

Males of Color Initiatives in America's Great City Schools: Revising Suspension and Discipline Policies

Follow Through on the Pledge: As of January 15, 2016

COUNCIL OF THE GREAT CITY SCHOOLS

Males of Color Initiatives in America's Great City Schools
By the
Council of the Great City Schools

City School System	Revised Suspension and Discipline Policies (5)
Anchorage	Implement new drug/alcohol policy for reducing suspensions and expulsions through alternative placements; implement RTI social emotional framework; and produce quarterly and annual suspension reports.
Atlanta	Have set goal with state department of education to eliminate disproportionate suspensions of African American males by the end of the year. Expand PBIS from 123 schools to 24. Newly formed PBIS committee will review discipline and interventions. Provide weekly discipline updates to associate superintendents and principals to review and make adjustments.
Austin	Worked to reduce numbers of Males of Color suspensions and expulsions. Establish partnership with Greater Calvary Rites of Passage and other groups to develop alternatives to out-of-school suspensions.
Baltimore	Diversion program and community conferencing. ¹ Professional development in de-escalation and portfolio of school-based climate supports. ¹ Re-engagement/intervention centers. ¹
Bridgeport	Goal to reduce out-of-school suspensions by 5% over two years. ¹

¹ From Rethinking School Discipline, July 22, 2015.

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	<p>Develop a systemwide approach to meeting students' behavioral, social, and emotional needs in order to reduce chronic absenteeism.⁵</p> <p>Implement RULER, an emotional intelligence program developed by Yale University.²</p> <p>Reduce school-based arrests through partnerships with police department and community agencies.²</p>
Broward County	<p>Ended suspensions for non-violent activities, put interventions in place, and initiated the PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education) program.</p> <p>Revising Code of Student Conduct policy and discipline matrix that require police involvement and to clarify expectations.¹</p>
Buffalo	<p>Implement restorative justice practices.¹</p> <p>Revising agreements between district and school resource officers to lower the number of non-violent misdemeanor arrests for school-based behavior.¹</p> <p>Implement Student Support Teams and Social-emotional clinics in all schools.¹</p> <p>Develop a new code of conduct to emphasize intervention over punishment and exclusion.¹</p>
Chicago	<p>Developed the Suspension and Expulsions Plan to reduce out-of-school suspensions, encourage positive school climate, and peer councils to handle discipline issues.</p>
Cincinnati	<p>Set goal of reducing disciplinary incidents by 560 percent through M.O.R.E clubs.</p>
Clark County (Las Vegas)	<p>Monthly data tracking of hard and soft expulsions.</p> <p>District Policy revised to align with State regulations and policies.</p>
Cleveland	<p>Retain Males of Color in school and reduce disproportionate suspension and expulsion rates.</p> <p>Expand use of Planning Centers at each school to reduce suspensions with staff trained in de-escalation strategies.</p>

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Columbus	<p>District has implemented Positive Behavior Intervention and Supports (PBIS) and the Student Assistance and Intervention for Learning (SAIL) process in an MTSS framework. Use school counselors and social workers at schools to address social, emotional, and mental health concerns.</p> <p>Has implemented a Truancy Intervention Center and a Positive Alternative Learning for Students (PALS) program along with I-PASS (an alternative to suspension program).</p>
Dayton	<p>Convene stakeholders to review student code of conduct and recommend changes. Have board approve.</p> <p>Research alternative programs to reduce suspensions.</p> <p>Post discipline data on district website and communicate to stakeholders.</p> <p>Restorative justice now implemented in eight schools.</p>
Denver	<p>Focus on culturally responsive education.</p> <p>Implement restorative justice practices.</p> <p>Goal: Ensure that rates of out-of-school suspensions and expulsions for Black, Latino, and White students are proportionate with population.¹</p> <p>Goal: All schools will be LTE 3% unduplicated out-of-school suspensions for Black students.⁸</p>
Duval County	<p>Revised student code of conduct to incorporate restorative justice, in-school suspensions, parent conferences, and teacher PD</p> <p>Implementing mental health, positive behavior support, and classroom management training for all teachers and administrators.</p> <p>Early warning system will highlight discipline needs related to suspensions and expulsions, and identify when interventions are needed.</p>

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Fort Worth	<p>The student code of conduct was revised with the following state mandate provision, based on changes from the 84th legislative session;</p> <p>Before ordering an in-school or out-of-school suspension, placement in a DAEP, or expulsion to JJAEP, the principal or designee must consider:</p> <ol style="list-style-type: none"> 1. whether the student acted in self-defense, 2. the intent or lack of intent at the time the student engaged in the conduct, and 3. the student’s disciplinary history, regardless of whether the decision of the principal or designee concerns a mandatory or discretionary action.
Fresno	<p>Implemented restorative practices in several schools in 2013 and authorized \$500,000 for districtwide strategy.²</p> <p>Saw students implement an advocacy group—Students United to Create a Climate of Engagement, Support, and Safety (SUCCESS).⁹</p>
Hillsborough County	<p>Initiate and implement Project Prevent grant that will assist 21 high poverty schools break the cycle of violence.</p> <p>Continue and evaluate Project Promise for Title I schools to purchase or support programs to improve discipline and attendance.</p>
Houston	<p>Will develop a school-based early-detection and intervention system that connect students and parents to services.</p> <p>Exploring evidence-based practices in intervening to positively impact student behavior without excluding students from school.¹</p> <p>Developing a districtwide framework that supports positive school environments by providing teacher and administrators with practical strategies to manage challenging student behavior.³</p> <p>Providing schools with classroom management tools like <i>The Leader in Me</i> and “Safe and Civil Schools’ Classroom Management” Training.¹⁰</p>

² From Resource Guide for Superintendent Action, July 2015.

³ From Rethinking School Discipline, July 22, 2015.

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Indianapolis	<p>Surveying other county schools to learn about alternatives to suspensions and best practices.</p> <p>Reviewing suspension codes to see if the grounds for suspensions can be reduced.</p> <p>Implementing a new Student Code of Conduct designed to increase equity in disciplinary practices.⁴</p> <p>Increasing building and district supports to instructionally respond to inappropriate behavior (e.g., restorative practices, PBIS, MTSS).¹¹</p> <p>Working with Marion County Superior Court on conditions under which the court will accept or reject school referrals and arrests for misdemeanor and status offenses.</p> <p>Beginning to coordinate with other community organizations on alternatives to court referrals and other services.</p>
Kansas City	<p>Began “No Out of School Suspension Absences” initiative.</p> <p>Eliminating “willful defiance” and insubordination” as grounds for suspension.</p> <p>PBIS and Behavior Intervention Support Teams</p> <p>Shifting all truant officers into the schools from central office.</p> <p>Regularly report on progress on reducing suspensions and expulsions.</p>
Long Beach	<p>Continue and strengthen district efforts to use conflict resolution, early intervention, training in appropriate behaviors, and alternatives to suspensions. Suspensions have dropped over 30%.</p>

⁴ From Rethinking School Discipline, July 22, 2015.

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Los Angeles	<p>Eliminated “willful defiance” as grounds for suspensions.</p> <p>Approved policy to require the use of alternative disciplinary practices such as restorative justice.</p> <p>Continued implementation of PBIS.</p> <p>Goals: Decrease the number of instructional days lost to suspension, decrease suspension rates, and decrease expulsion rate.⁵</p>
Louisville	<p>Institute districtwide restorative justice training.</p> <p>Make modifications in the Code of Conduct.</p> <p>Develop equity scorecards</p> <p>Conduct school-level data dives and reports.</p>
Miami-Dade County	<p>Implementing the Alternative to Suspension program to reduce suspension and expulsion rates for Males of Color.</p> <p>Plan to eliminate out-of-school suspensions in 2015-16 school year and instead will send students to Student Success Centers for counseling and social services.⁶</p> <p>Leveraging community partnerships that focus on providing wrap-around services.⁷</p>

⁵ From Rethinking School Discipline, July 22, 2015.

⁶ StateImpact, July 29, 2015.

⁷ From Rethinking School Discipline, July 22, 2015.

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Milwaukee	<p>Eliminating exclusionary discipline practices. Redefining the circumstances in which discipline practices are applied to students in k-2 grade.</p> <p>Partnering with a variety of nonprofit organizations to reduce violence through positive youth development efforts: Milwaukee Christian Center, Running Rebels, and Playworks.</p> <p>Expanding the district's PBIS efforts. Have reduced suspensions from 75,234 in 2008-09 to 16,374 in 2014-15.</p> <p>Are emphasizing social-emotional programming through Project Prevent and expanding restorative justice practices through expanded teacher training.</p>
Minneapolis	<p>Revamping discipline policies based on suspension data with new emphasis on interventions, restorative justice, and SEL.</p>
New York City	<p>Expand the use of restorative approaches instead of exclusionary discipline.⁸</p> <p>Promote a multi-tiered approach to promoting positive behavior.¹⁴</p> <p>Reduce reliance on suspensions and calls to EMS for behavioral incidents.¹⁴</p>
Oakland	<p>Community schools strategy.⁹</p> <p>New district discipline policy to end willful defiance as grounds for suspensions.¹⁵</p> <p>Restorative justice and trauma-informed services.¹⁵</p> <p>Culturally responsive positive behavior interventions and supports.¹⁵</p> <p>Culturally specific approaches for African American males, Latino males, and females of color.¹⁵</p> <p>Social Emotional Learning.¹⁵</p> <p>Student leadership/student voice (all city council, wellness council, AAMA youth council).¹⁵</p>

⁸ From Rethinking School Discipline, July 22, 2015.

⁹ From Rethinking School Discipline, July 22, 2015.

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Orange County	<p>Researched the suspension rates of all students and determined schools with most racially disproportionate suspensions and expulsions.</p> <p>Held meetings with administrators from these schools along with area administrators.</p> <p>Meet with selected schools on a monthly basis to review data, refine discipline procedures with students of color, and share effective strategies.</p> <p>Provide training to all administrators on how to analyze disaggregated data, use best practices, and motivate good behavior.</p> <p>Set up a Behavior Leaders Consortia in 11 high schools and 17 middle schools</p> <p>Restorative justice.¹⁰</p> <p>Positive Alternatives to School Suspension (PASS).¹⁶</p> <p>Alternatives to Suspension Centers.¹⁶</p>
Palm Beach	<p>Implemented restorative Justice practices in Title schools. Revised Code of Conduct Policy and discipline matrix. Work with School Police to reduce the number of campus arrests. Active youth Court program.</p> <p>Implemented SwPBS in all schools in the District.</p>

¹⁰ From Rethinking School Discipline, July 22, 2015.

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Philadelphia	<p>Develop a structure to support climate transformation.</p> <p>Promote fair and effective disciplinary practices.</p> <p>Develop multi-tiered behavior framework in 14 existing schools and 28 new schools.</p> <p>Collaborate with state and national partners to promote a system of change and improvement.</p> <p>Eliminating zero tolerance policies.¹¹</p> <p>School Climate Transformation Grant.¹⁷</p> <p>School Diversion Program.¹⁷</p> <p>Trauma-informed schools.¹⁷</p>
Pittsburgh	<p>Implementing restorative justice practices in 23 schools, designed to enhance relationships between students, staff, and parents to improve student behavior and reduce incidents.</p>

¹¹ From Rethinking School Discipline, July 22, 2015.

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Portland	<p>Goal to reduce overall exclusionary discipline by 50% and reduce disproportionately in exclusionary discipline by 50% in two years.¹²</p> <p>Integration of PBIS, restorative practices, and collaborative action research for equity.¹⁸</p> <p>Revising Student Handbook to reflect restorative practices.¹⁸</p> <p>Restructuring expulsion hearing process.¹⁸</p> <p>Targeted school-based culturally specific services.¹⁸</p> <p>CARE teams to improve school climate.</p> <p>Providing culturally specific Student Assistance Coordinators to support males of color in pilot schools.</p> <p>Provide mentorships through Coalition of Black Men, Latino Network, and Indian Education.</p> <p>Establish Parent College to support disciplinary efforts of Latino parents.</p> <p>Partnering with Portland Parent Union and Community Education Partners to identify areas where suspension moratoria are viable (e.g., pk-2, subjective offenses) and establish restorative justice practices.</p> <p>Pilot “blind hearing” concept for disciplinary hearings.</p> <p>Restructuring expulsion hearing process.</p>
Providence	<p>Conduct a thorough examination of the Student Discipline and Code of Conduct to ensure that policies are fair and equitable.</p> <p>Begin phasing in more restorative justice practices rather than out-of-school suspensions.</p> <p>Work with the Providence Police on the role and authority of School Resource Officers to curtail student involvement with law enforcement.</p> <p>Provide professional development on applying restorative justice and conflict resolution.</p>

¹² From Rethinking School Discipline, July 22, 2015.

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Rochester	<p>Developed a community task force on student behavior that was convened by the Rochester Area Community Foundation and is focused revamping the district's code of conduct and will track progress.</p> <p>Expanded positive engagement activities (e.g., art, music, sports, extra-curricular activity.)¹³</p> <p>Expanded learning time in 22 schools.¹⁹</p>
Sacramento	<p>Adopted Whole Child Resolution in 2014 that addressed achievement gap and disproportionality in discipline.</p> <p>Revised School Climate Policy and School Discipline to address racial disproportionality and inequitable disciplinary practices.</p> <p>Cohorts of schools received training in Restorative practices and equity frameworks and Positive Behavior Intervention and Supports.</p> <p>Identified 3 Restorative Practice demonstration sites</p> <p>Men's Leadership Academy youth continue to participate in statewide Zero Tolerance policy advocacy.</p>
San Francisco	<p>Implemented a districtwide professional development program in 2009 on implementing restorative justice practices. Built the approach into the teacher contract. Saw suspensions drop from 3,098 in 2009-10 to 1,921 in 2012-13.¹⁴</p>
Toledo	<p>Initiating PBIS and SEL programs</p>

¹³ From Rethinking School Discipline, July 22, 2015.

¹⁴ From Resource Guide for Superintendent Action, July 2015.