

# SCHOOL DISCIPLINE AND STUDENT SUCCESS

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# EDUCATIONAL CRISIS IN SCHOOL DISCIPLINE

- Over 3 million students are suspended and 100,000 expelled each year, double the rate in the 1970's
- Most often students are suspended for minor misbehavior like “insubordination” or “fighting”
- Students of color, students with disabilities and LGBTQ students are suspended at higher rates



# THE WHOLE SCHOOL IS IMPACTED

- Zero-tolerance, get-tough discipline
  - does not reduce disruption or violence
  - fails to address the root of the problem
  - undermines relationships and trust
  - does not teach positive social skills
- Schools with high suspension rates have lower academic achievement and lower teacher attendance
- Students suspended three times by their sophomore year are five times more likely to drop out



# RESEARCH-BASED POSITIVE DISCIPLINE

- Best practices that prevent disruption, reduce suspensions by up to 50%, and improve attendance and educational outcomes
- **Positive Behavior Interventions and Supports (PBIS)**  
Systems and structures to teach positive skills, use interventions like counseling, and use data to monitor and improve practices
- **Restorative Practices**  
Continuum ranging from circle dialogues to build community, to intensive mediations and restorative circles to repair harm and restore positive relationships
- Florida study of 102 schools using PBIS found 25% drop in office disciplinary referrals and 10% drop in out of school suspensions after 1 year
- Middle schools showed 4% increase in students reading at grade level

# DIGNITY IN SCHOOLS CAMPAIGN (DSC)

- Challenges the systemic problem of pushout and advocates for the human right of every young person to education and dignity
- More than 55 organizations from 19 states
  - Youth and parent base-building
  - Legal and advocacy
  - Teachers and educators
  - Researchers



# OUR APPROACH

- Federal policy change in Congress and Departments of Education and Justice driven by priorities and needs of local communities
- Support members in local and state campaigns to end pushout and implement positive school discipline



# RECENT FEDERAL POLICY

- Supportive School Discipline Initiative (SSDI), Departments of Education and Justice
  - Guidance and technical assistance for states and districts
  - Council on State Governments consensus-building process



- Dept. of Ed. Civil Rights Data Collection, expanded in 2009
  - Includes in-school suspensions, repeated suspensions, arrests
- Race to the Top-District, requires districts applying to address racial and disability-related disciplinary disparities

# RECENT LOCAL AND STATE CAMPAIGNS

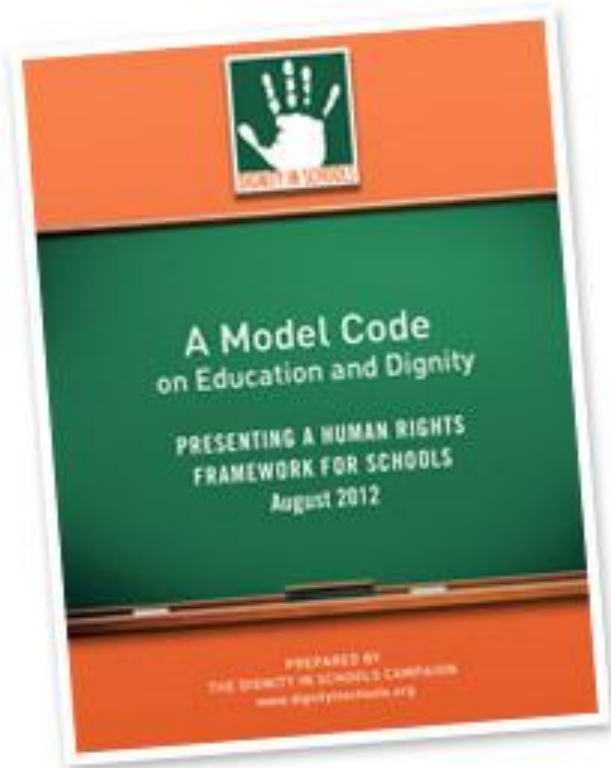
- District-level change in Chicago, Denver, Los Angeles, New Orleans, New York City, and elsewhere
  - Limiting the use of suspension and arrest
  - Implementing school-wide approaches like restorative practices and positive behavior supports
- State-level commitments from boards of education and legislatures in California, Colorado, Maryland and Michigan
- DSC using Model Code to expand and replicate wins





# DSC MODEL CODE

- Model policies for schools, districts and legislators to address school pushout and create safe and positive climates for learning
- Based on research, best practices and on the ground experiences of students, parents and educators
- Rooted in fundamental human rights principle that the goal of education is to develop each young person to their full potential

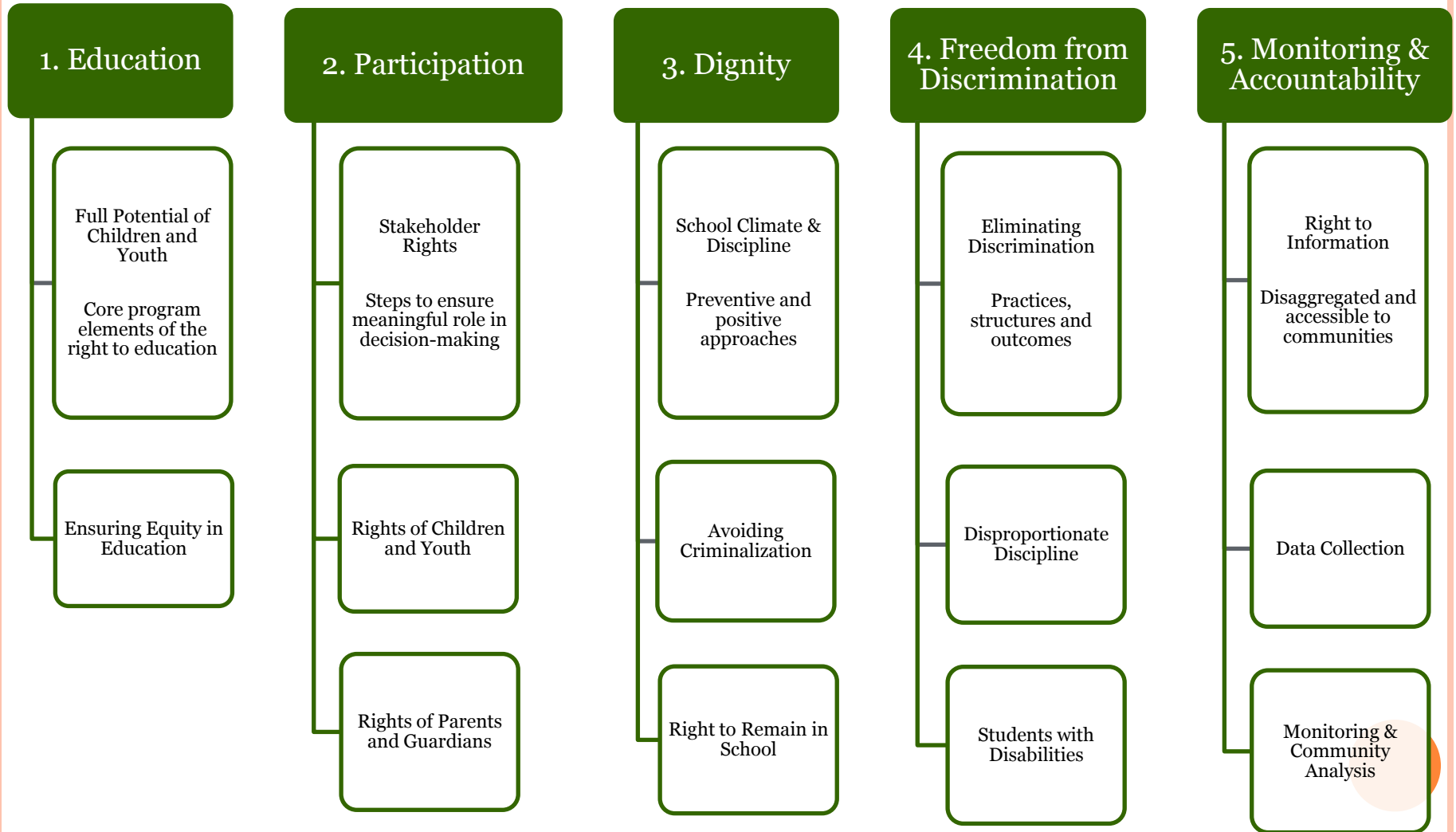


# HOW WAS THE MODEL CODE DEVELOPED?

- Drafted and reviewed by members of the Model Code Working Group
- Reviewed at two American Bar Association summits
- Reviewed and edited at community engagement sessions with students, parents and teachers in 8 different states (CA, FL, GA, IL, LA, MS, NY, PA)



# OVERVIEW OF THE MODEL CODE



# EXAMPLE OF SECTION 3.1

## 3.1 School Climate and Discipline

- 3.1.a Key Elements of School-Wide Preventive and Positive Discipline
- School-wide policy with student, parent & community participation
  - School climate – physical environment, school community, SEL
  - Positive discipline – graduated consequences, positive interventions
  - Limiting exclusion – only the most serious offenses
- 3.1.b Two Models for Preventive and Positive Discipline
- Model 1: School-Wide Positive Behavior Interventions and Supports
  - Model 2: Restorative Practices
- 3.1.c Guidelines for Exclusion
- 3.1.d Due Process

# WHO CAN USE THE MODEL CODE?

- Students, parents and communities - compare the Model Code to current practices and use it in efforts to change policy
- Educators and administrators - best practices in their schools
- District and state policy-makers - language for laws and regulations; guidelines to implement and monitor policies



# EXERCISE FOR USING THE MODEL CODE

Provisions in DSC Model Code	Exists in NYC Policy	Happens in Practice
Students and parents must be represented on school-wide decision-making bodies (2.2.A and 2.3.B)	Yes	In some schools
All school staff must be trained in classroom management and positive approaches to discipline (3.1.a.H)	No	In some schools
Suspension and expulsion can only be considered for the most serious and dangerous offenses (3.1.c.B)	No	No
Suspension and expulsion can only used after non-exclusionary alternatives have been carefully considered, tried and documented (3.1.c.B)	No	In some schools
Suspensions are prohibited for (3.1.c.D): <ul style="list-style-type: none"> <li>- Being late or absent from school</li> <li>- Dress code violations</li> <li>- Insubordination, defiance or disobedience</li> </ul>	Yes Yes No	Yes No No

# LEARN MORE ABOUT DSC

- Read the Model Code and share with others

<http://www.dignityinschools.org/our-work/model-school-code>

- See highlights from the DSC National Week of Action 9/29-10/6

<http://www.dignityinschools.org/our-work/week-of-action>



- Learn about Solutions Not Suspensions:  
A Call for a Moratorium on Out-of-School  
Suspensions, DSC and OTL

<http://www.stopsuspensions.org/>



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