the same manner, he/she/they will receive further disciplinary consequences for their actions. (ex: vaping, insubordination, vandalism, cafeteria misconduct, etc.).

# Tonawanda School District- NY

- While attending the Timberwolves Academy, students are required to:
  - Complete all restorative activities
  - Complete work assigned while missing class time
  - Meet with their school counselor to plan for return to the regular school day, attend a resolution meeting set up by the school counselor with the harmed individual(s)
- Lessons are provided by the State of NY Poison Control, Scholastic News: Vaping, FDA, and influential leaders in education. Most are videos with some additional content of reading materials or infographics.

## Continuum of Discipline:

- Meeting with Parents
- Behavior Contract
- Out of School Suspension

| Student Contract |   |
|------------------|---|
| I, _____,        | hereby agree to abide by all aspects of the Tonawanda City School District Code of Conduct while I am a student at Tonawanda High School and attending Kenton BOCES programming. In particular, I agree that I will make the proper choice. |
| 1.               | I will not possess, use, or distribute illegal substances which include, but are not limited to, marijuana, synthetic cannabinoids, and any substance commonly referred to as "designer drugs".   |
| 2.               | I will meet with my Guidance Counselor for both behavioral and academic support, as per their schedule recommendation.  |
| 3.               | I will participate in random searches.  |
| 4.               | I will attend school on a daily basis.  |
| 5.               | I will attend my classes as scheduled.  |
| 6.               | I will complete my school work to the best of my abilities as directed by my teachers and administrators.   |
| 7.               | I will arrive on time and I will remain in my scheduled class for the full length of the period.  |
| 8.               | I will be on time to classes and will better focus my efforts on academic success.  |
| 9.               | I will, at all times, follow the reasonable directives of school teachers, staff, and administration.   |
| 10.              | I will seek help in solving problems that might lead to inappropriate behavior.   |
| 11.              | I will not discuss this incident with any other students or adults.   |

# Tonawanda Middle- High School

## Wolfpack Peer Leaders-

The school encourages peer leaders instead of suspension when it's appropriate. The peer leaders are provided training and are used for :

Role Modeling

Emotional Support

Social Support

Celebrate Milestones

When the district does have to truly suspend a student, they are given the opportunity to come into the building after school hours to meet with a teacher or complete school work.

# Norwood School District

The school district has a counselor work with students who were vaping instead of suspending them. The counselor is paid through a grant.

# Forest Hills School District– Anderson, Ohio

## **What Alternatives to suspension does Forest Hills currently have in place?**

Forest Hills offers a range of alternatives to suspension, which vary by grade level and are determined based on the type of infraction and the student's behavioral needs. Some structured alternatives include In-School Detention (ISD)—where students remain in school but in a designated setting—and the Experience Program, a long-term alternative placement for students requiring more intensive support. However, alternatives to suspension extend beyond simply assigning consequences after a suspendable offense occurs. Our approach is proactive and multi-layered, beginning with a multi-tiered system of supports (MTSS). This system relies on teacher feedback and ongoing behavioral data review to identify student needs early, allowing us to intervene before behaviors escalate to the level of suspension. Through targeted interventions, restorative practices, and structured supports, we aim to address behavioral concerns in ways that promote long-term student success while maintaining a positive and safe learning environment.

## **Why does Forest Hills utilize alternatives to suspension?**

Suspensions are sometimes necessary to ensure staff and student safety, maintain a conducive learning environment, and allow time for schools and families to determine the most appropriate restorative actions before a student returns. However, suspensions also disrupt a student's academic progress and can greatly affect a student's well-being. When considering a suspension, we assess both the needs of the overall learning community and the individual student involved. Our goal is to apply consequences that are necessary, effective, and restorative given the circumstances of the infraction.

# Forest Hills School District- Anderson, Ohio cont.

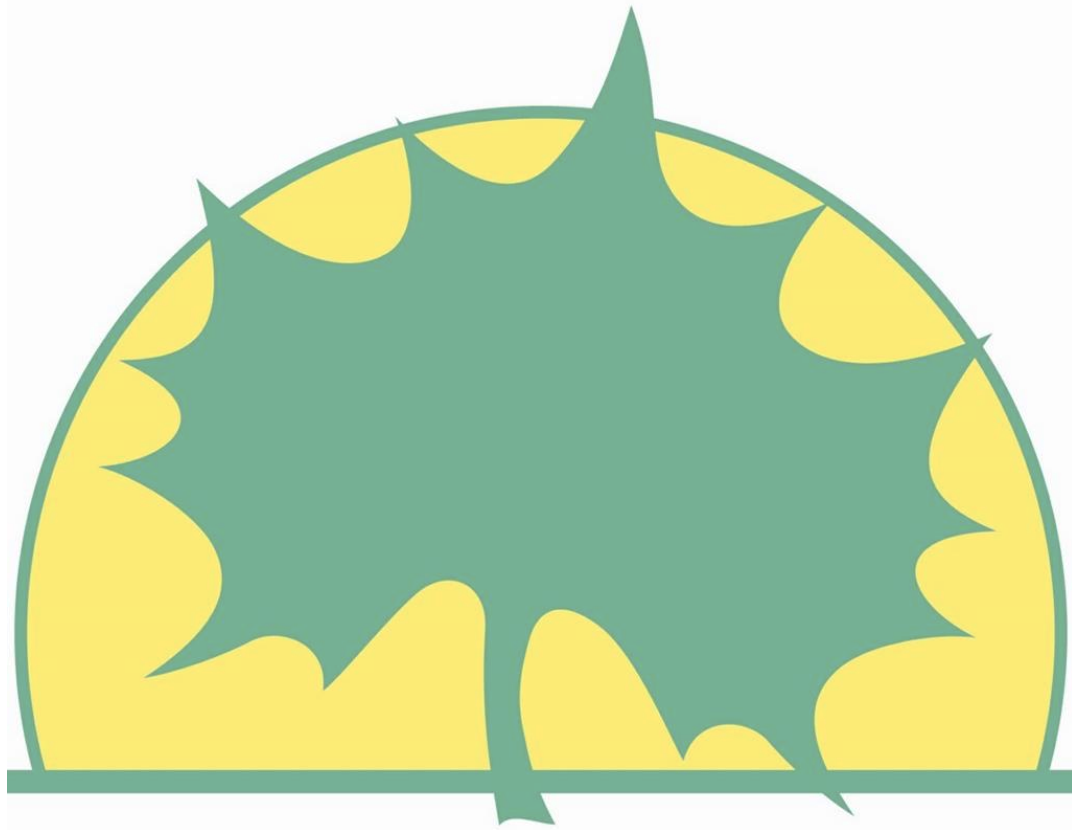
## **How does the district navigate situations when students are engaged in multiple incidents or students at risk?**

Forest Hills implements a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework, a multi-tiered system of support. Attendance, academic, and behavioral data are reviewed monthly to identify students needing additional interventions. Decision rules, along with teacher and parent feedback, guide our determination of appropriate behavioral supports. For students with multiple major behavioral infractions, an example of a Tier 2 intervention is **Check-In/Check-Out (CICO)**. This process pairs a student with a mentor who meets with them at the beginning and end of each school day to review goals, celebrate successes, and address any challenges. Throughout the day, teachers complete a simple behavior tracker, which is reviewed during the check-out meeting, helping to guide future goal setting. This progress is documented and shared with families. Additionally, we use **chronic misbehavior notifications** to inform students and their guardians when a specific threshold of major infractions has been reached. At this point, the student is made aware of progressive disciplinary consequences, and an additional layer of support is implemented to help prevent future infractions.

## **How successful are the current alternatives to suspension working?**

Nagel Middle School utilizes an **In-School Detention (ISD) Program** as an alternative to suspension for certain infractions. To participate, students must engage in restorative and educational activities related to their infraction. For example, students caught vaping or possessing a vape on school property may be given the option to complete educational lessons and meet with a school counselor while serving ISD instead of receiving an out-of-school suspension. For repeated infractions, students may receive a combination of ISD and suspension. ISD allows the school to enforce disciplinary consequences while enabling students to remain in an educational setting, receive academic support, and participate in targeted interventions aimed at promoting positive behavioral choices.

*Kyle Mack- Principal at Nagel Middle School in the Forest Hills School District*



Research into Alternatives to Behavior-based Suspensions

# Research suggests that suspensions tend to overly affect certain demographics and do not effectively resolve underlying behaviors

- Over-represent some minority groups among those suspended
  - (Wu, Pink, Crain & Moles, 1982; Townsend, 2000; Skiba, Michael, Nardo & Peterson, 2002).
- Over-represent some income groups among those suspended.
- Existing consequences may not alter the inappropriate behavior or deter others from engaging in the same behaviors
  - (Skiba, Peterson & Williams, 1999, 1997).
- Suspended student's academic progress more difficult and may increase the likelihood of student dropping out of school or having other negative outcomes.

# The prerequisite for “alternatives to suspensions” to work as disciplinary consequences is a supportive school climate

**A supportive school climate reinforces positive behavior, efforts to build positive interactions, appropriate instruction, and ongoing close supervision** can help prevent behavior problems from growing into crises. Programs that support the suggested alternatives to suspension include:

- Establishing a caring school community with good communication and problem solving, clear patterns of authority and decision making, procedures for developing/implementing rules, helping students feel they belong.
- Efforts to build adult-student relationships.
- Increased parent involvement.
- Character education/consistent school values.
- Early identification and intervention. Programs ... which provide interventions for the students identified as at “risk.”
- Mediation programs.
- Bullying prevention and intervention.
- Conflict de-escalation training.
- School-wide discipline program.
- Positive office referrals/recognition. Programs that “catch students being good”

Source: [Ten Alternatives to Suspension](#), Reece L. Peterson, Dept of Special Education and Communication Disorders, University of Nebraska, Lincoln

## Alternatives to suspensions promote positive behavioral changes when implemented consistently

- **Negotiation and problem-solving approaches to assist students in identifying alternative behavior choices:** Develop contract to remind student to engage in a problem-solving process, reinforce success/ consequences for problem behaviors.
- **Restitution:** In-kind restitution (not financial)
- **Mini-Course Skill modules:** Assigned as disciplinary consequence on topics related to student's inappropriate behavior (e.g., how to express disagreement).
- **Involve parents:** Invite parents to brainstorm ways to provide more supervision or be more involved. Communication between teachers and parents formalized into disciplinary consequence.
- **Counseling:** Trained helping professionals (e.g., counselor, school psychologist) focused on problem solving or personal issues interfering with learning.

Source: [Ten Alternatives to Suspension](#), Reece L. Peterson, Dept of Special Education and Communication Disorders, University of Nebraska, Lincoln.

## Additional alternatives to suspension systematically leverage behavior improvement strategies without a negative academic impact

- **Community service:** Perform outside of school hours at another school or organization.
- **Behavior monitoring:** Track behavior and academic progress, rewarding success.
- **Coordinated behavior plans:** Create structured, coordinated behavior support plan specific to student to replace inappropriate behaviors with desired behavior.
- **Alternative programming:** Provide short- or long-term changes to student schedule, classes or course content or independent study or work-experience program tailored to student needs. Permit appropriate credit accrual and progress toward graduation.
- **Appropriate in-school suspension:** Include academic tutoring, skill-building instruction to address student's behavioral issues (e.g., social skills) and a clearly defined procedure for returning to class contingent on student progress or behavior. Would need to be managed to prevent using in-school suspension to avoid attending classes.

# Self monitoring strategies have been shown to teach students skills in self-moderation and improved behavior

**Overview:** Students with behavioral and academic difficulties typically have limited awareness and understanding of their own behavior and its effects on others. Self-monitoring interventions equip students to recognize and keep track of their own behavior.

## Five steps in planning a self-monitoring intervention:

- Identify the target behavior.
- Select/design a self-monitoring system.
- Choose reinforcers and how the student will earn them.
- Teach the student to use the system.
- Fade the role of the adult in the intervention.

Source: [Using Self-Monitoring Strategies to Address Behavior and Academic Issues](#), R. Loftin, Indiana Univ., Bloomington; A. Gibb Educational Psychology Department, Indiana Univ., Bloomington, R. Skiba Counseling and Educational Psychology Department, Indiana Univ., Bloomington.

# A Cross-Peer Mentorship Program

- “... **cross-age peer mentoring** [is] a broad developmental intervention, as opposed to ‘goal-oriented efforts aimed primarily at improving academic skills (tutoring), resolving interpersonal problems (peer education; peer assistance), or addressing personal problems (counseling).’ The relationship may touch on these, but is not defined by these ‘narrow goals’ ([Karcher, 2007](#)).
- **Peer mentors often are matched with students seen as "at-risk"** (e.g., those from low socioeconomic status, new to the country immigrants, students for whom English is a second language, students manifesting learning and behavior problems). A major emphasis is on potential school dropouts.
- **Relationships tend to last for the whole school year (or longer)** and some programs include summer break activities to keep matches engaged and help with school transitions.

# Cross-peer mentoring fosters connectedness, academic achievement feelings of competency and pro-social behaviors

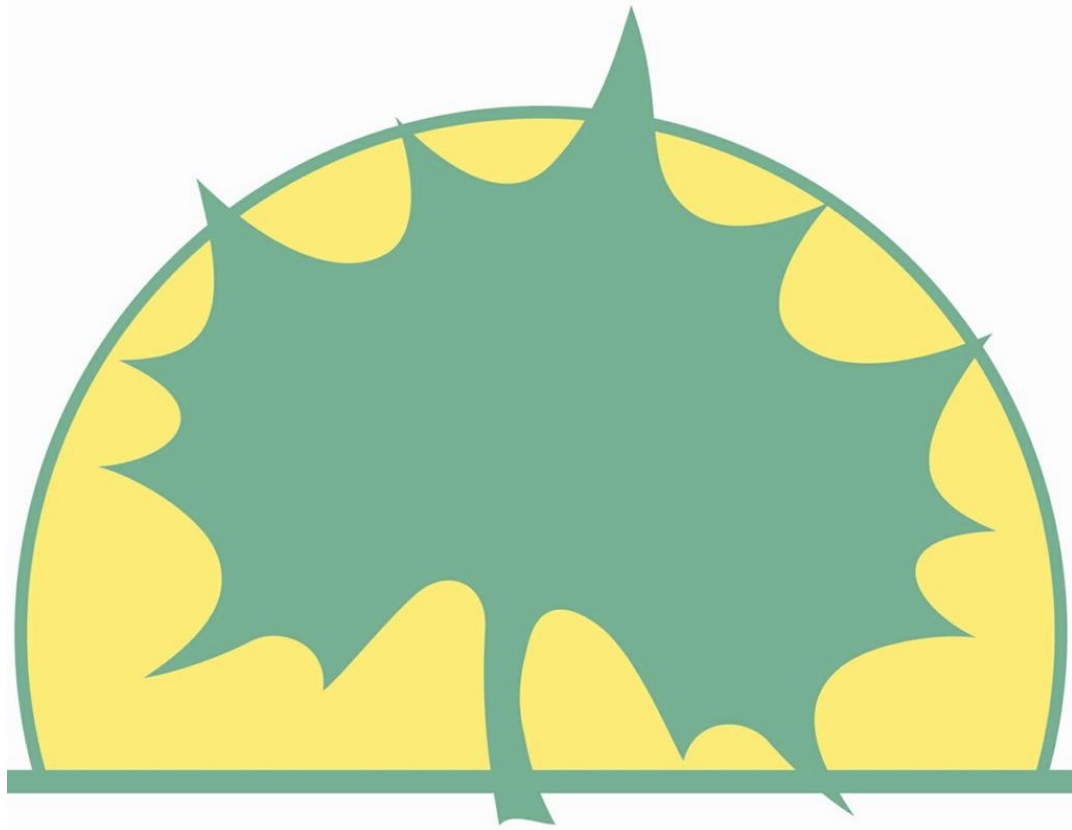
## Improvements/Benefits among Mentees:

- ▶ Connectedness to school and peers, Feelings of competency and self-efficacy
- ▶ Grades and academic improvement
- ▶ Increased Prosocial behavior and attitudes

- ▶ **Peer-based mentoring can feel safer to parents:** Parents of mentees may feel uncomfortable with unknown adult being involved with their child
- ▶ **Mentoring could occur during school day, reducing barriers to participation:** Participation in school-sanctioned peer mentoring program often occurs during day, supervised by school staff

## Improvements/Benefits among Mentors:

- ▶ Connectedness to school
- ▶ Self-esteem
- ▶ Empathy and moral reasoning
- ▶ Intrapersonal communication and conflict resolution skills
- ▶ Relationships with parents



Research into Alternatives to Addiction-based Suspensions

# Kids start using tobacco for a multitude of reasons

- **Their parents are smokers.**
- **Peer pressure:** Their friends encourage them to try cigarettes and to keep smoking.
- They see smoking as a way of **rebell**ing and showing independence.
- They think that everyone else is smoking and that they should, too.
- The tobacco industry has used **clever marketing tactics** to specifically target teenagers.
- **The price is right:** Low tobacco taxes have kept the price down
- **Most teenagers like to try new things**, but aren't mature enough to consider long-term consequences.
- Nicotine is a "**feel-good**" drug without intoxication.
- Tobacco companies shape their [marketing campaigns](#) to portray smokers as cool, sexy, independent, fun, attractive and living on the edge—images that appeal to many teens.

Source: [American Lung Association](#)

# Quitting tobacco isn't easy

- **Research shows that after eight years, 75 percent of smokers still use some form of tobacco:** Only 5 percent of high-school-age smokers believe they'll still be smoking five years after graduation. They don't understand how difficult quitting can be.
- **Youth are using e-cigarettes at increasing and alarming rates....** with rates increasing 78 percent from 2017 to 2018 among high school students and more teens using e-cigarettes than combustible cigarettes.
- “The youth brain is not only sensitive to the rewarding effects of nicotine, but also to its **neurotoxic effects**. Youth who use cigarettes have cognitive changes, including with memory and attention.”

Sources: [American Lung Association](#), [American Heart Association](#).

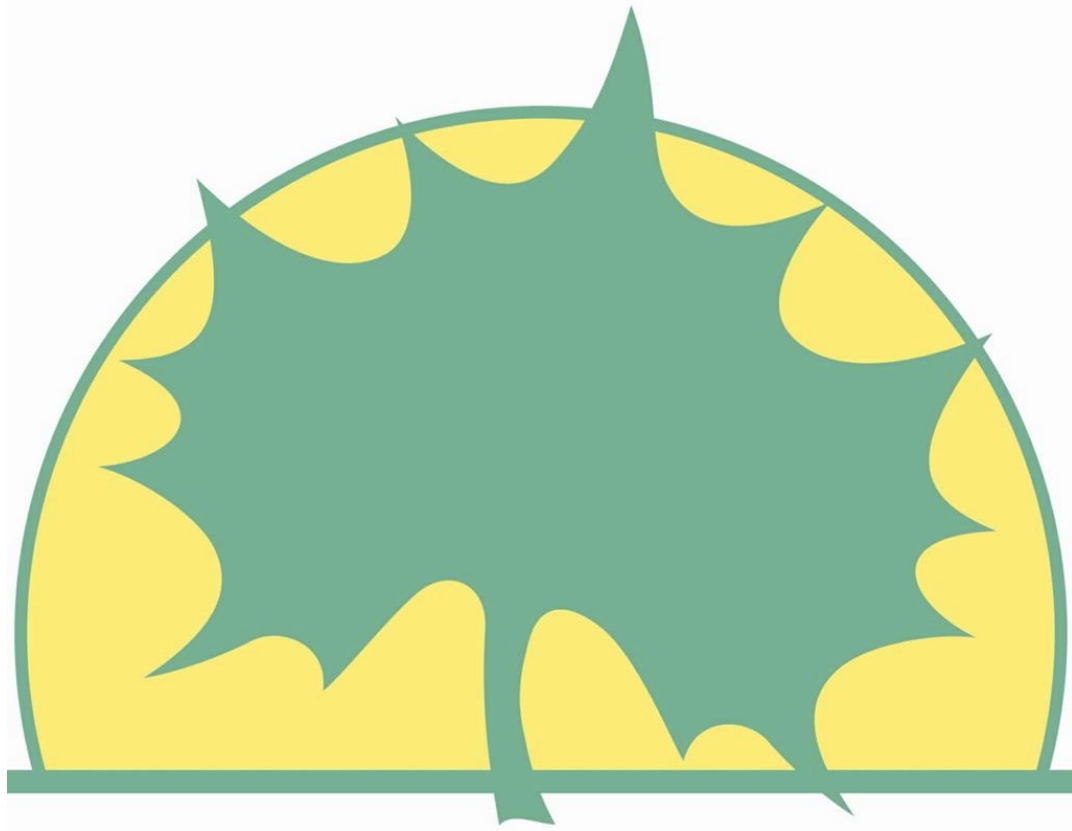
# American Lung Association's program help schools reduce student vaping without suspensions

## **The American Lung Association Offers two programs to schools:**

[The American Lung Association's INDEPTH®](#) (Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health) program is an alternative to suspension or citation program that is offered as an option to students who face suspension for violation of school tobacco use policies.

- Signup and Registration takes a few minutes
- Program offers a myriad of materials and training to support schools

[N-O-T \(Not on Tobacco\) - N-O-T® \(Not on Tobacco\)](#) is an interactive, in-person program focused on teens to break their addictions to vaping, smoking or chewing tobacco. The program is designed to address underlying issues and help them find healthier ways of dealing with issues specific to them.



Legislation

# Legislation on School Expulsion and Suspension

**Recent state legislation related to the use of alternatives to punitive and exclusionary discipline in schools has primarily addressed three areas of policy:**

- Implementing professional development and training programs for teachers, administrators, school resource officers and other school personnel.
- Establishing committees to study alternatives to punitive and exclusionary discipline.
- Reducing the use of punitive disciplinary measures by requiring the use of restorative practices, positive behavioral interventions, trauma-informed schools and other strategies in certain circumstances.

**“Alternatives to suspensions and expulsions — such as restorative practices and positive behavioral supports and interventions — aim to keep students engaged in the classroom while addressing the root causes of misbehavior” - Education Commission of the US, 2018**

# States with Enacted Legislation

**California:** S.B. 274, known as the "Keep Kids in School" bill, which prohibits the suspension of students in kindergarten through twelfth grade for willful defiance. The legislation encourages schools to implement alternative disciplinary measures that address the root causes of student behavior. (2023)

**Colorado:** H.B. 1211 (2017)

**Maryland:** H.B. 1287-64, established the Commission on the School to Prison Pipeline and Restorative Practices to study current disciplinary practices in Maryland public schools, in addition to national best practices for training teachers and principals in restorative practices and eliminating the school to prison pipeline. (2017)

**Michigan:** H.B. 5618, 5619, and 5620 mandates that school districts consider alternatives to suspension and expulsion before implementing such measures. The state has developed a toolkit to assist schools in adopting restorative practices and other non-exclusionary disciplinary strategies. (2016) <https://www.michigan.gov/mde/services/health-safety/alt-expulsions-toolkit>

**Utah:** H.B. 460 (2015)

**Virginia:** H.B. 1924 and companion S.B. 829 (2017)

# Ohio State Bill 206- Key Points of Legislation

In 2024, H.B. 206 was passed in the Ohio General Assembly and will take effect on April 9, 2025

Bill text here: [https://search-prod.lis.state.oh.us/api/v2/general\\_assembly\\_135/legislation/hb206/05\\_EN/pdf/](https://search-prod.lis.state.oh.us/api/v2/general_assembly_135/legislation/hb206/05_EN/pdf/)

- 1. Expulsion Criteria:** The bill outlines specific behaviors that can lead to expulsion, emphasizing actions that pose a significant threat to the safety of students and staff, (defines "imminent and severe endangerment" to include bringing a firearm or a knife capable of causing serious bodily injury to school, making a bomb threat to a school building, causing serious physical harm to someone at school, or making an "articulated or verbalized threat, including a hit list, threatening manifesto, or social media post that threatens physical safety"). The bill extends greater flexibility to district officials and superintendents when dealing with students who bring weapons to school or make certain actionable threats against the physical safety of others.
- 2. Due Process:** It ensures that students facing expulsion are provided with due process, including the right to a hearing and the ability to appeal the decision.
- 3. Support Services:** The bill mandates that schools provide support services to expelled students to help them continue their education and address the underlying issues that led to their expulsion.
- 4. Reintegration Plans:** Schools are required to develop reintegration plans for students returning from expulsion to ensure a smooth transition back into the school environment.

# Pros and Cons for H.B. 206

**Supporters** of the bill believe the strong discretion given to superintendents and other school administrators will help make schools safer, specifically as it relates to dangerous situations. They feel this is the best way to address severe threats and believe that an extremely small percentage of students will fall into this category. The discretion to superintendents allows them to expel students for acts of “imminent and severe endangerment” for up to 180 school days, with the possibility of continuing those extensions indefinitely. They also believe that the measures put in place in this bill will ensure that expelled students will be able to receive necessary evaluations and rehabilitation before being reinstated.

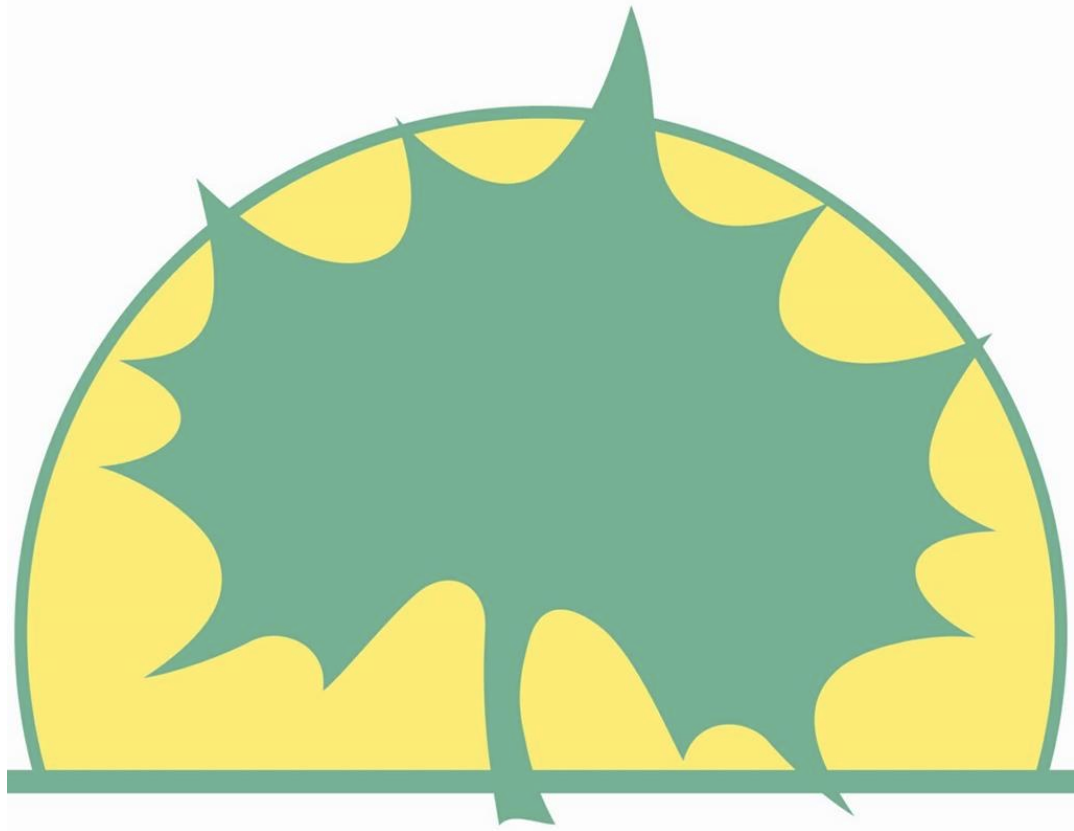
**Opponents** of the bill believe the bill gives too much power to school superintendents, which could lead to abuse of how the law is applied. They also feel it could overly affect marginalized or at risk students, including those with disabilities. Opponents believe some of the direction is vague, which could lead to inconsistent practice of the guidelines in various school districts. Finally, they have concerns with the school led appeal process. They believe that it will not be effective in every case and potentially just work as a “rubber stamp” for expulsions.

# Future Ohio State Legislation?

Would Sycamore school district want to work with a coalition of other school districts and their state legislators to amend this legislation, or introduce new legislation in 2026?

- The current legislation does not focus on short-term suspensions for more minor offenses. These offenses lead to suspensions that are less or up to 10 days.
- The bill does not specifically address efforts for alternatives to school suspension.
- The bill does not provide or direct additional funding for school districts to use to implement strategies for alternatives to out of school suspension.

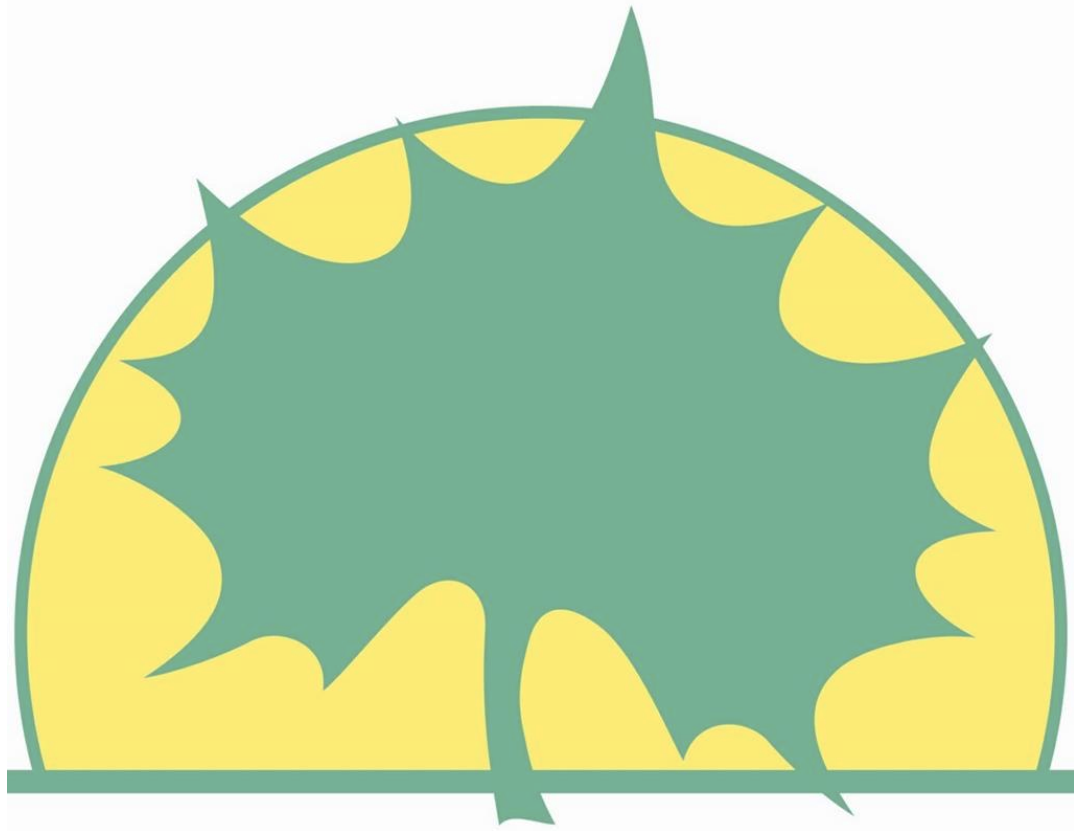
Future legislation could help to address these issues.



Next Steps

# Where Do We Go From Here?

- Programs
  - American Lung Association INDEPTH Program
    - Specifically address vaping, free, comprehensive.
    - Plan for implementation is straight-forward, and students can complete the course online.
    - Grant supported counselor to work with students
  - Peer Mentor Program
    - Would require a program coordinator, largely to recruit mentors and provide guidance for mentorship meetings.
    - Considerations: Offered to all incoming freshmen? Possibly small group with two upperclassmen? Students could self-select or be recommended by Jr High Counselor.
- Long Term Vision
  - Prioritize in-district suspension
  - Advocate at the state level for funding for counselors, program directors, etc.



Appendix

# Alternatives to Suspension Research Sources

- [Ten Alternatives to Suspension](#), Reece L. Peterson, Dept of Special Education and Communication Disorders, University of Nebraska, Lincoln.
- [Policy Snapshot: Alternative School Discipline Strategies](#), Education Commission of the United States, Jan 2018
- [Using Self-Monitoring Strategies to Address Behavior and Academic Issues](#), Rachel L. Loftin Indiana University, Bloomington, Ashley C. Gibb Educational Psychology Department, Indiana University, Bloomington, Russell J. Skiba Counseling and Educational Psychology Department, Indiana University, Bloomington.

# Cross Peer Mentoring Research Sources

- [Cross-Age Peer Mentorship Programs in Schools](#), UCLA School Mental Health Project
- [Staying in School: Connection, cohesiveness, and suspension](#), Lauren A. Bell, MD, MPH<sup>a,1</sup>, Brady Bushover, MPH<sup>b,2</sup>, Elizabeth Miller, MD, PhD<sup>c</sup>, Alison Culyba, MD, PhD, MPH<sup>d</sup>
- [Mentoring for Preventing and Reducing Delinquent Behavior Among Youth](#), Stephanie Hawkins, RTI International, Michael J. Karcher, University of Texas San Antonio, Kelly Stewart, University of Illinois at Chicago, David L. DuBois, University of Illinois at Chicago
- [Mentoring Programs to Affect Delinquency and Associated Outcomes of Youth At-Risk: A Comprehensive Meta-Analytic Review](#), Patrick H. Tolan (Univ. of Virginia) , David B. Henry, (Univ. of Illinois), Michael S. Schoeny (Univ. of Chicago), Peter Lovegrove (Univ. of Virginia), Emily Nichols (Univ. of Virginia).

# Vaping and School Suspension Policy Research Sources

- [The American Lung Association's INDEPTH® Alternative to Suspension or Citation Program](#) (school-based)
- [The American Lung Association N-O-T \(Not on Tobacco\) - N-O-T® \(Not on Tobacco\)](#) (Requiring additional resources)
- National Cancer Institute: [Smoke Free Teen Program](#) (not school-based)
- [ENACT Research through American Heart Association](#) (End Nicotine Addiction in Children and Teens)
- [A Bold Effort, an Urgent Need: Tackling the Youth Vaping Epidemic, AHA Vaping Grant](#), Ohio State University (\$5.5 Million Grant to study health impact of vaping). Funding from the American Heart Association (looking to understand impact of vaping on major organs and why vaping is so addictive), Ohio State's project—  
VERIFY: Vaping's End Through Research and Innovation for Youth

# Impact of Suspensions sources

[Academic Cost of School Discipline.doc](#) M. Rausch, Russel Skiba, Center for Evaluation and Education Policy, Indiana University.

[Study Confirms School-to-Prison Pipeline](#) Lauren Camera, July 2021.