

## UPDATE ON DISPROPORTIONATE DISCIPLINE DATA

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August 25, 2015

## SUPERINTENDENT'S PRIORITY

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To reduce exclusionary discipline and increase instructional time for all students

## Priority goal

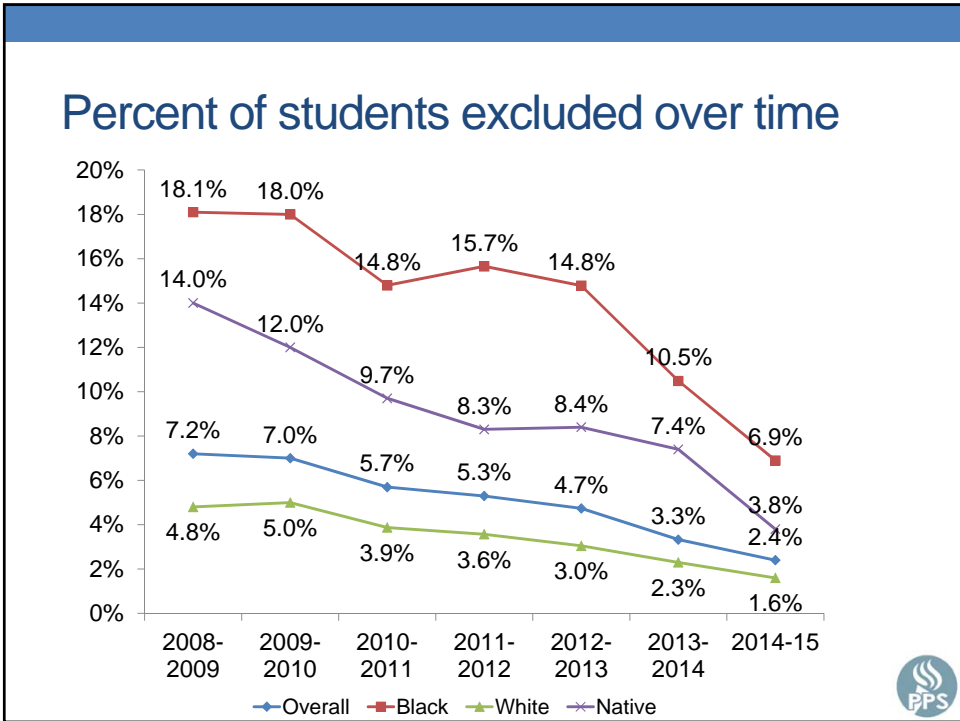
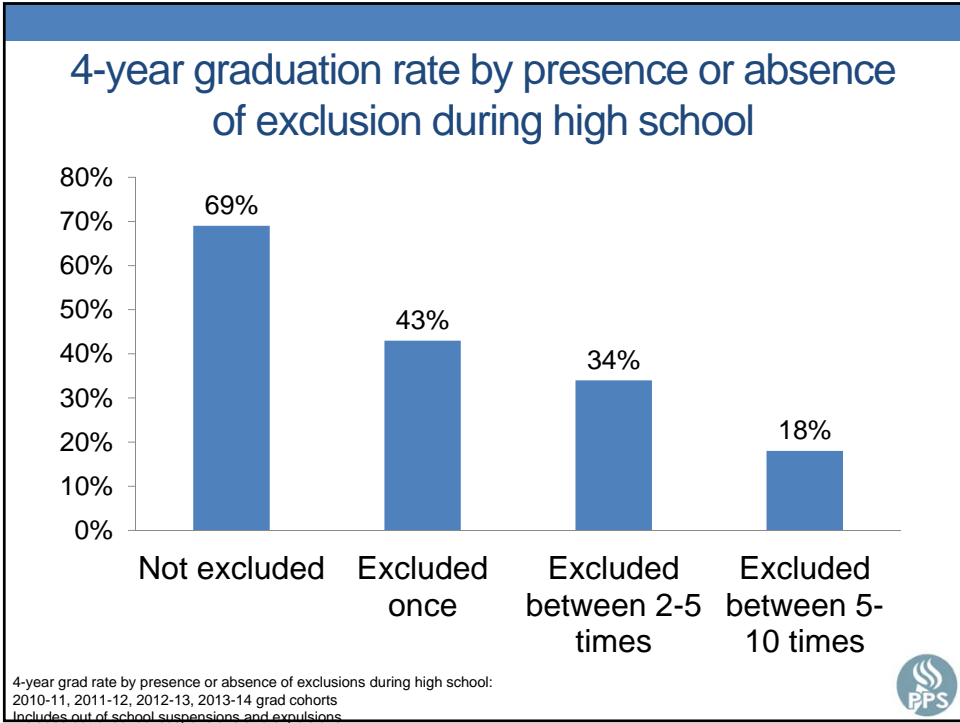
By June 2016:

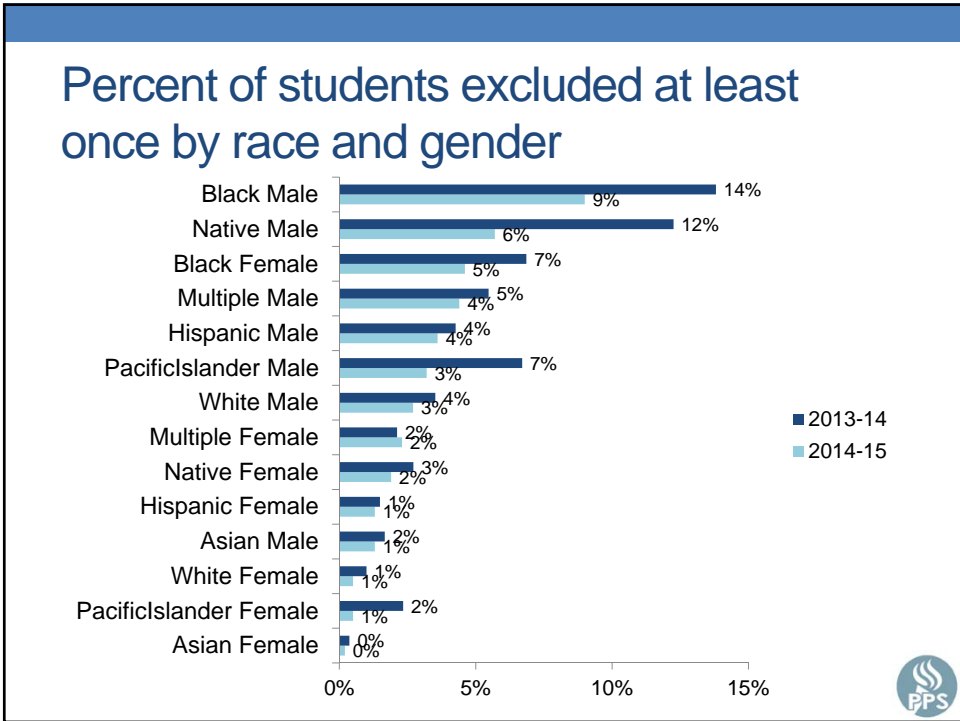
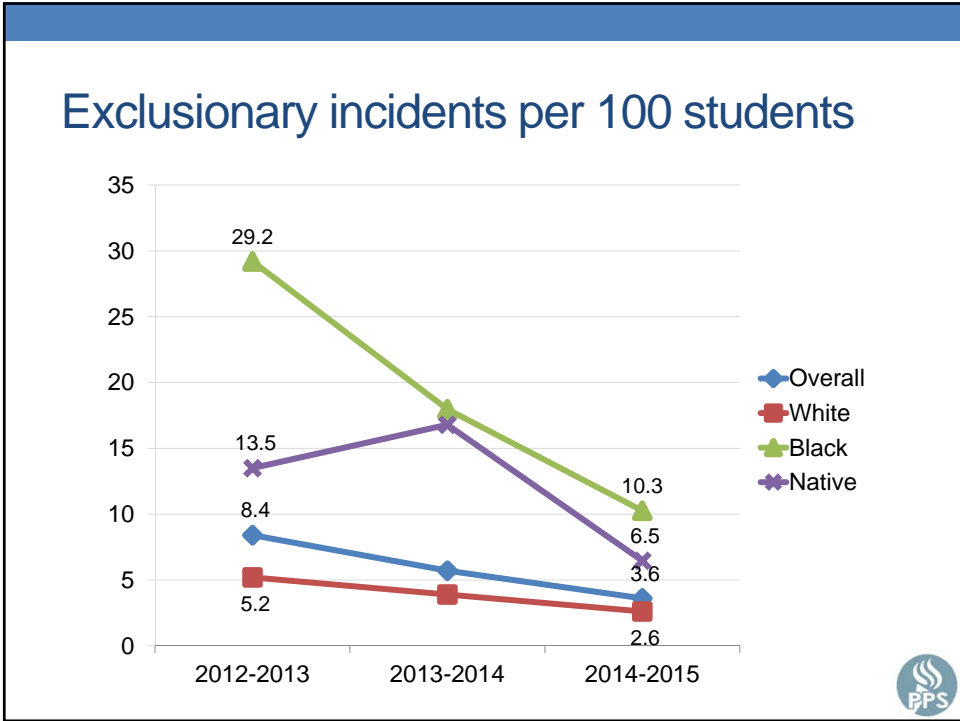
- 50% reduction in overall exclusionary discipline
- 50% reduction in disproportionality in exclusionary discipline



## 2014-2015 DATA

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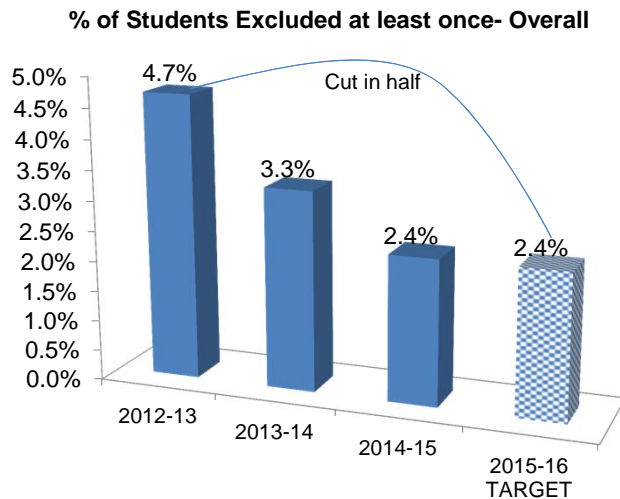


## Headlines 2012-15

- The distinct students experiencing exclusionary discipline (out-of-school suspensions or expulsions):
  - Decreased overall for all students by 49% (4.7% to 2.4%)
  - Decreased for Black students by 54% (14.8% to 6.9%)
  - Decreased for Hispanic students by 53% (5.1% to 2.4%)
  - Decreased for Native American students by 55% (8.4% to 3.8%)
- Black students, followed by Native students, experience the greatest percentage of exclusionary incidents
- Black and Native males are excluded at the highest rates

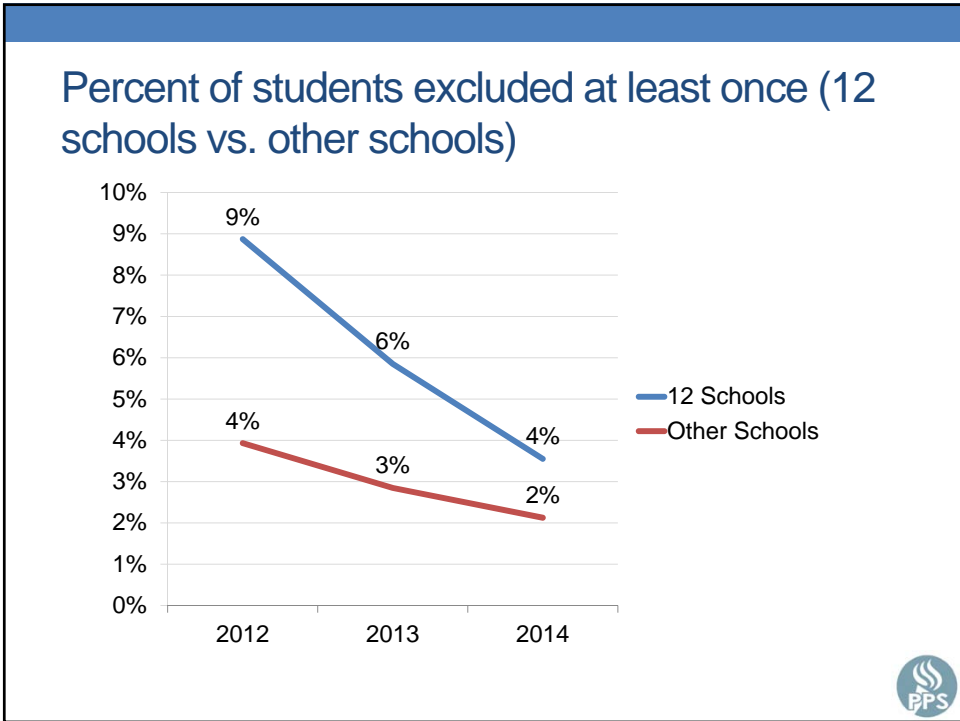
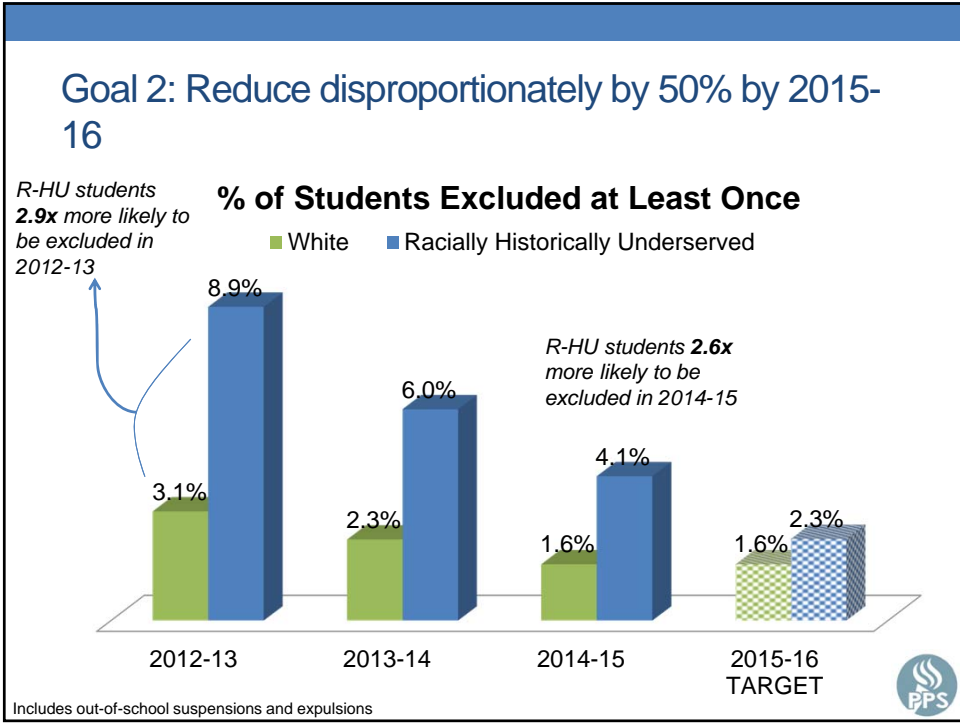


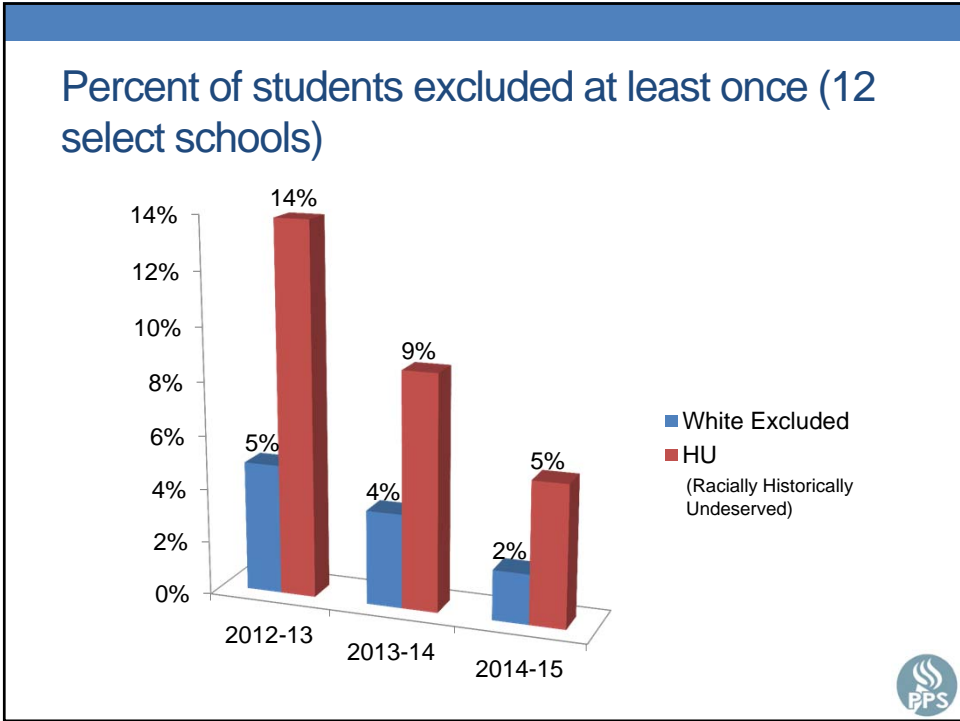
## Goal 1: Reduce disproportionately by 50% by 2015-16



Includes out-of-school suspensions and expulsions



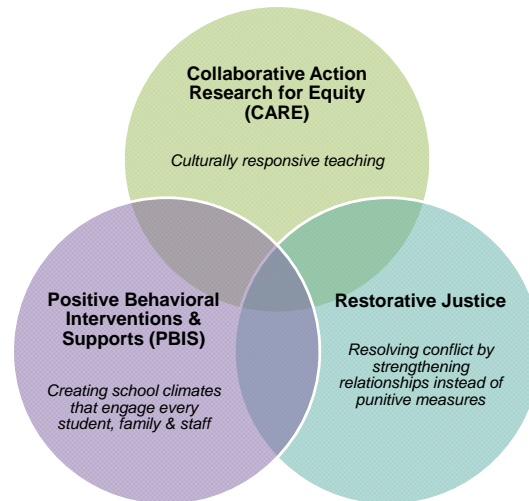




# KEY STRATEGIES

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## Foundation for an Inclusive School Culture



## CARE (Collaborative Action Research for Equity)

- Teacher teams participate in classroom research to discover, develop, and deliver culturally relevant teaching and learning practices
- Teachers learn to respond to the learning needs of our historically underserved student groups – Black, Latino, Native American and Southeast Asian students
- Focus on RIGOR, RELEVANCE, REALNESS & RELATIONSHIPS
- Focus on racial equity





## Culturally Responsive PBIS

- Culturally responsive PBIS engages students, families, and staff in establishing an organized framework of culturally responsive effective school climate practices
- Beliefs:
  - Students need to know what is expected of them
  - Students need to be directly taught positive behaviors
  - Positive behavior needs to be encouraged and acknowledged
  - Supports need to be provided as needed to enable school success



## Restorative Justice Practices

- An effective and positive alternative to punitive discipline models for addressing school violence, reactive management, exclusionary practices, and racial and disability disproportionality
- Includes a variety of proactive and reactive processes such as circles, conferencing, and mediation , etc.
- Three fundamental underpinnings:
  - understanding the impact and repairing the harm
  - engaging community and
  - empowering all involved



## Culturally Specific Services

- Student Assistance Coordinators in select schools to support our African American, Native American and Latino students
- Attendance Coordinators to provide outreach and support to students and families
- Expanding the work of culturally specific partners in select schools:
  - Mentoring
  - Leadership development programs
  - Healing circles
  - Mental health services



2015 SESSION  
SENATE BILL 553

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## Senate Bill 553

*“...for a student who is in **fifth grade or lower**, must limit the use of out-of-school suspension or of expulsion to the following circumstances:*

- (A) For **nonaccidental conduct causing serious physical harm** to a student or school employee;
- (B) When a school administrator determines, based upon the administrator’s observation or upon a report from a school employee, that the student’s conduct poses **a direct threat to the health or safety** of students or school employees; or
- (C) When the suspension or expulsion is required by law.

### **Impact**

- Would eliminate suspension for PreK-5 from 41 “misbehaviors” in 2014-15 PPS Discipline Handbook
- PAT Contract language on Assault and Battery

## Senate Bill 553

*“Out-of-school suspension requires the school district to take **steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting so that the disruption of the student’s academic instruction is minimized.**”*

### **Impact**

Deepen the focus on:

- Multi-tiered **School Climate Plans**
- Student Intervention Teams (SIT)
- Problem solving and solution building Teaming process
- Individual behavior support planning

## Significance of SB 553

- In the 2014-2015 school year 573 PreK-5 students experienced out-of-school suspension
- If SB 553 had been in place last year, 390 of those students would not have been suspended

## Additional supports in place

- Counselors added
- Kindergarten Educational Assistants
- School Climate TOSAs added
- RJ+PBIS support across the district