

Welcome!



Conference Sponsors:

- UNL College of Education & Human Sciences
- UNL Department of Special Education & Communication Disorders
- UNL Research Council
- Lincoln Public Schools
- NDE funded Student Engagement Project

Logistics

- Restrooms
- Beverages; lunch; snack
- Cell phones muted
- Wireless access
- Today's audience –
 - UNL faculty and students
 - LPS administrators and staff
 - Administrators and staff from across eastern Nebraska



Resources

- Packets –agenda & more
 - Three samples of “Engagement Project” documents.
 - All of the more than 70 documents- available for free download.
See the display table for examples
- Links to today's speaker slides & handouts
- Link to a variety of reports, U.S. Dept. of Education letters; other resources
- Link in upper right of home page at: <http://k12engagement.unl.edu>

What is Exclusionary Discipline?

Student behavior results in office referral which results in:

Removal from access to normal education

-Suspension

-Expulsion

-In-School

Suspension

Why is Exclusionary Discipline a Problem?

- **Lack of opportunity to learn**
- **Lack of effectiveness in changing behavior**
- **Negative outcomes for students long-term**
- **Over representation of students who are minorities & have disabilities**
- **It detracts from the goal of having all students succeed as fully as possible.**

Traditional Discipline Consequences

Traditional Discipline Consequences	Problem:	Problem:	Problem:
Not Recommended- Restrict Use or Avoid	Exclusionary	Negative Outcomes	Lack of Effectiveness
Corporal Punishment – Not in Nebraska		X	X
Expulsion	X	X	X
Grade Retention & Demotion		X	X
Involuntary Transfer	X	X	X
Lowering Course Grades		X	X
Suspension	X	X	X
Zero Tolerance Policies		X	X
Use with Caution – Requires careful programming to avoid negative outcomes or increase effectiveness			
Detention			X?
In-school Suspension	X		X?
Saturday School			X?

How often exclusionary discipline?

- Over three million children, K-12, are estimated to have lost instructional “seat time” in 2009-2010 because they were suspended from school (Losen& Gillespie, 2012).
- Skiba & Rausch (2006) estimated that expulsion occurs on average in as few as 1 in 1,000 incidents referred to the office, compared to suspension which might be a consequence employed on average in one-third or more of office referrals.
- In Nebraska in 2006, 10,600 different students suspended at least once; 185 students were expelled. (OCR Data, 2006)
- Recently alarming concern for young students suspended and expelled from pre-school programs.

PBS NEWSHOUR

TOPICS > EDUCATION

A radical approach to discipline that starts with listening to students

BY MEREDITH KOLODNER, THE HECHINGER REPORT April 2, 2015 at 9:43 AM EDT

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EMAIL



Metropolitan ninth-graders Latrese Martin, Ross Jacobson and Tia Stevens say their trauma-informed class gives them a place to be heard. (Photo: Meredith Kolodner/Hechinger Report)

EDUCATION LEADERS REPORT
Volume 1, No. 2 August 2015

Advancing School Discipline Reform

BY GRETA COLOMBI AND DAVID OSHER

NASBE National Association of State Boards of Education

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



CLOSING the SCHOOL DISCIPLINE GAP

Daniel J. Losen *coauthor*

EQUITABLE REMEDIES FOR EXCESSIVE EXCLUSION



U.S. Department of Education
Office of Communications & Outreach, Press Office
400 Maryland Ave., S.W.
Washington, D.C. 20202

For Immediate Release: Wednesday, July 22, 2015
Contact: Press Office, (202) 401-1576 or press@ed.gov

Educators Gather at the White House to Rethink School Discipline

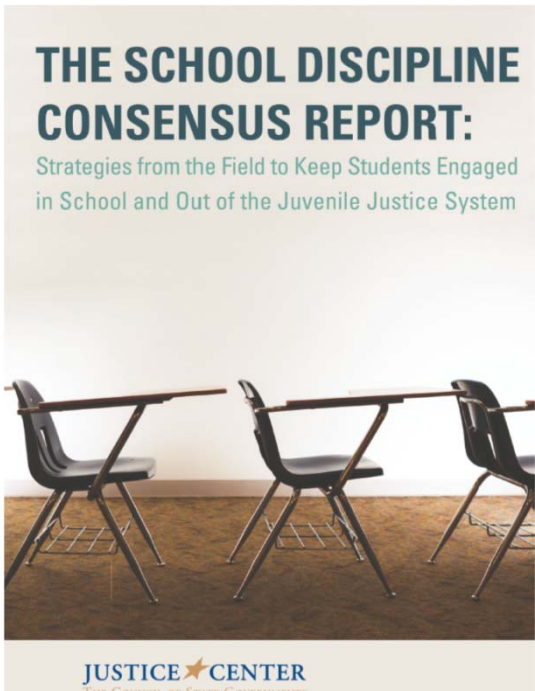
U.S. Department of Education Announces New Tools to Help Schools Rethink Discipline

The U.S. Departments of [Education](#) and [Justice](#) are hosting [teams of superintendents, principals, and teachers from across the country](#) today for "Rethink Discipline," a day-long conference at the White House on creating positive school climates and implementing effective discipline practices. The [conference](#) seeks to advance the national conversation about reducing the overuse of unnecessary out of school suspensions and expulsions and replacing these practices with positive alternatives that keep students in school and engaged in learning, but also hold schools and teachers accountable.


Summer Gathering of Educational Leaders at the White House!

Rethink School Discipline: School District Leader Summit on Improving School Climate and Discipline

Resource Guide for Superintendent Action



- School leaders should work with..[all] to assess school climate, develop a shared vision..., and design a plan to address areas in need of improvement.
- The code of conduct should promote positive adult and student behaviors, and should include a graduated system of responses to student misconduct.. removal from school is a last resort.
- Students removed from the classroom should continue to receive quality instruction.
- Educators should have professional development to .. Create positive conditions for learning.

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES
UNITED STATES DEPARTMENT OF EDUCATION

December 10, 2014

Dear Colleagues,

Today, we are issuing a policy statement and recommendations to assist private local early childhood programs in preventing and severely limiting expulsions and suspension in early learning settings. Recent data indicate that expulsions and suspension in preschool settings, a problematic issue given the well established research that influence a number of adverse outcomes across development, health, stark racial and gender disparities exist in these practices, with young boys and expelled at much higher rates than their children in early learning programs. Immediate attention from the early childhood and education fields.


Joint "Dear Colleague" Letter

U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights

Notice of Language Assistance
Dear Colleague Letter on the
Nondiscriminatory Administration of School Discipline

Notice of Language Assistance: If you have difficulty understanding English, you may, free of charge, request language assistance services for this Department information by calling 1-800-ISA-L FARN



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

PURPOSE

support families, early childhood programs, and States by Departments of Health and Human Services (HHS) and v limiting expulsion and suspension practices in early

Two intertwined issues:

- Exclusionary Discipline
- Disproportionality



The Center for Civil Rights Remedies

at The Civil Rights Project | *Proyecto Derechos Civiles*

Nationwide Suspension Rates at U.S. Schools (2011-12)

Elementary and Secondary Rates by Subgroup

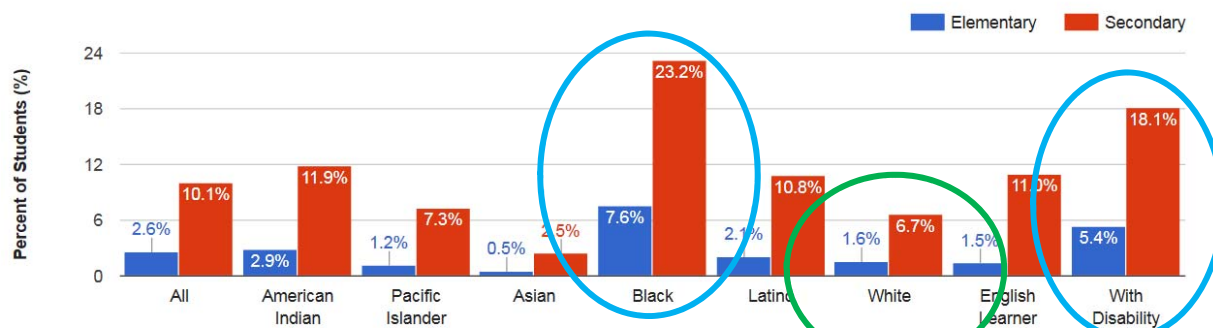
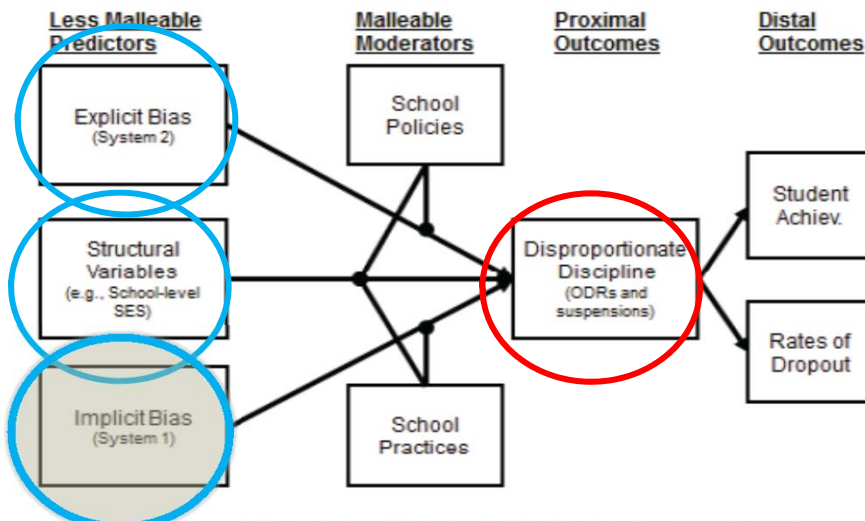


Figure 3: A Conceptual Model of Disproportionality



McIntyre, Kent; Girvan, Erik J.; Horner, Robert H.; and Smolkowski, Keith (2014) "Education not Incarceration: A Conceptual Model for Reducing Racial and Ethnic Disproportionality in School Discipline," *Journal of Applied Research on Children: Informing Policy for Children at Risk*, Vol. 5: Iss. 2, Article 4. Available at: <http://digitalcommons.library.tmc.edu/childrenatrisk/vol5/iss2/4>

Implicit Bias

Changes in US Department of Education (OCR and OSEP) ...

**From:
Procedural
Accountability**

**To:
Outcome
Accountability**

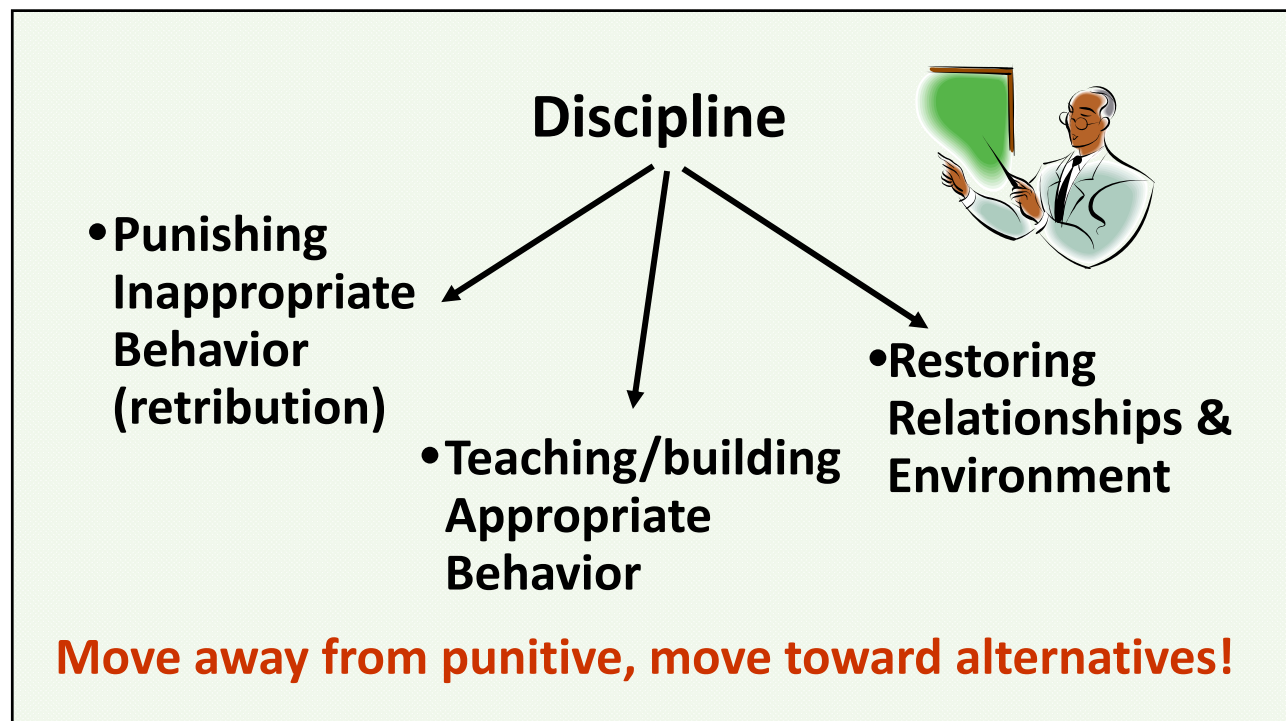


What can we do about Exclusionary Discipline?

Just stop
suspending
or expelling?

Just continue
or tweak
what we have
been doing?

No!



Construct a sound foundation & framework...

For both behavior & academics:



- Develop and employ data systems for decisions
- Three tiered system of supports
- Early identification/Screening & intervention
- Teaching & reinforcing positive behavior

- Strategies to reduce implicit bias
- Strategies to improve codes of conduct
- Strategies to build alternative, consequences



On these frameworks other strategies can be built...

These foundations & strategies together address both-

- **Exclusionary Discipline**
- **Disproportionality in Discipline**
- **But also support improved climate, academics, and other positive school outcomes...**

Today the focus is:

- Kathleen Lane - Using behavior screening data to inform instruction and connect students to research-based Tier 2 and Tier 3 supports.
- Tim Lewis – Implementing School-wide positive behavior interventions and supports to reduce exclusionary discipline.
- Additionally we will have a panel sharing some Nebraska projects addressing these topics
- And finally I will share some ideas about reforms of codes of conduct..