Advancing School Discipline Reform

BY GRETA COLOMBI AND DAVID OSHER

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Kicking kids out of
school without looking
at what is really going
on with us just makes
things worse. It's like
saying, "We don't care
about you. You are just
a problem we want to
get rid of." —Rosie

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During the past two decades, there has been an increase in exclusionary and punitive discipline in US schools. These disciplinary approaches have been discriminatory in their impacts and have failed to improve school safety. Although there is broad agreement that creating safe, orderly schools is critical to student success, there has not yet been an equally widespread shift toward instituting discipline practices that actually work.

Schools face challenges in engaging all students, including those with behavioral issues. While schools try to build the cognitive skills students need to participate in deeper learning, they also must focus on building interpersonal and intrapersonal skills as well. Failure to do so can have tremendous costs when students have experiences that place them at higher risk of failing academically, dropping out, and being drawn into the juvenile justice system. There are many such experiences: Some students respond to being pushed academically without sufficient support by becoming frustrated and acting out. Others may have experienced trauma, mental illnesses, or may lack social skills. The effort to manage troubling student behavior reactively and punitively often diverts valuable administrative time and contributes to teacher burnout (Byrne 1999; Public Agenda 2004; Kendziora and Osher 2009; Coggshall and Ott 2010).

Luckily, a growing body of evidence shows that changing discipline policies and practices can improve school climate and student achievement. Policymakers and practitioners have more guidance than ever before on how to engage students and prevent and address behavior problems in more positive ways.

This report focuses on how to address students' behavioral issues while enabling them to succeed. It describes current discipline practice—which is often reactive, punitive, and exclusionary—and its impact on students, achievement, and school climate. The report then reviews alternatives and shows what states can do to advance discipline reform. Each section includes questions that state boards can address in partnership with key stakeholders and using related resources. The appendix offers tools states can use in their effort to advance school discipline reform.

DEFINING SCHOOL DISCIPLINE

School discipline addresses schoolwide, classroom, and individual student behaviors—truancy, defiance, disruption, cheating, bullying, harassment, substance abuse, property damage, and violence, in particular—through broad prevention and targeted intervention. Schools take varied approaches to discipline. They may approach it positively via tiered, school climate improvements and restorative practices or punitively via office referrals, suspension, expulsion, and corporal punishment.

SCHOOL DISCIPLINE AND ACADEMIC ACHIEVEMENT

Students must feel emotionally and physically safe, connected, supported, challenged, engaged, and socially capable to succeed academically (see figure 1). Thus the way students experience discipline is a condition for learning. There is solid evidence that creating positive conditions for learning or school climate more broadly improves academic achievement (Osher et al. 2010; Osher et al. 2008, Devine and Cohen 2007; Bryk 2010; Bryk et al. 2009; Furlong et al. 2003; Steinberg et al. 2011; O'Malley et al. 2012; Cohen et al. 2009; National School Climate Council 2009).

Approaches to discipline affect whether students feel connected, are engaged, and have opportunities to learn. Students' exclusion from school limits their opportunity to learn. Alternatively, when students have opportunities to learn, they are more likely to behave, perform well academically, and make academic gains (Brookover, Erickson, and McEvoy 1997; Brophy 1988; Brophy and Good 1986; Carter 1984; Cooley and Leinhardt 1980; Fisher et al. 1981; Reynolds and Walberg 1991; Stallings, Cory, Fairweather, and Needles 1978; Wang, Haertel, and Walberg 1997; Greenwood, Horton, and Utley 2002; Hattie 2002).

When school discipline practices are aligned with efforts to promote the conditions and opportunities to learn, academic achievement improves (Osher et al. 2014, WestEd 2013; Teske 2013b; Thapa et al. 2012; Niehaus et al. 2012; Shirley and Cornell 2012; Wang and Selman 2010; Osher et al. 2010; MacNeil et al. 2009; Freiberg and Lapoint 2006). For example, students can develop self-discipline, which supports their ability to avoid risky behavior, build strong relationships, focus and commit to learning, and cooperatively engage with classmates (Osher et al. 2010). Conversely, when school discipline does not promote the conditions for learning, it is a risk factor and is related to lower academic achievement (Skiba et al. 2003; APA Zero Tolerance Task Force 2008).

SCHOOL DISCIPLINE TRENDS

Several worrisome trends reflect the state of school discipline in the United States. A description of each follows.

Increasing Reliance on Exclusionary Discipline

US schools often rely on punitive and exclusionary forms of discipline—sanctions,

office referrals, corporal punishment, suspensions, and expulsions—that fail to improve safety and undermine attendance (Office for Civil Rights 2014; Losen and Martinez 2013; Raffaele Mendez and Knopff 2003). In the 2011–12 school year, approximately 3.5 million students received in-school suspension, 1.9 million students received a single out-of-school suspension, 1.55 million students received multiple out-of-school suspensions, and 130,000 students were expelled (Office for Civil Rights 2014). One analysis found that one in nine secondary students were suspended at least once and that the suspension rate for secondary students has nearly doubled since 1970 (Losen and Martinez 2013). Moreover, while there has been an increase in suspensions overall, the number of suspensions due to serious behaviors has remained steady. That suggests that the increase of suspensions represents higher rates of suspensions for minor infractions (Losen and Martinez 2013). Examples of questionable punishment for minor infractions, a reflection of this trend, are easily found in the news:

- A Tennessee elementary school student with a military style haircut was threatened with suspension because the school policy prohibited "Mohawk haircuts or

other extreme cuts."
- A Georgia high school student was suspended and later arrested for bringing ibuprofen to school.
- An 11-year-old Virginia boy was suspended for a year after his school found a leaf that looked like marijuana in his backpack, which ultimately was tested and proved to not be marijuana.

Disparities in How Discipline Is Applied

Students of color, particularly those who are black, Hispanic, and American Indian, disproportionately receive office referrals, are suspended, and are expelled more often compared with their peers (Office for Civil Rights 2014; Losen and Martinez 2013; Skiba et al. 2011; Losen and Skiba 2010; Brown and Di Tillio 2013; Vincent et al. 2013; National Clearinghouse on Supportive School Discipline 2013; Vincent et al. 2012; APA 2008; Arcia 2006; Raffaele Mendez and Knoff 2003; Advancement Project and Civil Rights Project 2000). For example, in 2006 there was a 34 percent gap between the risk of suspension for black female students and white male students in Milwaukee public schools (Losen and Skiba 2010). As suspensions doubled over the past few decades, the gap between the number of suspensions for white students
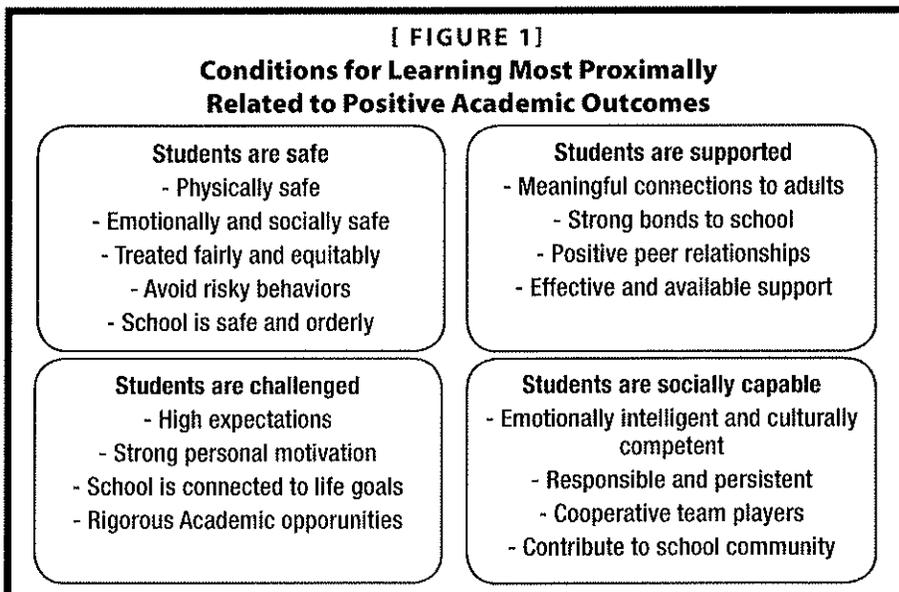
"Approaches to discipline affect whether students feel connected, are engaged, and have opportunities to learn."

and black students has increased at a higher rate. In the 1988–89 school year, black students were suspended at two times the rate of white students; in the 2009–10 school year, black students were suspended at four times the rate of white students (Losen et al. 2015).

Students with disabilities also disproportionately experience exclusionary discipline. The latest national data available, school year 2011–12, show that students with disabilities are twice as likely to be suspended as students without disabilities (Office for Civil Rights 2014). While students with disabilities who are served by the Individuals with Disabilities Education Act represent 12 percent of students enrolled, 58 percent of students who were placed in seclusion or involuntary confinement had disabilities, and 75 percent of students who were physically restrained at school to immobilize them or reduce their ability to move freely had disabilities (Office for Civil Rights 2014).

Suspension and expulsion rates vary district to district; they also vary for students with disabilities (Skiba et al. 2008). In 2009–10, while 5 percent of districts had suspension rates that were 25 percent or higher, 34 percent of districts had suspension rates that were 25 percent or higher for students with disabilities (Losen and Martinez 2013). When a student has a disability and is black, disciplinary disparities are further exacerbated. In 2008 alone, a number of states suspended 20 to 30 percent of their black students with disabilities, and three states suspended more than 30 percent of their black students with disabilities (Losen 2011; Losen and Martinez 2013).

[FIGURE 1]
Conditions for Learning Most Proximally Related to Positive Academic Outcomes

Students are safe
- Physically safe
- Emotionally and socially safe
- Treated fairly and equitably
- Avoid risky behaviors
- School is safe and orderly

Students are supported
- Meaningful connections to adults
- Strong bonds to school
- Positive peer relationships
- Effective and available support

Students are challenged
- High expectations
- Strong personal motivation
- School is connected to life goals
- Rigorous Academic opporunities

Students are socially capable
- Emotionally intelligent and culturally competent
- Responsible and persistent
- Cooperative team players
- Contribute to school community

There is also growing evidence that students who identify as lesbian, gay, bisexual, or transgender (LGBT) are disproportionately disciplined in school (Himmelstein and Bruckner 2011; Poteat and Russell 2013). In a nationally representative study, adolescents who identify as "nonheterosexual" had between a 1.25 and 3 times greater odds of being sanctioned in school compared with their heterosexual peers (Himmelstein and Bruckner 2011).

Though one might think that students disciplined at higher rates misbehave more, the disproportionality in discipline is in fact not rooted in disparate levels of student misbehavior (Skiba and Williams 2014). Rather, students of color, students with disabilities, and students who identify as LGBT appear to be punished more severely for the same offenses (Carter et al. 2014; Skiba and Rausch 2006; Finn and Servoss 2013; National Clearinghouse on Safe Supportive Discipline 2013; Bradshaw et al. 2010b; Losen 2011; Himmelstein and Bruckner 2011). The types of offenses that generate discipline also vary. For example, white students have been referred more often for offenses that are easier to document objectively, such as smoking, vandalism, and obscene language, while black students have been referred more for offenses that are subjective and at risk for bias, including showing disrespect, making threats, and loitering (Skiba et al. 2002).

The manner in which schools discipline also varies across schools and classrooms within districts (Skiba et al. 2002; Skiba and Rausch 2006; Wallace et al. 2008). One study found rates of suspension vary from less than 10 percent in some schools to more than 90 percent in others (Skiba and Rausch 2006). While it might seem reasonable that higher rates of suspensions and expulsions exist in schools with higher levels of poor behavior, upon a closer look, researchers have found that the rates of suspension and expulsion vary significant-

ly independent of student behavior and school demographics (Losen and Martinez 2013). In other words, there are schools that share similar demographic characteristics but have different rates of suspension and expulsion. It turns out that suspension rates correlate more strongly with principals' attitudes toward the disciplinary process and nonbehavioral school characteristics (Losen and Skiba 2010; Skiba et al. 2003; Skiba et al. 2013).

Resources Redirected to Security

With increases in the incidence and national attention on school shootings, schools have increased their reliance on metal detectors, surveillance systems, and staffing school-based police officers (Osher et al. 2014). At the same time, fewer resources have been directed to support counselors, social workers, and psychologists in providing prevention and intervention services to students needing assistance. Yet the use of security equipment in schools does not necessarily make students feel safer, safety issues still arise in schools that have taken such measures, and disparities in the application of exclusionary discipline are more pronounced (Finn and Servoss 2013).

Increased Efforts to Advance Positive Approaches

Educators, researchers, government agencies, courts, advocates, and philanthropists have worked to assess school discipline practices, investigate alternatives, and make changes:

- In 2011, the US Departments of Education (ED) and Justice (DOJ) started the Supportive School Discipline Initiative (SSDI)—to promote safe, supportive learning environments while keeping students in school. Since its inception, SSDI has coordinated development of a School Discipline Guidance Package, which describes schools' obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin;

recommendations to aid guide state- and locally controlled efforts to improve school climate and school discipline; partnered with researchers, philanthropic partners, and communities to develop products and host events; funded programs; and hosted a webinar series to share the latest research and practices.

- The Research-to-Practice Discipline Disparities Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts, began addressing the problem of disciplinary disparities in 2011. Some of the results of there research are published as briefs and can be found at http://rtpcollaborative.indiana.edu/briefing-papers/.
- In 2014 the Council of State Governments released the School Discipline Consensus Report (Council of State Governments 2014), a comprehensive set of consensus-based and field-driven strategies aimed at keeping students engaged in school and out of the juvenile justice system. It includes more than two dozen policies and 60 recommendations focused on keeping more students in

safe, supportive classrooms and out of courtrooms. The report is based on the work of 100 advisers from across the country, including policymakers, school administrators, teachers, behavioral health professionals, police, court leaders, probation officials, juvenile correctional leaders, parents, and youth. The report also includes numerous examples of promising practices.

- In 2014 the National School Leadership Summit on School Discipline and Climate drew education, judicial, and other community leaders from 22 jurisdictions together to plan strategies, policies, and programs to keep kids in school and out of court.

An increasing number of states, districts, and schools are advancing school discipline reforms with the support of judicial leadership, law enforcement, state and local school administrators, educators, youth, parents, and advocates (Council of State Governments 2014; see also box 1). Those reforms are typically leading to cross agency collaborations and positive approaches to addressing poor behavior (Council of State Governments 2014). The reforms rely heavily on specialized student supports, school-police partnerships, and collaborations among education, courts, law enforcement, juvenile justice, and health agencies that focus on analysis of disaggregated data, changed policies, and training. Despite persistent disparities, these communities are seeing reductions in suspensions and expulsions (Porowski et al. 2014).

EFFECTS OF PUNITIVE DISCIPLINE
Two things are driving efforts to advance school discipline reform. First, there is a strong desire to ensure that schools are safe. Second, many recognize that exclusionary and other punitive approaches simply do not work. Rather, punitive discipline has increasingly been used as a quick fix to what often is a chronic, long-term problem and in so doing has created more problems (Osher et al. 2010).

"Disproportionality in discipline is in fact not rooted in disparate levels of student misbehavior."

Poor School Climate
One of the arguments for exclusionary school discipline has been that it would improve school climate: If students who misbehave are removed, the climate will be better for the rest of the students. However, researchers have found that such measures actually hurt school climate (Harvard University Civil Rights Project 2000; American Psychological Association 2008). And students and school staff reported that principals in schools with low suspension rates were more concerned with school climate than principals in schools with high suspension rates (Bickel and Qualls 1980). When schools rely on exclusionary discipline, they lose focus on the full spectrum of practices to strengthen school climate (Davis and Jordan 1994) and experience lower ratings in academic quality and school governance (Skiba and Rausch 2006). Conversely, when students are suspended and expelled, all students, whether they tend to misbehave or not, tend to feel less safe, are less likely to bond with teachers and other staff, and are less likely to get along with each other (American Psychological Association 2008; Steinberg et al. 2011; American Institutes for Research 2014).

Poor Behavior Not Deterred
One of the arguments for punitive and exclusionary school discipline has been that it would deter future poor behavior (Ewing 2000). Yet there is little evidence that suspending or expelling works as a deterrent (Raffaele Mendez 2003; American Academy of Pediatrics 2008; Fabelo et al. 2011). In fact, as schools increasingly implemented zero tolerance policies, suspensions and expulsions increased tremendously even as the incidence of violent crime in schools

decreased (Butts 2013). One close examination found that suspensions appeared to actually reward poor behavior among those suspended more frequently (Atkins et al. 2002). Further, and even more troubling, students who are out of school are more likely to be involved in physical fights or carry a weapon (American Academy of Pediatrics 2008).

Loss of Instructional Time
When students are suspended or expelled, they lose valuable instructional time, cannot benefit from class participation, are less likely to complete schoolwork, and are more likely to subsequently skip school. Scott and Barrett (2004) estimated that students who were suspended in an urban elementary school missed 462 hours of instruction during a single school year. In the 2009–10 school year alone, the latest year for which nationally representative information is available, students were suspended from school for five days or more 321,012 times (Robers et al. 2013). This translates to at least 10 million hours of missed school time, not including all the hours of missed instruction among students suspended for less than five days.

Poor Academic Achievement
Students who have been suspended and/or expelled earn lower grades and achieve lower levels of academic performance compared with their peers (Whisman and Hammer 2014; Skiba et al. 2003; Morrison and D'Incau 1997; Raffaele Mendez 2003). This is especially the case for students who have been suspended repeatedly (Davis and Jordan 1994; Arcia 2006). While one might argue that sociodemographic factors could explain this poor performance, researchers are finding that the more exclusionary discipline practices are applied, the worse students perform academically, even after controlling for poverty and other demographic factors (Davis and Jordan 1994; Raffaele Mendez 2003; Ma and Willms 2004; Skiba and Rausch 2006; Tobin et al. 1996; Wald and Losen 2003, Rausch and Skiba 2005; Fabelo et al. 2011; Skiba et al. 2013). In a statewide

study in Texas, Fabelo et al. (2011) found the likelihood of being forced to repeat a grade doubled when a student was suspended. Further, students who remain in schools that frequently suspend and expel fail to show improvements in academic achievement (Skiba, Arrendando, and Rausch 2014). Conversely, a number of jurisdictions that have lowered suspension rates have seen academic improvements (Porowski et al. 2014; Gonzales and Cairns 2011).

Higher Dropout Rates

Higher suspension rates are associated with higher dropout rates and lower graduation rates (Ekstrom et al. 1986; Wehlage and Rutter 1986; Raffaele Mendez 2003; Rumberger and Lim 2008; APA Zero Tolerance Task Force 2008; Lee et al. 2011; Boccanfuso and Kuhfeld 2011.) Balfanz et al. (2014) found that if a student is suspended just once in ninth grade, the likelihood of his dropping out doubles (16 percent for those not suspended compared with 32 percent for those suspended once). Such outcomes are probable because students who are repeatedly absent, for whatever reason, are more likely to struggle academically (Sundius and Farneth 2008). They have a harder time mastering reading, passing courses, and earning credits (Balfanz et al. 2014).

Greater Involvement with Juvenile Justice System

Higher suspension and expulsion rates are associated with students being arrested (in and out of school) and in contact with the juvenile justice system (Council on School Health 2003; Fabelo et al. 2011; Shollenberger 2013; Toldson, McGee, and Lemmons 2013). This is particularly the case for students who have been repeatedly disciplined (Aizer and Doyle 2013, Puzzanchera 2013, Fabelo et al. 2011, Carmichael et al. 2005). As the use of punitive discipline increased in schools and as police were placed on campus, increasing numbers of students have been arrested and referred to juvenile court for infractions once handled by school administrators (Wald and Losen 2003). In Clayton County, Georgia, for example, where zero-tolerance policies were implemented, there was a 2,000 percent increase in juvenile arrests on campus (Teske 2013a). When youth are out of school during school hours, they are significantly more likely than youth who are in school to become involved in physical fights; carry a weapon; and use alcohol, marijuana, and other drugs that could lead to arrest and incarceration (Centers for Disease Control 1994). A youth, once arrested, is at an even higher risk of a host of negative outcomes, including recidivism and unemployment (National Research Council 1995).

Discussion Questions
Together with key stakeholders, find answers to the following questions to assess whether your state follows these trends.

- What discipline data are collected in your state, districts, and schools?
- What do the discipline data tell you about your state, districts, and schools?
- What are the rates of suspension and expulsion?
- How have the rates changed over time?
- How do they compare according to student characteristic (race/ethnicity, disability status, LGBT identification, other)?
- How do they compare between districts and schools?
- What state policies address school discipline?
- To what extent are they punitive versus supportive? (Go to https:// safesupportivelearning.ed.gov/school-discipline-compendium to find your state's discipline policies.)
- What kinds of school discipline policies do your districts and schools have? To what extent are they punitive versus supportive?

EFFORTS TO ADVANCE SCHOOL DISCIPLINE REFORM

A growing body of research is pointing researchers and practitioners toward implementing disciplinary alternatives that show promise in preventing and addressing problem behavior in school (Taylor-Greene et al. 1997; Muscott et al. 2004; Horner et al. 2005; Bradshaw et al. 2008; Human Impact Partners 2012; CSG 2014). The alternatives range from preventing

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[BOX 2]

Greenville's Code of Conduct

One district that has revised its code of conduct is in Greenville, Mississippi. Parents and community advocates from Citizens for a Better Greenville partnered with a national organization, the Advancement Project, to help them reform discipline policy and practice. Advocates demonstrated to the community the impact punitive discipline was having on students and then worked with the district to revise its code of conduct. Modeled off the Balti-

more, Maryland, code, the revised Greenville code was tailored by advocates, district officials, and school leaders to meet their community's needs. This effort led to a continued partnership focused on improving student outcomes.

Source: www.dignityinschools.org/sites/default/files/Greenville_Matrix_Interventions_Responses(CBG,AP).pdf.

Lafayette's School Climate Plan

As part of the US Department of Education's Safe Supportive Schools grant program, Carencro High School in Lafayette, LA, implemented comprehensive school climate improvements that also improved discipline practices and led to greater academic achievement. Beginning in 2012, the school sought staff who believed that school climate was a priority, and it established a vision for reform to take place over three years. Using school climate data, the school extensively trained and supported staff, developed and maintained systems and supports for all students, implemented specific programs for freshmen, and provided targeted intensive counseling. In one year's time, the school saw impressive gains: a 50 percent improvement in freshmen passing math, out-of-school suspensions dropping by nearly 65 percent, and in-school suspensions dropping by 50 percent.

Source: https://safesupportivelearning. ed.gov/events/webinar/ssd-webinar-se- ries-conditions-learning.

poor student behavior via school climate improvement and prevention to developing or reforming policies and practices across systems that ensure expectations and consequences are clear, appropriate, and consistent. They often are research based, data driven, and involve collaboration among student support teams and other staff in school, and between systems.

What Educators Can Do

With support from state education agencies and districts, schools are adjusting policy and practice. Some are revising

codes of conduct; making school climate improvements; or implementing strategies, practices, and programs to address and prevent problem behavior. Some communities are addressing discipline in schools comprehensively via many strategies, while others are focused on implementing just one. Regardless, each relies on (1) using data to identify patterns of practice, including disparities, and using student and school information to focus approaches and (2) engaging stakeholders who have a vested interest in making change—staff, family, and students.

Revise Discipline Policies and Codes of Conduct

Some SEAs, districts, and schools have been adjusting their codes of conduct, focusing on breaking down categories of offenses to better track infractions. Revisions often include adjustments to the consequences of offenses. The best codes result when a diverse group of stakeholders and agencies come together to revise them and plan systems of support within the school, district, and community (box 2).

Related Resources
Emily Morgan et al., School Discipline Consensus Report (New York: Council of State Governments Justice Center, 2014b, pages 71-90), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Dignity in Schools' Model Code, http://www. dignityinschools.org/our-work/model-school-code.

Dignity in Schools' sample revised codes of conduct, http://www.dignityinschools.org/category/tags/revised-code-conduct.

Make School Climate Improvements

In the face of evidence that improving school discipline and climate more broadly improves academic achievement, SEAs, districts, and schools have sought to improve school climate (e.g., box 3). They have relied on school climate data—quantitative data from surveys, student information systems, and surveillance systems and qualitative data via interviews and focus groups—to identify appropriate strat-

egies, practices, and programs. As schools implement their plans, they use the same data to evaluate whether they are having a positive impact. Strategies tend to focus on improving safety, improving engagement, and fortifying the school environment via instructional and school discipline improvements. SEAs, districts, and schools often report reductions in suspensions and expulsions after making school climate improvements, whether they intended on making discipline reforms or not.

Related Resources
From the National Center on Safe Supportive Learning Environments, "School Climate Measurement," including a compendium of school climate surveys,

[BOX 4]

Cleveland's Three-Tiered Approach

Following an audit on the effectiveness of the health and human services it provided to students, the Cleveland Metropolitan School District partnered with the American Institutes for Research on revising policies and practices to reduce violence, improve school climate, and enhance behavioral interventions. Using a three-tiered approach, Cleveland schools instituted an early warning system, established student support teams, set up planning centers as an alternative to in-school suspensions, and implemented other evidence-based programs that required ongoing data collection, analysis, and professional development. Between the 2008–09 and 2010–11 school years, out-of-school suspensions decreased by nearly 60 percent and the incidence of offenses that could lead to suspensions decreased by nearly 50 percent.

Source: http://www.clevelandmetroschools. org/Page/398.

https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement; and on school climate implementation, https://safesupportivelearning.ed.gov/topic-research/program-implementation.

Emily Morgan et al., School Discipline Consensus Report (New York: Council of State Governments Justice Center, 2014b, pages 23–108), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Attendance Works, http://www.attendanceworks.org/.

National Clearinghouse for Supportive School Discipline, http://supportiveschooldiscipline.org/.

Implement Interventions Using a Multitiered Approach

Many SEAs, districts, and schools are implementing tiered interventions to prevent and address problem behavior, similar to the tiered public health approach, in which they differentiate how they handle behavior for all students, some students, and for a small group of students needing intensive interventions (e.g., box 4). A commonly applied framework for addressing school behavior in schools is the three-tiered Positive Behavioral Interventions and Support (PBIS) approach:

- **Tier 1: Schoolwide Improvements.** Implement strategies and programs in all settings and for all students to support prosocial skills and behavior and reduce new cases of problem behavior. Tier 1 interventions should be effective for 80 to 90 percent of a student body. Tier 1 strategies include setting and teaching behavioral expectations via cross-staff teams, reforming codes of conduct, encouraging and fostering caring relationships among staff and students, integrating social and emotional learning into academic programming, and rewarding positive behavior (e.g., students who have met behavioral expectations have lunch with the principal, help with morning announcements, or get special parking privileges).
- **Tier 2: Targeted Interventions.** Implement strategies and programs aimed at a small group of students exhibiting

early warning signs. Tier 2 interventions should meet the needs of 5 to 15 percent of the student body. Tier 2 strategies include early warning systems; evidence-based programs aligned with the issues and student strengths (e.g., Check and Connect, Cognitive Behavior Interventions for Trauma in Schools, Check-In/Check-Out, attendance phone calls). They can also include specialized social and emotional learning supports and restorative justice practices (e.g., community conferencing, peer juries).
- **Tier 3: Intensive Interventions.** Implement intensive strategies and programs to intensively intervene with troubled students. Tier 3 interventions sometimes rely on administering assessments to individual students and providing intensive assistance. Such interventions are designed to serve the 1 to 5 percent of students who struggle the most. Tier 3 strategies include intensive support via school psychologists, social workers, and other instructional support personnel; Check and Connect; Interactive Data Based Individualization (DBI) Process; Check-In/Check-Out; Coping Power Program; wraparound services; clinical mental health services; and restorative justice approaches.

This multitiered approach relies on student support teams working closely with staff, students, and family to share and use data as they plan, implement, and evaluate their approaches. Most schools have student support teams; those teams can plan tiered interventions, in addition to partnering with students, family, and community organizations.

Related Resources
The Technical Assistance Center on Positive Behavioral Interventions and Supports, https://www.pbis.org/.

National Center on Intensive Interventions, http://www.intensiveintervention.org/.

Emily Morgan et al., School Discipline Consensus Report (New York: Council of State Governments Justice Center, 2014b, pages 109–81): http://csgjusticecenter.org/youth/school-

[BOX 5]

Restorative Practices in San Francisco Unified

San Francisco Unified School District in 2009 adopted a districtwide policy to train and support ongoing learning about restorative practices. The district developed and disseminated an implementation guide, and it built a community of practice with school site leaders via monthly meetings on practices such as community building, problem-solving circles, and conferencing. Between the 2009–10 and 2012–13 school years, the district saw suspensions decrease by a third.

Source: http://www.sfusd.edu/en/programs-and-services/restorative-practices.html.

discipline-consensus-report/.

"Social Emotional Learning," *From Policy to Practice* 1, no. 1 (Alexandria, VA: NASBE, October 2013), http://www.nasbe.org/wp-content/uploads/FPP-Social-Emotional-Learning.pdf.

National Resource Center for Mental Health Promotion and Violence Prevention, http://www.healthysafechildren.org/.

Implement Restorative Practices

Districts and schools have also been implementing restorative practices, which schools can use to prevent and address conflict and poor behavior (e.g., box 5). These practices include restorative circles, family group conferences, social emotional learning, and affective questioning. Restorative practices focus on fostering healthy relationships among students and adults and a sense of community. Students who committed infractions take full responsibility for their behavior by understanding how their behavior affected others, recognizing that their behavior was harmful, repairing the harm, and working

Maryland's Reformed Discipline Policies

After a four-year collaboration, Maryland made substantial changes to its state discipline policies in January 2014. While the new regulations (13A.08.01.11, 13A.08.01.12, 13A.08.01.15, 13A.08.01.21) allow principals to suspend students, the harshest penalties are reserved for the most severe offenses, and discipline practices overall focus on rehabilitation. Maryland also added educational services for suspended students and created a new timeline for appeals. The Maryland State Department of Education has released implementation guidelines to help districts and schools update their codes of conduct so they are in alignment with the state policy.

Source: http://www.marylandpublicschools. org/nr/rdonlyres/42ed8eda-af34-4058-b275-031891163882d/32853/schooldisciplin-eandacademicsuccessreportfinaljuly2.pdf.

on avoiding that behavior in the future.

Related Resources
Ted Wachtel, "Defining Restorative," (International Institute for Restorative Practices, 2013), http://www.iirp.edu/pdf/Defining-Restorative.pdf.

Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools (Cambridge, MA: National Opportunity to Learn Campaign, March 2014), http://www.otlcampaign.org/restorative-practices.

"Restorative Classroom Circles," http://restorativeclassroomcircles.wikispaces.com/home.

Restorative Justice: Implementation Guidelines (National Center for Mental Health Promotion and Youth Violence Prevention, February 2009), http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/

Restorative%20Justice_implementation%20 guidelines.pdf.

Emily Morgan et al., School Discipline Consensus Report (New York: Council of State Governments Justice Center, 2014b, pages 79–83): file:///C:/Users/gcolombi/Downloads/ The_School_Discipline_Consensus_Report%20 (3).pdf.

"Social Emotional Learning," *From Policy to Practice* 1, no. 1 (Alexandria, VA: NASBE, October 2013), http://www.nasbe.org/wp-content/ uploads/FPP-Social-Emotional-Learning.pdf.

Supportive school discipline webinar: http:// safesupportivelearning.ed.gov/events/webinar/ stemming-school-prison-pipeline-applying-restorative-justice-principles-school.

National Clearinghouse on Supportive School Discipline, http://supportiveschooldiscipline.org/.

HOW CHILD-SERVING AGENCIES CAN COLLABORATE WITH EDUCATORS

Child-serving agencies should partner together to prevent and address poor school behavior. Students with more serious issues often require services that agencies outside school provide or that involve systems outside the educational system. Successful efforts have relied on educators partnering with health agencies, law enforcement, and juvenile justice.

Health Care Systems

Many students with discipline issues have behavioral health needs. While many schools do not provide mental health services, it is also the case that students have a greater chance of receiving mental health services when schools do provide them.

Sample Strategies
- Partner to assess the behavioral health needs of students.
- Evaluate and expand school capacity to serve the needs.
- Establish systems of care and community-based partnerships.

Related Resources
Krista Kutash et al., *School-Based Mental Health: An Empirical Guide for Decision Makers* (Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, 2006),

http://rtckids.fmhi.usf.edu/rtcpubs/study04/ SBMHfull.pdf.

Education and Systems-of-Care Approaches: Solutions for Educators and School Mental Health Professionals (University of Maryland, Center for School Mental Health Analysis and Action, May 2007).

Emily Morgan et al., School Discipline Consensus Report (New York: Council of State Governments Justice Center, 2014b, pages 157–66), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

National Resource Center for Mental Health Promotion and Violence Prevention, http://www. healthysafechildren.org/.

Law Enforcement

Although law enforcement has been based in schools since the 1960s, often addressing truancy, the number of law enforcement officers working in schools rose beginning in the 1990s (Cannady, Bernard, Nease 2010). Many schools have relied on these officers to address safety concerns and discipline issues. As use of law enforcement to handle discipline has increased, more students have been arrested in school.

Sample Strategies
- Clarify roles of school administrators and school resource officers; school resource officers should address only safety.
- School-based law enforcement defer other school discipline matters to school administrators.
- Provide specialized training for school-based law enforcement on working with students and administrators in school.

Related Resources
Maurice Canady et al., *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools* (Hoover, AL: NASRO, 2012), https://nasro.org/cms/ wp-content/uploads/2013/11/NASRO-To-Protect-and-Educate-nosecurity.pdf.

Supportive school discipline webinar, http://safesupportivelearning.ed.gov/events/ webinar/intersection-school-safety-and-supportive-discipline-navigating-roles-and.

Emily Morgan et al., School Discipline Consensus Report (New York: Council of State Governments Justice Center, 2014b, pages 183–267): http://csgjusticecenter.org/ youth/school-discipline-consensus-report/.

Louisiana SEA Builds Cross-Program Collaboration

Since 2010 the Louisiana Department of Education has provided coaches to help schools identify discipline issues using data and to coordinate programmatic interventions. Staff also met with offices across the department so other program staff understood the relationship of school climate improvements to other priorities, such as academic standards. They also met with coordinators of federally funded programs other than the Safe Supportive Schools (S3) grant that supported their work to look at how they could integrate the work of S3 within those programs. For example, Title I, Part A, requires parent involvement; the S3 work focused on how engagement could help inform the work on Title I, Part A and on how certain processes could be integrated.

Source: http://www.louisianabelieves.com/schools/public-schools/school-climate.

Courts and Juvenile Justice

As school-based arrests and youth recidivism have increased, judges have noticed more students showing up in their courtrooms. For many years, the number of youth ultimately involved in the juvenile justice system rose as a result. With busy dockets and frustration, and in an effort to make changes, some judges are convening cross-agency teams to prevent children and youth from entering the system and to ensure that those who enter the system successfully transition out of the justice system without offending again.

Sample Strategies
Convene stakeholders to develop memo-

randa of understanding between agencies to provide supports that can help prevent students from entering the juvenile justice system.

- Divert students who have committed minor school-based offenses.
- Ensure high-quality educational services in juvenile correction facilities.
- Successfully transition students from juvenile justice facilities back to school.

Related Resources
Dear Colleague Letter on Correctional Education, US Department of Education, http://www2.ed.gov/policy/gen/guid/correctional-education/index.html.

The National Evaluation and Technical Assistance Center on Education Children and Youth Who Are Neglected, Delinquent, and At-Risk (NDTAC), www.neglected-delinquent.org.

Emily Morgan et al., School Discipline Consensus Report (New York: Council of State Governments Justice Center, 2014, pages 269–323): http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Supportive school discipline webinars:

Overall Effort of Judge Teske in Clayton County, GA, http://safesupportivelearning.ed.gov/events/webinar/making-case-positive-approaches-discipline; Addressing Truancy, http://safesupportivelearning.ed.gov/events/webinar/addressing-truancy-innovative-approaches-systemically-increasing-attendance-and.

Discussion Questions
With partners, find answers to the following questions to assess the impact of your state's discipline policies and practices.

1. What efforts are your state/districts/schools making that can advance school discipline reform? In schools? With health agencies? With law enforcement? With courts/juvenile justice?
2. What are you/they implementing?
3. How well are you/they implementing?
4. With whom are you/they partnering?
5. How can you work together effectively?

STATE-LEVEL ACTIONS TO ADVANCE SCHOOL DISCIPLINE REFORM

State boards of education can work with state agencies, and with state education

agencies in particular, to develop policy and support practices in districts and schools that encourage integration, collaboration, training, and data collection and analysis to advance school discipline reform.

Establishing Policy

State policies can advance school discipline reforms. State boards of education may not legislate policy, but they can collaborate with legislatures and staff from a variety of agencies to assess the latest research; collect and analyze state discipline, school climate, and court and juvenile justice data disaggregated by geography, race/ethnicity, gender, disability status, and LGBT status; review current policy; and make recommendations (e.g., box 6). States will approach policy changes differently; some may focus on making a range of policy changes at one time while others may implement one policy at a time.

Integrating Interventions

States can help districts, schools, and

Nevada's Cross-Agency Task Force

Nevada developed a cross-agency task force of state and local education and judicial leaders called the Student Attendance and Disturbance Committee to focus on attendance and discipline issues. As task force members began work, they realized that all members did not understand the terms each agency used and were not clear on what each agency did. With the leadership of a chief justice, they organized round tables to learn what each agency represented on the committee does and how it operates. They then discussed how their work overlapped and where they could coordinate.

Wisconsin's Data Collection and Reporting Tool

The Wisconsin Department of Public Instruction has been collecting and disaggregating school climate data as part of their US Department of Education Safe Supportive Schools funding, with a specific focus on discipline data. In particular, they have developed a web-based tool for collecting and reporting data to schools. The tool allows participating schools to view disaggregated data by race/ethnicity, disability status, and other characteristics. Schools with identified disparities can then address them as they make general school climate improvements.

Source: http://winss.dpi.wi.gov/.

[BOX 9]

Connecticut's Priority on Training

An initiative by the Connecticut State Department of Education provides free training on how to make school climate improvements, and it targets educators in schools with the greatest need. The training covers what school climate is, why it is important, and strategies to establish and maintain a safe, supportive learning environment. It also builds the capacity of educators to train staff in their schools and instructs school improvement teams on team members' roles and how to use their data.

Source: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321794.

other agencies understand the services they provide, assess their effectiveness in meeting student needs, and consider what evidence-based interventions, including strategies and practices, are effective and how staffing and resources can be used to make the greatest impact.

- Schools and state education agencies often implement programs and strategies separately. States can help schools figure out how to integrate frameworks and programs, including, for example, PBIS, social emotional learning, restorative justice, and behavioral supports.
- With academic pressures high, many districts and schools are focusing on improving academic outcomes. Since school climate and discipline go hand in hand with academic success, states can help educate districts and schools on the relationship between academics and discipline and how it can be operationalized.
- State boards of education can support the development of tools and encourage effective management implementation and evaluation of integrated practices such as cross-system collaboration. They can also encourage consistency in practices across elementary, middle, and high schools within a district and among districts, if appropriate.

Collaborating Within and Across Systems

Students with behavioral issues tend to be drawn into more than one system—education, mental health, juvenile justice, child welfare, law enforcement, and other child-serving organizations and agencies that serve youth and families—or are at risk for becoming so. Since the systems typically operate independently, the most effective service will be delivered in states whose agencies understand how each system works, where they overlap, what aspects are supporting and hindering support for students, and how to best serve students.

Creating strong collaborations can be challenging. Philosophical, structural, language, and communication barriers prevent agencies from forming partnerships. In some cases, staff may be resistant to change because they think it will increase their workload or reduce their autonomy (Gonsoulin and Read 2011). In addition, it is difficult to delineate where the work of one agency ends and another begins. However, states that work to overcome these challenges can eliminate siloes and operate as one system (Gonsoulin and Read 2011; see also boxes 7 and 8).

Training

A shift to positive discipline requires that states support appropriate professional development (see, e.g., box 9). Such development must be focused, job embedded, aligned with selected practice, and assessed to determine what additional training is needed. Based on feedback from partici-

[BOX 11]

Arizona's Evaluation of Intervention Programs

The Arizona Department of Education has been helping districts and schools participating in their S3 grant to implement three intervention programs: PBIS, Break Away, and Student Assistance Programs. The department developed benchmarks and checklists to evaluate progress in implementation, identify strengths and challenges, and assist with annual planning. Arizona also partnered with the University of Arizona's College of Education to train school climate improvement teams.

Source: https://safesupportivelearning.ed.gov/innovation-spotlight/arizona.

pants in national listening sessions held in 2012, stakeholders indicated that training should enable staff to do the following:
- address students' developmental needs during academic improvement efforts;
- promote cultural competence and address special populations' needs;
- create a healthy learning environment;
- understand what interventions are appropriate and implement them;
- establish appropriate discipline policies;
- support discipline policy reform;
- collect, analyze, and use data;
- gain a deeper understanding of family engagement, access to wraparound services, and adapt learning models for traumatized youth; and
- gain access to coaching and other supports that prevent burnout and encourage consistency.

Addressing Disparities
States should review data to determine whether and which groups of students are being disproportionately disciplined; communicate the importance of addressing disparities; and provide tools for analyzing and addressing those disparities in a culturally responsive manner (Hershfeldt et al. 2009; Utley and Obiakor 2012). Box 10 provides an example of a state initiative to address disparities.

Assessing Implementation
As districts and schools implement evidence-based interventions to advance discipline reform, it is critical to determine the degree to which these interventions are being delivered as intended (US Departments of Education and Justice 2012; Bradshaw 2008; CASEL 2012; Durlak et al. 2011; Skiba and Rausch 2006; Horner et al. 2004). To assess implementation, districts and schools can ask themselves the following set of questions:

- Is the intervention being implemented as prescribed?
- Are students receiving sufficient exposure to the intervention?

- What is the quality of implementation?
- To what extent are students engaged in the intervention?
- Are features of the intervention distinct from other interventions and strategies being implemented?

Such efforts can help improve the likelihood of positively affecting the outcomes of students as intended (CASEL 2012). States can create or support the use of tools that assess the fidelity of assessment (see, e.g., box 11).

Collecting and Analyzing Data
To understand how frequently students are removed from class, why, and what to do about it, education officials are required to regularly collect and analyze school discipline data and related data on school climate, attendance, and academic achievement (Losen and Skiba 2010; APA Zero Tolerance Task Force 2008; Skiba and Rausch 2006; Osher et al. 2014). They can also use the data to identify trends and target problems, identify interventions, monitor progress, assess disparities, evaluate the effectiveness of efforts, and increase transparency overall (see, e.g., box 12). To facilitate collections, reporting, and use, state boards of education can advocate for consistent definitions and report-

ing codes, the expansion of statewide longitudinal data systems that include or broaden what data are collected and reported, meaningful analysis and use of data, and the coordination of collections of related data.

CONCLUSION
Research shows that exclusionary discipline policies and practices do not work and often backfire. As states, districts, and schools wrestle with the simultaneous challenges of improving instruction and school climate, they should shift toward more supportive approaches to school discipline.

At the same time, research is shedding light on what alternative strategies will work better. As districts and schools make this shift, they will need professional development, training, and support to access, analyze, and use data to inform appropriate interventions. SEAs and state boards of education can support districts and schools' efforts in making real, measurable change in their disciplinary practices. Such change should result not only in a reduction of exclusionary practices but also should improve a range of student outcomes, including achievement, attendance, and graduation rates.

[BOX 12]

West Virginia's Analysis of Discipline Data

With S3 grant funding and NASBE support, the West Virginia Department of Education received training on improving school climate and making changes to discipline policy and practice. It has also developed a system to track data on student disciplinary referrals. The system enabled the department to study the relationship between the discipline practice and aca-

demic achievement, and staff found that punitive discipline practices were associated with poorer academic outcomes.

Source: http://wvde.state.wv.us/healthyschools/documents/TrainingGuidePDF.pdf and http://wvde.state.wv.us/research/reports2014/TheAssociationBetweenSchoolDisciplineandMathematicsPerformance2014.pdf.

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Appendix A: Tools State Boards Can Use to Advance School Discipline Reform

TOOL 1: TASK FORCE QUESTIONS

Advancing school discipline reform requires partnership among educators (administrators and staff on the ground). The following questions can frame useful discussions. In most cases, these questions do not yield simple yes or no answers but will help spark critical thinking.

Trends According to Data

1. What discipline data are collected in your state, districts, and schools?
2. What do the discipline data tell you about your state, districts, and schools?
a. What are the rates of suspension and expulsion?
b. How have the rates changed over time?
c. How do they compare according to student characteristics (race/ethnicity, type of disability, LGBT identification, English language learner status, other)?
c. How do they compare between districts and schools?

Current Policies

3. What state policies address school discipline? To what extent are they punitive versus supportive? State discipline policies can be found here: https://safesupportivelearning.ed.gov/school-discipline-compendium.

4. How are they being interpreted?

a. How do you know?

b. About what do you need to know more?

5. What kinds of school discipline policies do your districts and schools have?

a. To what extent are they punitive versus supportive?

Impact of Punitive and Exclusionary School Discipline Policies and Practices

6. How have your state, districts, and school discipline policies and practices affected your districts/schools?
a. How does the school climate compare between and among districts/schools with different discipline policies and practices?

b. How does academic achievement compare between schools with different discipline policies and practices?
c. Estimate how much instructional time has been lost from punitive discipline policies and practices.
7. What is happening/has happened to students who have been suspended and expelled or received discipline referrals?
a. Examine academic achievement, attendance, dropout, and incarceration rates.
b. How do they compare with rates for students who have or have not been subject to exclusionary school discipline? Are there disparities?
c. How do they compare according to student characteristics (race/ethnicity, type of disability, LGBT identification, English language learner status, other)?
d. How do they compare between districts and schools?

Efforts to Advance School Discipline Reform

8. What programmatic interventions are your state/districts/schools making that can advance school discipline reform?
a. in schools
b. with health agencies
c. with law enforcement
d. with courts/juvenile justice
9. What additional programs are available to students during out of school time?
10. Are the programmatic interventions that are being implemented as demonstrated by research to work within similar contexts?
11. Are the state/districts/schools assessing implementation?
12. Are any of the programmatic interventions inconsistent, unaligned, or duplicative? Is there a way to integrate programming if some are duplicative?

Training

13. What kind of training are educators receiving?

14. Is the training linked to how teachers can change their practice to improve student self-discipline, engagement, and achievement?
15. How much training is provided on school climate/behavior/discipline?
16. Is it consistent with principles of good professional development?
17. Is follow-up training provided?

Partners

18. What systems are students typically interacting with (e.g., justice, health and human services, family and child services)?
19. How are the systems working together?
20. How are community, families, and youth engaged?
a. If they aren't, how could they be?
21. How satisfied are youth and families with the services?
a. What are the outcomes?
b. How linguistically and culturally competent are the services?
22. How could they better work together?

TOOL 2: TALKING POINTS

Consistent and informative messaging about school discipline reform is critical. Because the time an education policymaker has with a stakeholder, talking points are grouped into "elevator pitch" interactions when time is short and additional talking points for when there is an opportunity to expand on these ideas. Either way, each state will need to customize according to its data and planned reform.

Elevator Speech Talking Points

1. Creating safe, orderly schools supports learning for all students.
2. Punitive disciplinary approaches do not work and have harmful consequences for schools. They are unfair and inconsistently applied. They hurt students with and without behavior challenges.
a. They lead to unintended consequences

that adversely affect student outcomes. Exclusionary school discipline fails to deter poor behavior, leads to a loss of instructional time, and worsens the school climate and conditions for learning that are essential for student success. Students subjected to exclusionary discipline perform worse academically and are more likely to drop out and become involved in the juvenile justice system.

b. Provide a quick example from your jurisdiction.

3. Universal approaches that aim to prevent behavioral issues and address discipline positively work. These approaches include:

a. Improving conditions for learning. Spaces where students feel emotionally and physically safe, connected and supported, challenged and engaged, and socially capable to succeed academically can prevent problematic behavioral issues and improve academic achievement.

b. Effective and promising approaches include building upon and aligning, if possible, social emotional learning and positive behavioral approaches. This can be accomplished by revising codes of conduct, improving school climate, implementing tiered behavioral interventions as an overall framework that guides the implementation of focused strategies and evidence-based programs, including social emotional learning, and implementing restorative practices.

4. As the Common Core State Standards or other more rigorous standards are implemented, it is critical for interpersonal and intrapersonal domains to be proactively addressed, which ultimately means improving the conditions for learning.

5. Analyzing data and effectively collaborating within and across systems are key to making change at all levels of education and beyond.

Talking Points for Speeches and Presentations

1. The context of schools is a critical piece of improving school discipline.

a. Academic success for all students is im-

perative and is affected by the conditions for learning.

b. Most schools are implementing new curricula based on new standards, and they will not realize significant success without addressing student needs and improving conditions for learning.

c. Schools are having to manage competing priorities.

d. Doing something is not in question; the question is how to do it

e. There is solid evidence for improving academic achievement via safe and supportive learning environments.

2. Key aspects of school climate and discipline are the conditions for learning.

a. Students are safe when they are physically safe, emotionally and socially safe, treated fairly and equitably, avoid risky behaviors, and are in a school that is safe and orderly.

b. Students are connected and supported when they feel a meaningful connection to adults, strong bonds to school, are engaged in positive peer relationships, and have effective and available support.

c. Students are challenged and engaged when adults around them have high expectations, when they have strong personal motivation, when school is connected to their life goals, and when they have rigorous academic opportunities.

d. Students are socially capable when they are emotionally intelligent and culturally competent, responsible and persistent, cooperative team players, and contribute to school community.

3. Schools can pose as risk and protective factors for students.

a. Risk factors can include alienation; academic frustration; chaotic transitions; negative relationships with adults and peers; teasing, bullying, and gangs; poor adult role modeling; segregation with antisocial peers; school-driven and child welfare-driven mobility; and harsh discipline including suspensions and expulsions that lead to student push outs or drop outs.

4. The context of discipline is critical.

a. Violence and problematic behavior exist

in schools.

b. It is imperative that students are emotionally and physically safe.

c. Doing something is not in question; the question is how issues are addressed.

e. Research demonstrates that punitive, exclusionary approaches are ineffective and often harmful.

f. Many police and judges are interested in advancing school discipline reform in order to keep youth in school and out of prison.

5. We often rely on zero tolerance policies to discipline children in school. However, there is no evidence that zero tolerance policies work. Zero tolerance policies are often interpreted more harshly at a district and school level. Such interpretations have led to punitive, often subjective, and sometimes extreme responses to discipline issues. Those reactions have contributed to racial and ethnic disparities.

6. Research shows that punitive discipline does not work. Punitive discipline

a. has detrimental effects on teacher-student relations

b. models undesirable problem solving

c. reduces motivation to maintain self control

d. generates student anger and alienation

e. can result in more problems (e.g., truancy, vandalism, aggression)

f. does not teach, and weakens academic achievement

g. has limited long-term effect on behavior

h. contributes to grade retention, dropout, and juvenile justice contact.

7. A statewide study in Texas followed cohorts of all seventh-grade students in 2000, 2001, and 2002.

a. Over a six-year period, nearly 60 percent were suspended or expelled once in middle or high school, about 15 percent were suspended or expelled 11 times or more, and only 3 percent of the disciplinary actions were for conduct in which state law mandated suspensions and expulsions.

b. The rest of the disciplinary actions were made at the discretion of school officials,

primarily in response to violations of local schools' conduct codes.

c. African-American students and those with emotional behavior disorders were disproportionately disciplined for discretionary actions.

d. Schools that had similar characteristics, including the racial composition and economic status of the student body, varied greatly in how frequently they suspended or expelled students.

8. The more students are out of the classroom, the less likely they will be to receive instruction, participate in class, complete work, and graduate, and the Common Core will exacerbate this.

9. Positive approaches to discipline can work when implemented effectively.

a. Multitiered intervention supports include universal-teacher and student SEL and PBIS, effective class management, youth development approaches (e.g. class meetings and service learning), early intervention (e.g., planning centers not in school suspension), intensive services that may include individualized wraparound support and support from other agencies, peer mediation, and restorative justice and practices.

b. Important characteristics of each are that they are family-driven and youth-guided, culturally competent, prevent problems proactively, and constructively address discipline issues when they arise.

KEY RESOURCES

There are a number of helpful resources that address school discipline.

Research Reports

Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Public Schools

Civil Rights Suspended: An Analysis of New York City Charter School Discipline Policies Suspensions and Expulsions in Connecticut Are We Closing the School Discipline Gap?

Breaking School Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement. Describes the analysis of millions of school and juvenile justice records in Texas to improve policymakers' understanding of

who is suspended and expelled from public secondary schools and the impact of those removals on students' academic performance and juvenile justice system involvement. **http://knowledgecenter.csg.org/drupal/system/files/Breaking_School_Rules.pdf.**

Discipline Disparities Research-to-Practice Collaborative Briefs. Uses information from stakeholder groups, as well as knowledge of current research, to present a series of informational briefs and supplementary research papers with targeted recommendations customized for different audiences. Items include an overview of the latest research on discipline disparities, information on interventions, myths versus facts, and more. **http://www.indiana.edu/~atlantic/briefing-papers/.**

Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools. Provides an analysis of data from districts on the number of students suspended just once during the school year and the number suspended more than once via the US Department of Education's Office for Civil Rights (OCR) data collection. **http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/out-of-school-and-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools/OutofSchool-OffTrack_UCLA_4-8.pdf.**

National Leadership Summit on School-Justice Partnerships: Keeping Kids In School and Out of Court. Offers presentations, articles, data, and other information generated for the 2012 National Leadership Summit on School-Justice Partnerships. This event brought together education and judicial leaders and other community leaders from 45 states, D.C., Puerto Rico, and the Virgin Islands to hear about and to become catalysts for strategies, policies, and programs to keep kids in school and out of court. **http://www.school-justicesummit.org/home.cfm.**

Policy Guidance

NDTAC Practice Guide: Quality Education Services are Critical for Youth Involved with the Juvenile Justice and Child Welfare Systems **http://www.neglected-delinquent.org/resource/ndtac-practice-guide-quality-education-services-are-critical-youth-involved-juvenile.**

Older Resources

My Brother's Keeper Report **https://www.whitehouse.gov/sites/default/files/docs/053014_mbk_report.pdf?utm_source=SSDCoP+e-Digest+Volume+1%2C+Issue+6&utm_campaign=SSDCoP+e-Digest+Vol+1+Issue+6.**

Federal Civil Rights Guidance Issued for

Charter Schools **http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405-charter.pdf?utm_source=JFSF+Newsletter&utm_campaign=ead71e6b0e-Newsletter_July_2013.**

New 2013 School Crime and Safety Report Released **http://www.bjs.gov/content/pub/pdf/iscs13.pdf.**

The Federal Interagency Reentry Council Releases Two Snapshots Focused on Education Juvenile Reentry Reform **http://csgjusticecenter.org/wp-content/uploads/2014/06/Education.pdf.**

Policy Statement and Recommendations to Assist States and Their Public and Private Local Early Childhood Programs in Preventing and Severely Limiting Expulsions and Suspensions in Early Learning Settings **http://www2.ed.gov/policy/gen/guid/school-discipline/letter-suspension-expulsion-policy.pdf.**

ED/DOJ Discipline Package. Developed by the US Departments of Education and Justice, this resource assists states, districts, and schools in developing solutions to enhance school climate and improve school discipline policies and practices, including guidance for schools on meeting their legal obligations under federal civil rights law to administer student discipline without discriminating against students on the basis of race, color, or national origin. **http://www2.ed.gov/policy/gen/guid/school-discipline/index.html.**

The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System presents a comprehensive set of consensus-based and field-driven recommendations to improve conditions for learning for all students and educators, better support students with behavioral needs, improve police-schools partnerships, and keep students out of the juvenile justice system for minor offenses. **http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf.**

Addressing the Out-Of-School Suspension Crisis: A Policy Guide for School Board Members. Provides school board members with background information on school discipline, questions to ask, action steps, and research on addressing school discipline issues. **http://www.nsba.org/Board-Leadership/Surveys/Out-of-School-Suspension-Policy-Guide/Out-of-School-Suspension-Report.pdf.**

Data

Office of Civil Rights Data Collection (CRDC). Provides wide-ranging education access and equity data from a sample of US schools, including information on suspension and expulsion rates at school and district levels. **http://ocrdata.ed.gov/Home.**

UCLA Civil Rights Project Discipline Data Tools. Provides reports on the latest national discipline data and spreadsheets that states, districts, and schools can use to look at their CRDC discipline data and view trends. http:// civilrightsproject.ucla.edu/resources/projects/ center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap.

Forum Guide to Crime, Violence, and Discipline Incident Data. Offers guidance on improving the effectiveness of efforts to collect and use disciplinary incident data, including reporting accurate and timely incident data to the federal government. Provides recommendations on what types of data to collect, why it is critical to collect such data, and how to implement and manage an incident database. http://nces.ed.gov/pubs2011/2011806.pdf.

Practices

Systems Integration: Child Welfare and Juvenile Justice

Empty Seats: Addressing the Problem of Unfair School Discipline for Boys of Color

MODEL PROGRAMS GUIDE
General
National Clearinghouse on Supportive School Discipline. Provides educational practitioners with the resources needed to facilitate the reduction of exclusionary discipline practices to stem the pipeline to prison and the implementation of supportive school discipline practice. http://supportiveschooldiscipline.org/.

Closing the School Discipline Gap. Looks at policies and practices in school that result in discipline disparities and provides remedies that may be implemented at federal, state, and district levels. http://civilrightsproject.ucla.edu/news/news-and-announcements/2015-site-news/announcing-new-book-with-groundbreaking-studies-on-school-discipline.

Revising Codes of Conduct
School Discipline Consensus Report (pages 71–90), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Dignity in Schools' Model Code, http://www.dignityinschools.org/our-work/model-school-code.

Dignity in Schools' Sample of Revised Codes of Conduct, http://www.dignityinschools.org/category/tags/revised-code-conduct.

Making School Climate Improvements
Supportive School Discipline Webinar on Conditions for Learning (featuring Carencro), https://safesupportivelearning.ed.gov/events/webinar/ssd-webinar-series-conditions-learning.

School Climate Measurement, including a compendium of school climate surveys, https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement.

School Climate Implementation, https://safesupportivelearning.ed.gov/topic-research/program-implementation.

School Discipline Consensus Report (pages 23–108), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Implementing Tiered Interventions
The Technical Assistance Center on Positive Behavioral Interventions and Supports, https://www.pbis.org/.

National Center on Intensive Interventions, http://www.intensiveintervention.org/.

School Discipline Consensus Report (pages 109–81), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

"Social Emotional Learning," *From Policy to Practice* 1, no. 1 (Alexandria, VA: NASBE, October 2013), http://www.nasbe.org/wp-content/uploads/FPP-Social-Emotional-Learning.pdf.

Implementing Restorative Practices
Defining Restorative, http://www.iirp.edu/pdf/Defining-Restorative.pdf.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, http://www.otlcampaign.org/restorative-practices.

Restorative Classroom Circles, http://restorativeclassroomcircles.wikispaces.com/home.

Restorative Justice, Implementation Guidelines, http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/Restorative%20Justice_implementation%20guidelines.pdf.

School Discipline Consensus Report (pages 79-83), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

NASBE *From Policy to Practice* Brief on Social Emotional Learning, http://www.nasbe.org/wp-content/uploads/FPP-Social-Emotional-Learning.pdf.

Supportive School Discipline Webinar, http://safesupportivelearning.ed.gov/events/webinar/stemming-school-prison-pipeline-applying-restorative-justice-principles-school.

Partnering with Health Systems
School-Based Mental Health: An Empirical Guide for Decision-Makers, http://rtckids.fmhi.usf.edu/

rtcpubs/study04/SBMHfull.pdf.

Education and Systems-of-Care Approaches: Solutions for Educators and School Mental Health Professionals, http://csmh.umaryland.edu/Resources/Briefs/SystemOfCareBrief.pdf.

School Discipline Consensus Report (pages 157–66), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Partnering with Law Enforcement
To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools, https://nasro.org/cms/wp-content/uploads/2013/11/NASRO-To-Protect-and-Educate-nosecurity.pdf.

Supportive School Discipline Webinar, http://safesupportivelearning.ed.gov/events/webinar/intersection-school-safety-and-supportive-discipline-navigating-roles-and.

School Discipline Consensus Report (pages 183–267), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Partnering with Courts
Dear Colleague Letter on Correctional Education (December 8, 2014).

The National Evaluation and Technical Assistance Center on Education Children and Youth Who Are Neglected, Delinquent, and At-Risk (NDTAC), www.neglected-delinquent.org.

School Discipline Consensus Report (pages 269–323), http://csgjusticecenter.org/youth/school-discipline-consensus-report/.

Webinar: Overall Effort of Judge Teske in Clayton County, GA, http://safesupportivelearning.ed.gov/events/webinar/making-case-positive-approaches-discipline.

Webinar: Addressing Truancy, http://safesupportivelearning.ed.gov/events/webinar/addressing-truancy-innovative-approaches-systemically-increasing-attendance-and.

Support
The Collaborative for Academic, Social, and Emotional Learning. Provides information, disseminates research reviews, provides professional development, and develops tools to help schools adopt social and emotional learning programs with a proven record of effectiveness. http://www.casel.org/.

National Association of State Boards of Education. Provides information about NASBE's efforts to strengthen state boards' capacity to adopt and implement state education policies that limit the use of suspension, expulsion, and criminalization of students and instead emphasize supportive climate-building practices and more positive disciplinary measures. http://

www.nasbe.org/project/school-discipline/.

National Center on Safe Supportive Learning Environments. Includes information on training and technical assistance, products and tools, and latest research findings on making school climate improvement and addressing factors that affect the conditions for learning, such as bullying, discipline issues, harassment, violence, and substance abuse. **http:// safesupportivelearning.ed.gov/.**

National PBIS Center. Offers information and strategies on implementing, evaluating, researching, and training on positive behavior intervention supports (PBIS). Specific resources are available for schools, families, and community members. **http://www.pbis.org/.**

Supportive School Discipline Communities of Practice. Provides a portal for all education and justice stakeholders to access SSDCoP resources, including event information and tools, and related resources. It also provides active SSDCoP community members with access to secure pages where they can share resources privately. **http:// ssdcop.neglected-delinquent.org/.**

Websites

American Civil Liberties Union (ACLU), **School-to-Prison Pipeline http://www.aclu.org/.racial-justice/what-school-prison-pipeline.**

Children's Rights Litigation Committee **http:// apps.americanbar.org/litigation/committees/ childrights/.**

Dignity in Schools Campaign **http://www. dignityinschools.org/.**

Ending the Schoolhouse to Jailhouse Track **http://safequalityschools.org/.**

Fix School Discipline **http://www. fixschooldiscipline.org/.**

The California Endowment: Social-Emotional Health for Students **http://www.calendow.org/ in_schools/reducing_use_of_harsh_discipline. aspx.**

The Civil Rights Project: School Discipline **http://civilrightsproject.ucla.edu/research/k-12-education/school-discipline.**

The Council of State Government's School Discipline Consensus Project **http:// csgjusticecenter.org/youth/projects/school-discipline-consensus-project/.**

The Equity Project at Indiana University **http:// www.indiana.edu/~equity/resources.php**

The Urgency of Now: The Schott 50 State Report on Public Education and Black Males **http:// blackboysreport.org/.**

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The National Association of State Boards of Education
represents America's state and territorial boards of
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excellence in the education of all students, and ensure
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