

# School Discipline in Oregon

## Leading for Equity Through Policy and Practice

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Claudette Rushing, JD-Oregon Department of Education

# Purpose and Outcomes

## **Purpose**

- **Explore and discuss leadership opportunities for decreasing inequitable disciplinary outcomes in Oregon public schools.**

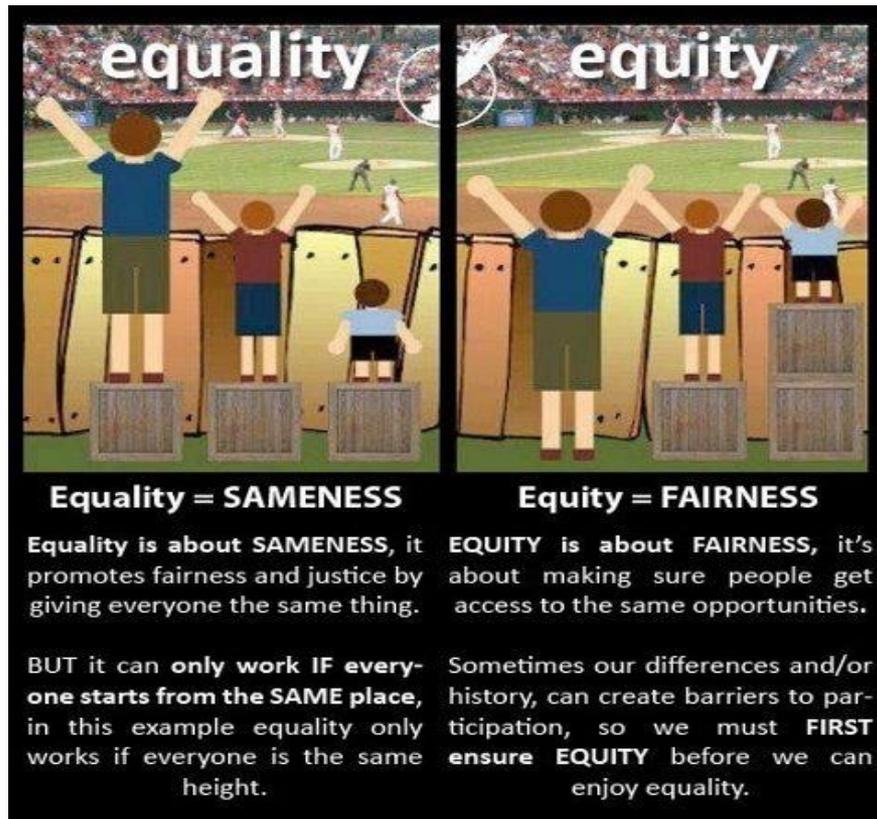
## **Desired Outcomes**

- **Review requirements of HB 2192 and the opportunities presented**
- **Review & discuss implications for research, policy, and practice**

*The undeniable truth is that the everyday educational experience for many students violates the principle of equity at the heart of the American promise. It is our collective duty to change that.*

*--U.S. Secretary of Education Arne Duncan*

# What is Equity?

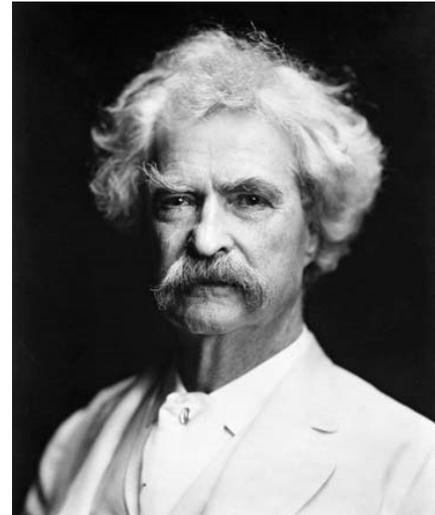


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**What role does equity play in to our behavior  
management/school discipline policies and  
practices?**

*“When I was a boy on the Mississippi River there was a proposition in a township there to discontinue public schools because they were too expensive. An old farmer spoke up and said if they stopped building the schools they would not save anything, because every time a school was closed a jail had to be built.”*

Mark Twain Address at a meeting of the Berkeley Lyceum, New York (23 Nov 1900). *Mark Twain's Speeches* (2006), 69-70.



# Discipline Gap: Framing the Issue

“One of the most consistent findings of modern education research is the strong positive relationship between time engaged in academic learning and student achievement (Brophy, 1988; Fisher et al., 1981; Greenwood, Horton, & Utley, 2002). The school disciplinary practices used most widely throughout the United States may be contributing to lowered academic performance among the group of students in greatest need of improvement.”

Source: The Achievement Gap and the Discipline Gap : Two Sides of the Same Coin? Anne Gregory, Russell J. Skiba and Pedro A. Noguera EDUCATIONAL RESEARCHER 2010 39: 59DOI: 10.3102/0013189X09357621

“Research on the frequent use of school suspension has indicated that, after controlling for race and poverty, higher rates of out-of-school suspension correlate with lower achievement scores, or showed no academic benefits as measured by test scores and were predictors of higher dropout rates.”

Source: Losen, J (2012)-*Sound Discipline Policy for Successful Schools*, citing Skiba & Rausch (2006); and Fabelo et al., (2011)

Emerging studies suggest that being suspended even once in ninth grade is associated with a twofold increase in the likelihood of dropping out, from 16% for those not suspended to 32% for those suspended just once.

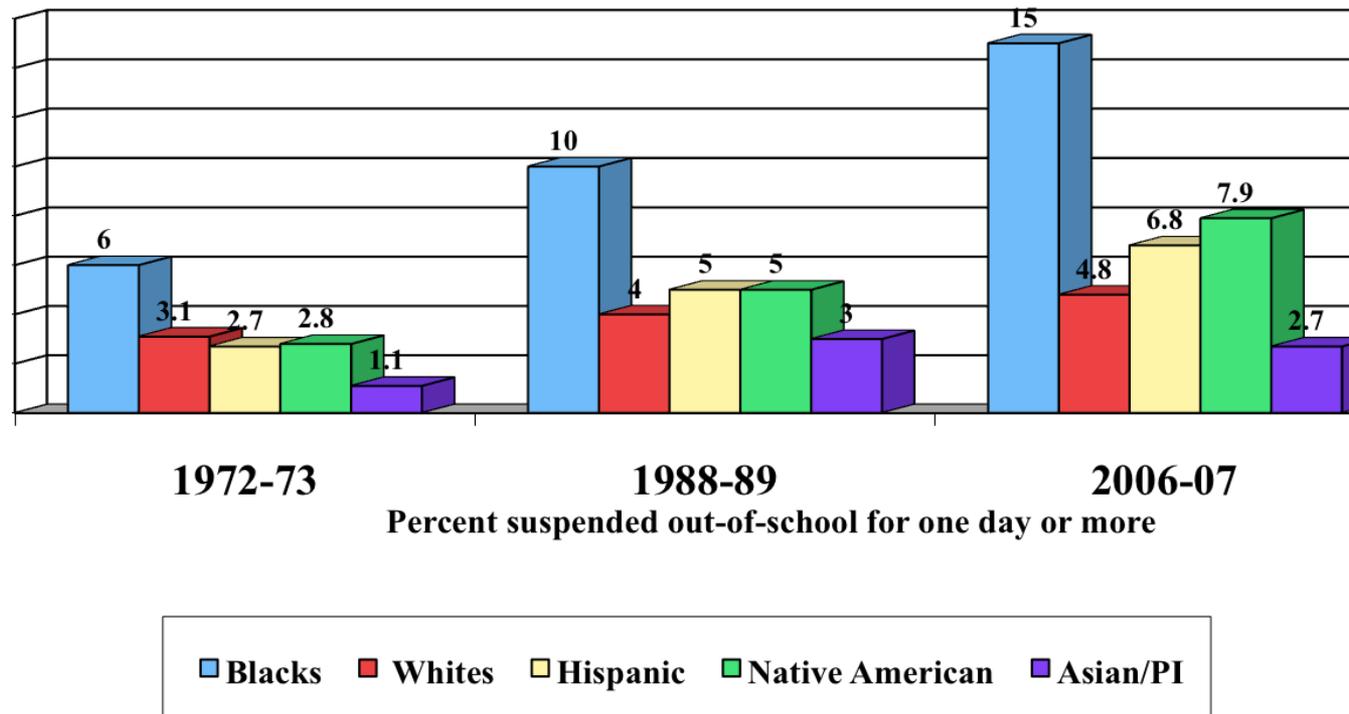
Balfanz (2013)

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**What do the data tell us?**

# History of disciplinary inequity

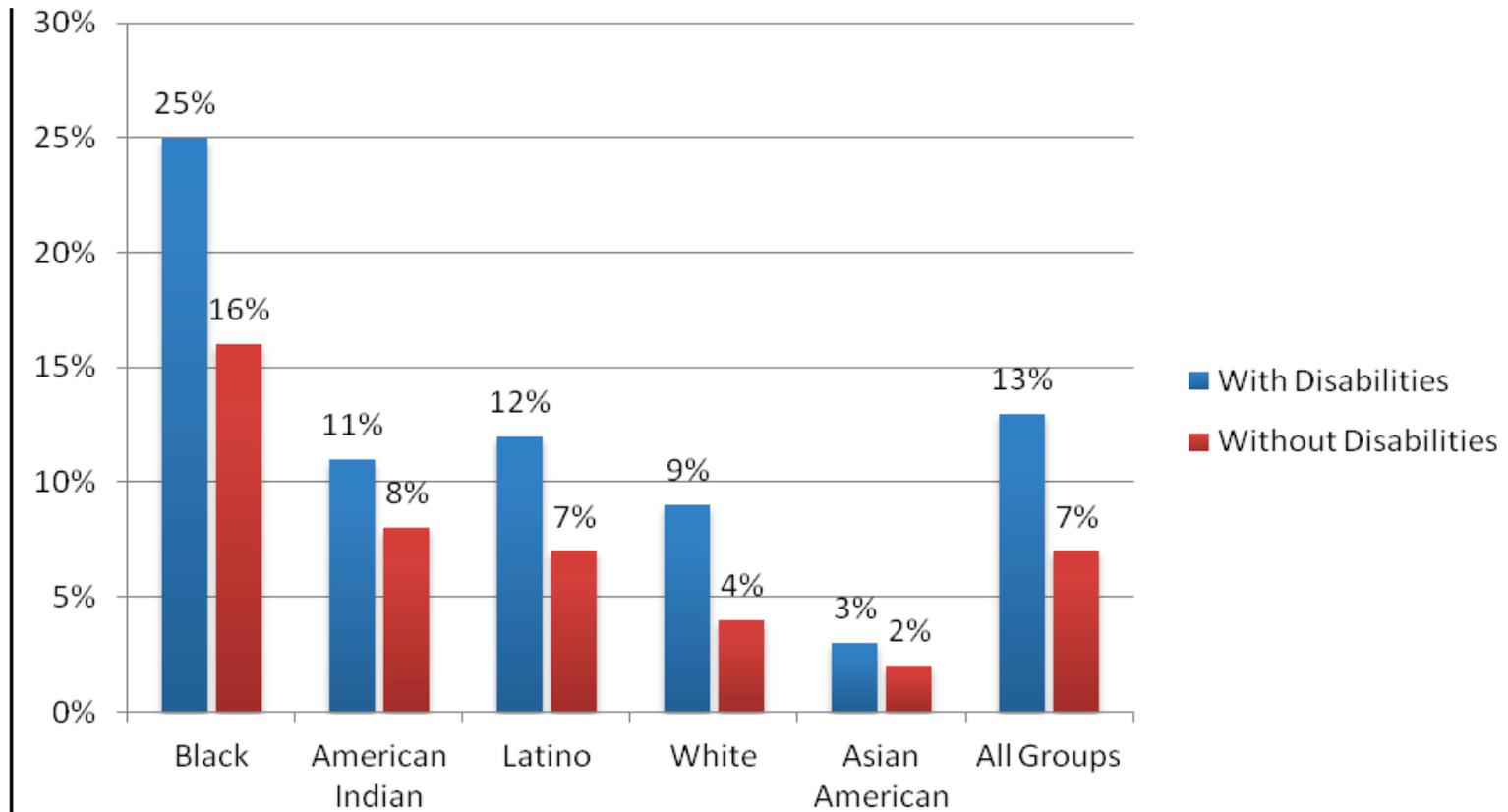
**Suspension as Percent of Enrollment By Race**



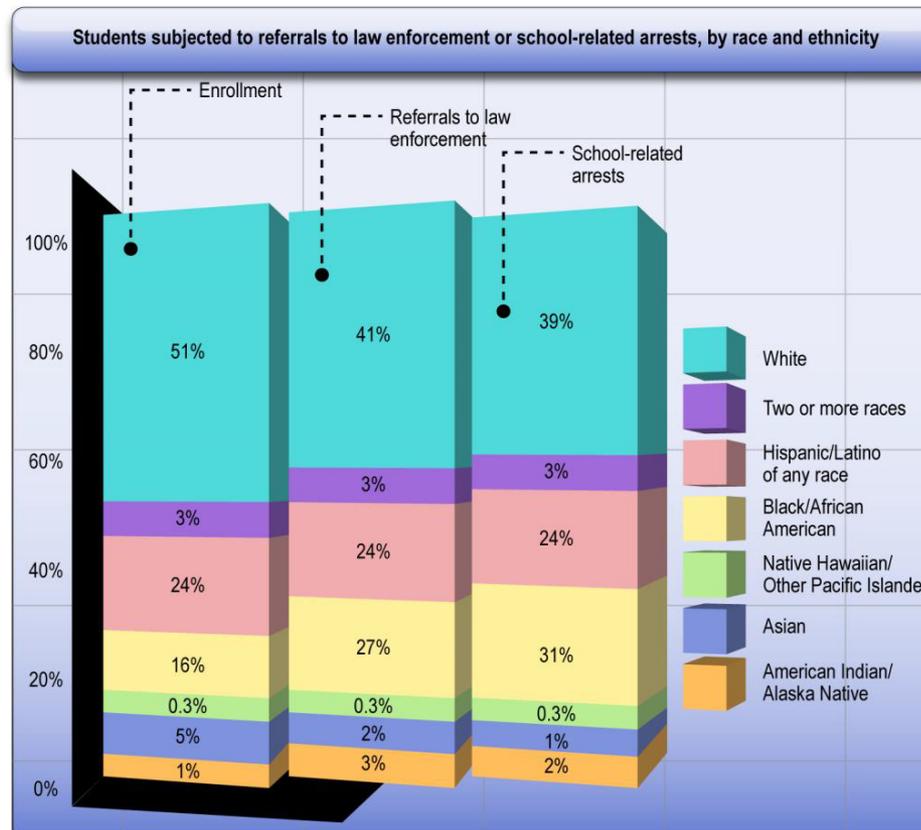
Source: U.S. Department of Education-Office for Civil Rights; 1972-3 data is OCR data, but taken from Children's Defense Fund, *School Suspensions; Are They Helping Children?* Cambridge, MA: Washington Research Project, 1975.

## Figure 2. Impact by race and disability of the use of out-of-school suspensions, 2009-2010

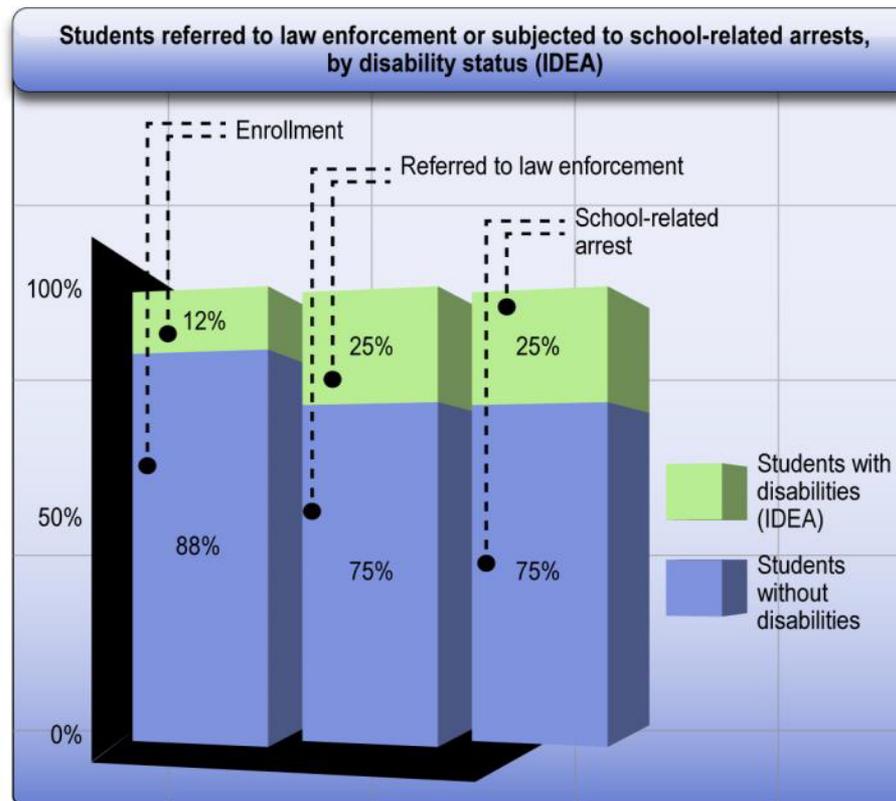
Source: Losen & Gillespie, *Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School* (2012). (Data from CRDC 09/10 SY).



# Students subjected to referrals to law enforcement or school-related arrests, by race and ethnicity



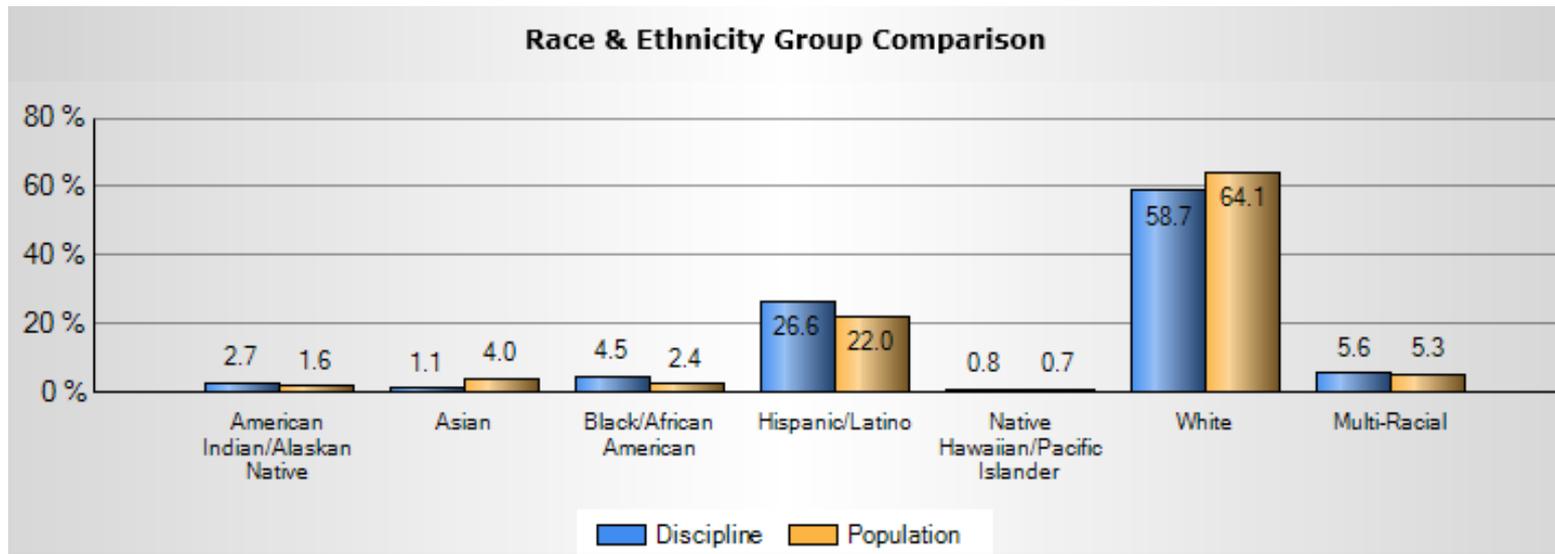
# Students referred to law enforcement or subjected to school-related arrests by disability status (IDEA)



# School Discipline-Oregon

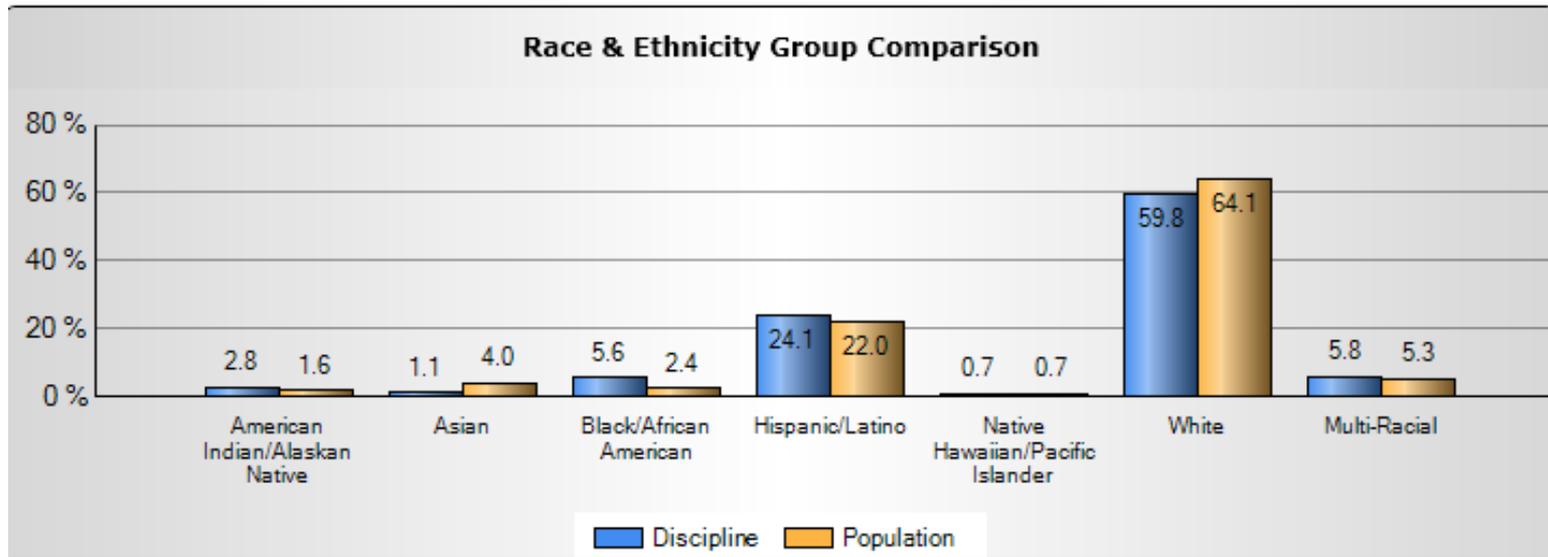
## All Incidents (ISS, OSS, Exp)

### SY 13/14



# School Discipline-Oregon

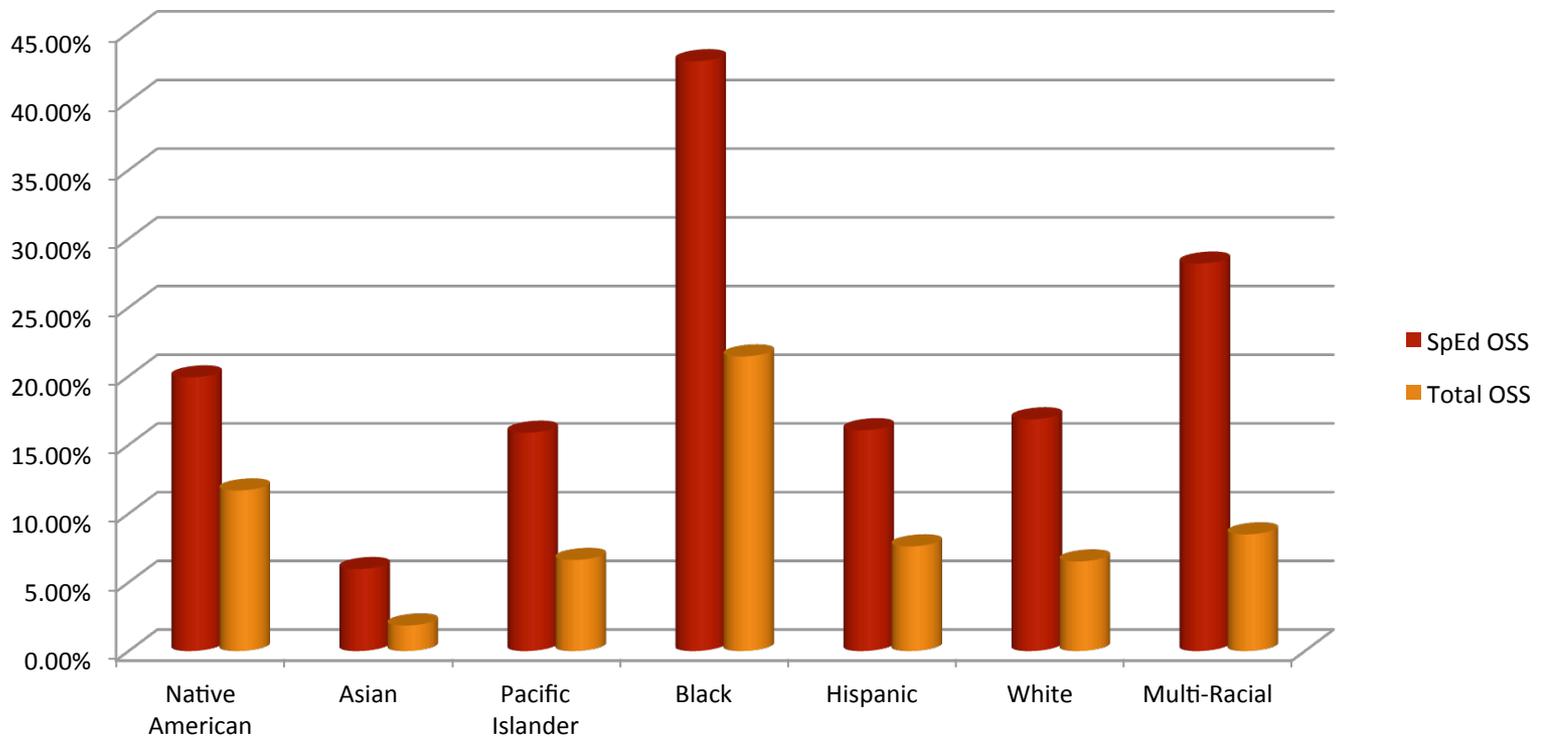
## Out of School Suspension SY 13/14



# Oregon

## SY 12/13 Out of school suspension With disability vs. without disability

		Native Multi-R	Asian	Pac Is.	Black	Hispanic	White	
<b>Special Ed Only</b>	OSS	19.91%	5.97%	15.89%	42.91%	16.07%	16.86%	28.19%
<b>Total (SPED &amp; GEN-ED)</b>	OSS	11.68%	1.86%	6.63%	21.43%	7.62%	6.52%	8.49%

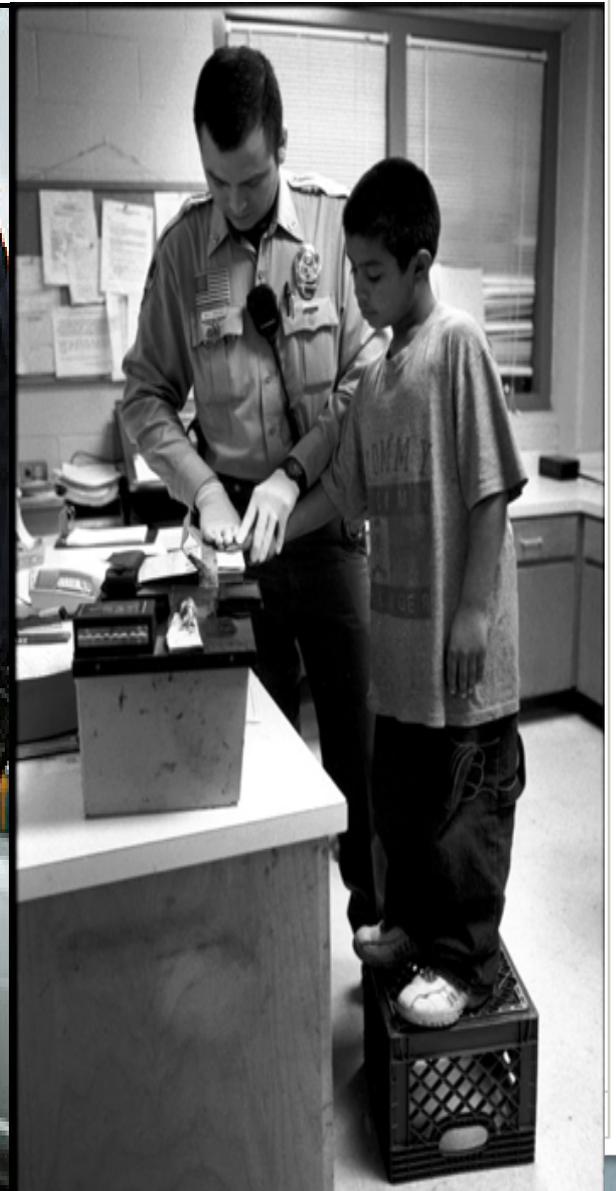


# JUVENILE INCARCERATION: AN INTERNATIONAL COMPARISON

Source: Hazel, Neal, *Cross-National Comparison of Youth Justice*, London: Youth Justice Board, 2008.

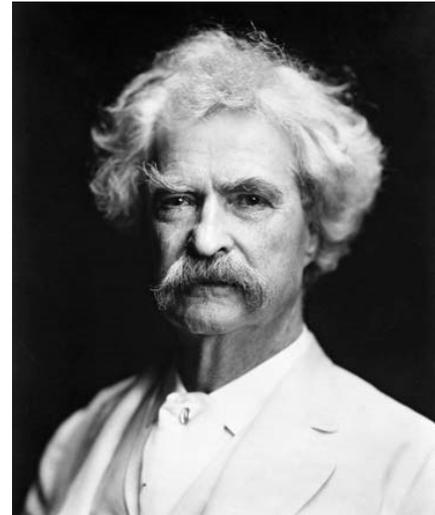


# What's wrong with these pictures?



*“When I was a boy on the Mississippi River there was a proposition in a township there to discontinue public schools because they were too expensive. An old farmer spoke up and said if they stopped building the schools they would not save anything, because every time a school was closed a jail had to be built.”*

Mark Twain Address at a meeting of the Berkeley Lyceum, New York (23 Nov 1900). *Mark Twain's Speeches* (2006), 69-70.

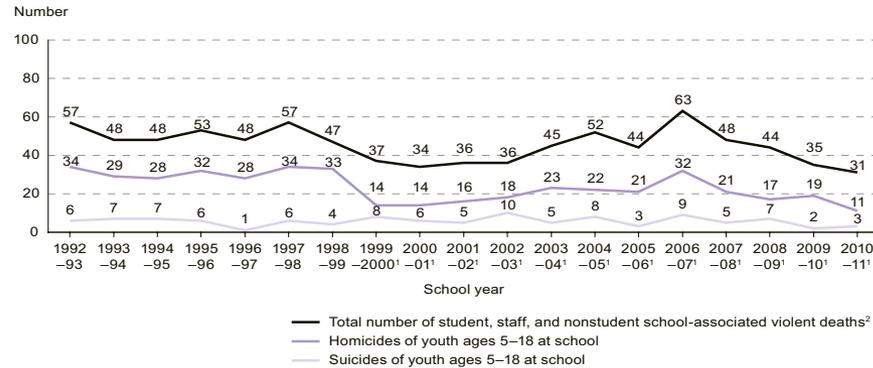


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**Is school violence epidemic?**

# Source: National Center for Education Statistics

**Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2010–11**



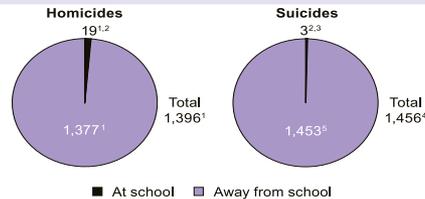
<sup>1</sup> The data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

<sup>2</sup> A school-associated violent death is defined as “a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States” while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992, through June 30, 2011.

NOTE: “At school” includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2011 School-Associated Violent Deaths Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (August 2012).

**Figure 1.2. Number of school-associated homicides and suicides of youth ages 5–18, by location: 2009–10 and 2010–11**



<sup>1</sup> Youth ages 5–18 from July 1, 2009, through June 30, 2010.

<sup>2</sup> Data from School-Associated Violent Deaths Study (SAVD) are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

<sup>3</sup> Youth ages 5–18 from July 1, 2010, through June 30, 2011.

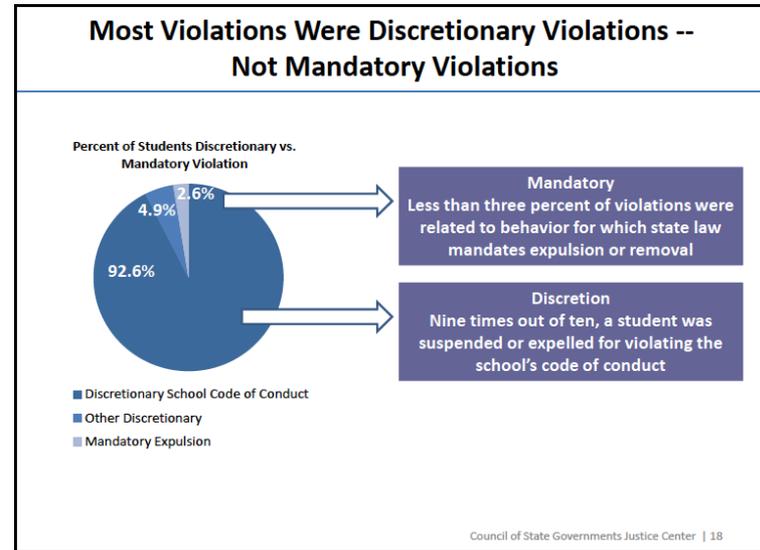
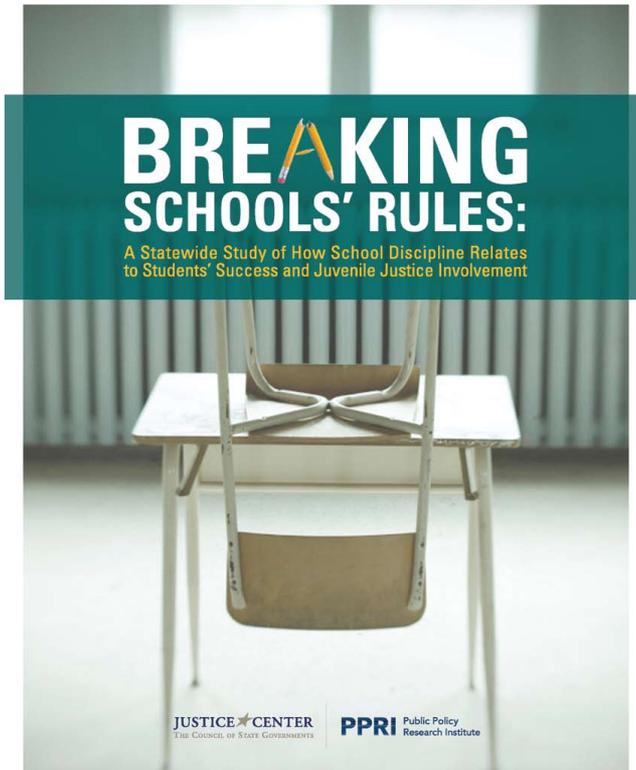
<sup>4</sup> Youth ages 5–18 in the 2010 calendar year.

<sup>5</sup> This number approximates the number of suicides away from school. Use caution when interpreting this number due to timeline differences.

NOTE: “At school” includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2011 School-Associated Violent Deaths Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (August 2012); data on total suicides of youth ages 5–18 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1999–2010, retrieved December 2012 from <http://www.cdc.gov/injury/wisqars/index.html>; and data on total homicides of youth ages 5–18 for the 1992–93 through 2009–10 school year are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (December 2012).

# How is suspension/expulsion being used?



# OREGON'S School-to-Prison PIPELINE



Oregon's school-to-prison pipeline is an urgent civil rights challenge in Oregon. Mirroring a national trend, the school-to-prison-pipeline in Oregon refers to the disproportionate punishment of students of color that begins with more serious punishment than their white peers in school and a greater likelihood of intervention by juvenile justice authorities. There is also ample evidence of disproportionate representation of people of color in the adult criminal justice system.

Current Oregon data shows a trend of criminalizing, rather than educating our state's children. It encompasses the growing use of zero-tolerance discipline, disciplinary alternative schools and juvenile arrests that marginalize our most at-risk youth and deny them access to education. With zero tolerance, behavior problems and infractions that used to be handled by teachers and school administrators are now effectively pushing students out of school and entangling many of them in the juvenile justice system.

Students of color are disproportionately represented at every stage of Oregon's school-to-prison pipeline. Data shows that children of color are more likely than their white peers to be subjected to harsher punishment and the effects are amplified the further up the justice system they move. Nationally, African-American students are far more likely than their white peers to be suspended or expelled for the same kind of conduct at school.<sup>1</sup> Although they represent 3% of the youth population in Oregon (age 10-17), African Americans make up 13% of those held in "close custody" in Oregon juvenile detention facilities. On the other hand, their white peers represent 76% of the same population and 56% of those held in close custody.<sup>2</sup>

In 1992, the Oregon Supreme Court established a task force on racial/ethnic issues in the judicial system. The task force, chaired by former Chief Justice Edwin J. Peterson, issued a



comprehensive report in May 1994 demonstrating that "racial minorities are at a disadvantage in virtually all aspects of the Oregon court system."<sup>3</sup> In Oregon's juvenile justice system, the report concluded that, in comparable cases, children of color were more likely to be (1) arrested than their white peers, (2) charged with delinquent acts, (3) removed from their family's care and custody, (4) remanded for trial as adults, (5) found guilty of delinquent acts and (6) incarcerated.<sup>4</sup>

Recent data from the Oregon Department of Education<sup>5</sup> and Oregon Youth Authority illuminates a parallel disadvantage that students of color face in Oregon's schools.

<sup>1</sup> Russell J. Skiba, *Zero Tolerance, Zero Evidence* (2000), pp. 11-12; The Advancement Project & The Civil Rights Project, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies* (June 2000), pp. 7-9; Russell J. Skiba, et al., *The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment* (2000)

<sup>2</sup> Oregon Youth Authority Quick Facts July 2009

<sup>3</sup> Report of the Oregon Supreme Court Task Force on Racial/Ethnic Issues in the Judicial System May 1994, p.2.

<sup>4</sup> *Id.* at 3.

<sup>5</sup> The Oregon Department of Education is the source for all data in this report related to school discipline.

# Exclusionary Discipline in Multnomah County Schools: How suspensions and expulsions impact students of color

Disrespect to Authority  
Weapon Insubordination Assault Alcohol  
Class Cutting Open Defiance Theft Drugs  
Threat of Violence Vandalism Battery  
Harassment Abusive Language  
Disruptive Conduct  
Menacing Truancy Bullying Profanity

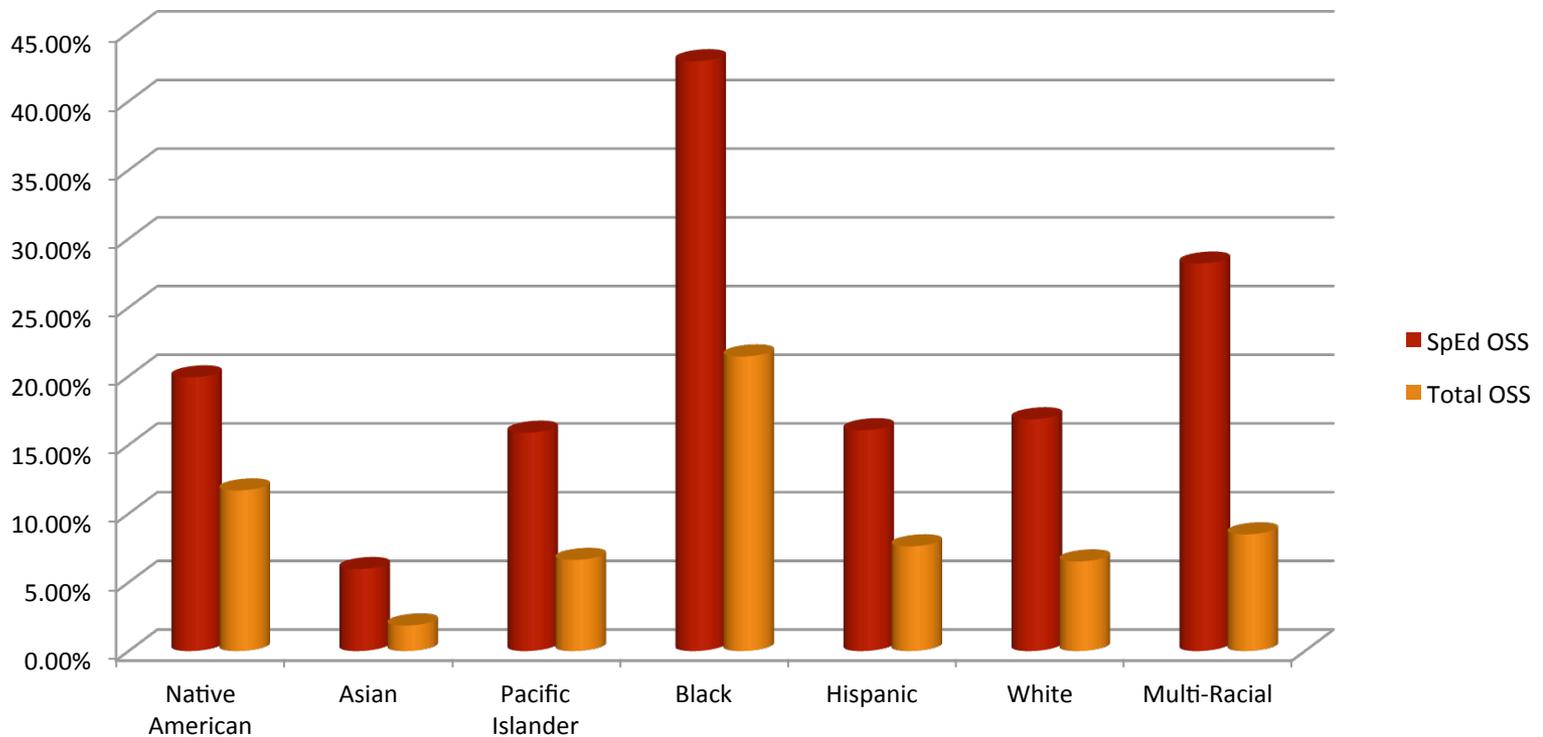
A report of the Multnomah County Commission on Children, Families & Community (2012)

Rebecca Stavenjord, Lead Staff



# What are we in Oregon doing about this?

		Native Multi-R	Asian	Pac Is.	Black	Hispanic	White	
Special Ed Only	OSS	19.91%	5.97%	15.89%	42.91%	16.07%	16.86%	28.19%
Total (SPED & GEN-ED)	OSS	11.68%	1.86%	6.63%	21.43%	7.62%	6.52%	8.49%



# HB 2192

**Passed both House and Senate unanimously in 2013.**

**Provisions take effect July 1, 2014**

## Key Changes

**Removes mandatory expulsion (zero tolerance) language regarding “weapons,” replacing instead with “firearms” to be consistent with Gun Free Schools Act (GFSA). 18 USC § 921**

- **Note-both GFSA and 2192 provide the superintendent of a district discretion to “modify the expulsion requirement for a student on a case by case basis.” 20 USC 7151(b)(1); ORS 339.250(7)(c)(A).**

# HB 2192-Key Changes

## **Limits expulsion to the following circumstances:**

- **For conduct that poses a threat to the health or safety of students or school employees**
- **When other strategies to change student conduct have been ineffective; or**
- **When the expulsion is required by law**

*ORS 339.250(2)(b)(A-C)*

# HB 2192-Key Changes

**Requires adoption of written policies for managing students who threaten violence or harm. The policies...shall include:**

- **Provisions that *allow* an administrator to consider and implement any of the following options:**
  - **Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school property.**
  - **Placing the student in a setting where the behavior will receive immediate attention...**
  - **Requiring that a school obtain an evaluation of students by a licensed mental health professional before allowing the student to return to the classroom setting.**
    - **Removal cannot exceed 10 days unless good cause is shown that evaluation could not be completed in that time period. Policy must describe circumstances under which district school board may enter into contracts with MH professionals.**

ORS 339.250(4)(b)(A-C).

# HB 2192-Policy Development

## **Requires districts to develop “a student handbook, code of conduct, or other document that:”**

- **Defines a respectful learning environment**
- **Defines acceptable behavior, and behavior that is subject to discipline**
- **Establishes procedures to address threatening behavior**
- **Establishes consequences that correct and promote positive alternative behavior**
- **Makes consequences known throughout the school community**

ORS 339.250(3)(a-e)

# HB 2192-Disciplinary Decision-making

**In establishing and enforcing discipline, suspension, and expulsion policies, a district school board shall ensure that the policy is designed to:**

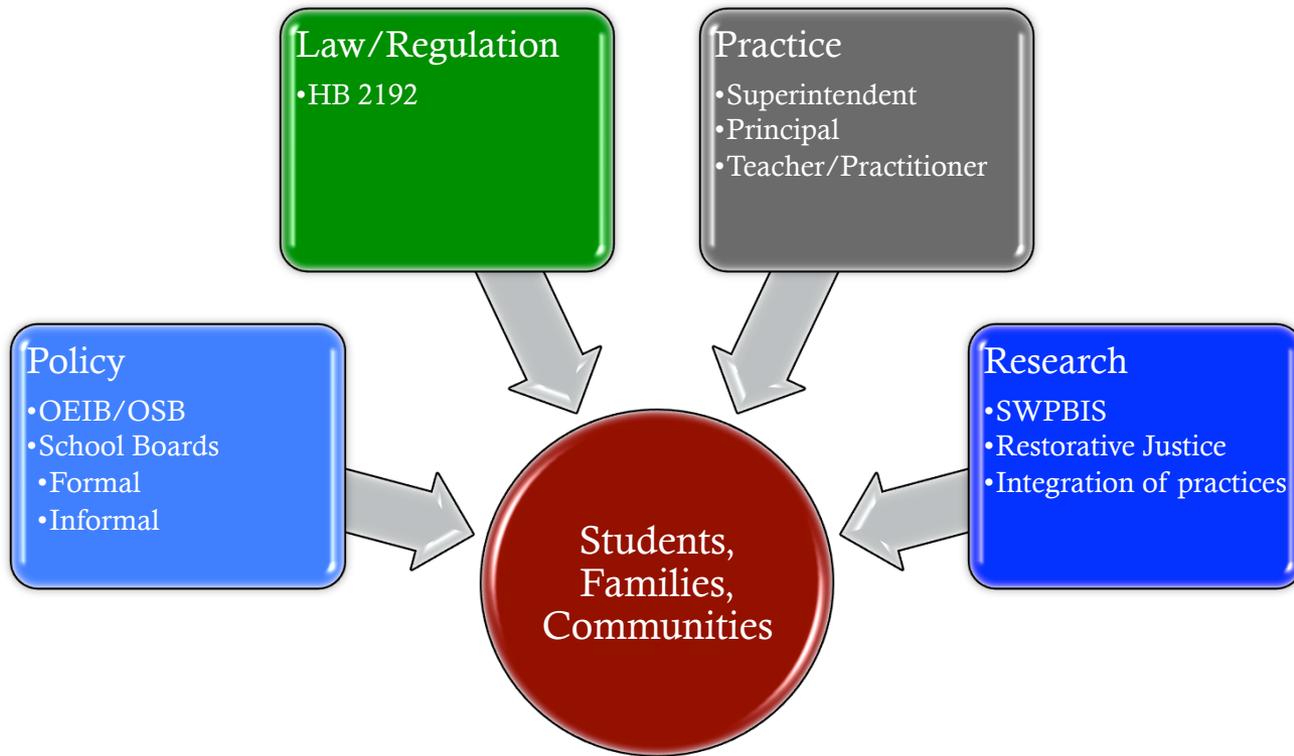
- **Protect students & staff from harm**
- **Provide opportunities to learn from mistakes**
- **Foster positive learning communities**
- **Keep students in school**
- **Impose discipline without bias against students from a protected class as defined in ORS 339.351**

## HB 2192-Disciplinary Decision-making

- **Ensure compliance with federal and state law concerning students with disabilities**
- **Use evidence based approaches**
- **Propose alternative programs of instruction where appropriate**
- **Take the student's developmental level into account**
- **Respond to misconduct in a manner that is: fair, nondiscriminatory, and proportional**

ORS 339.250(5)(a-j)

**Are statutes alone enough to solve  
social problems such as  
disproportionality in discipline?**

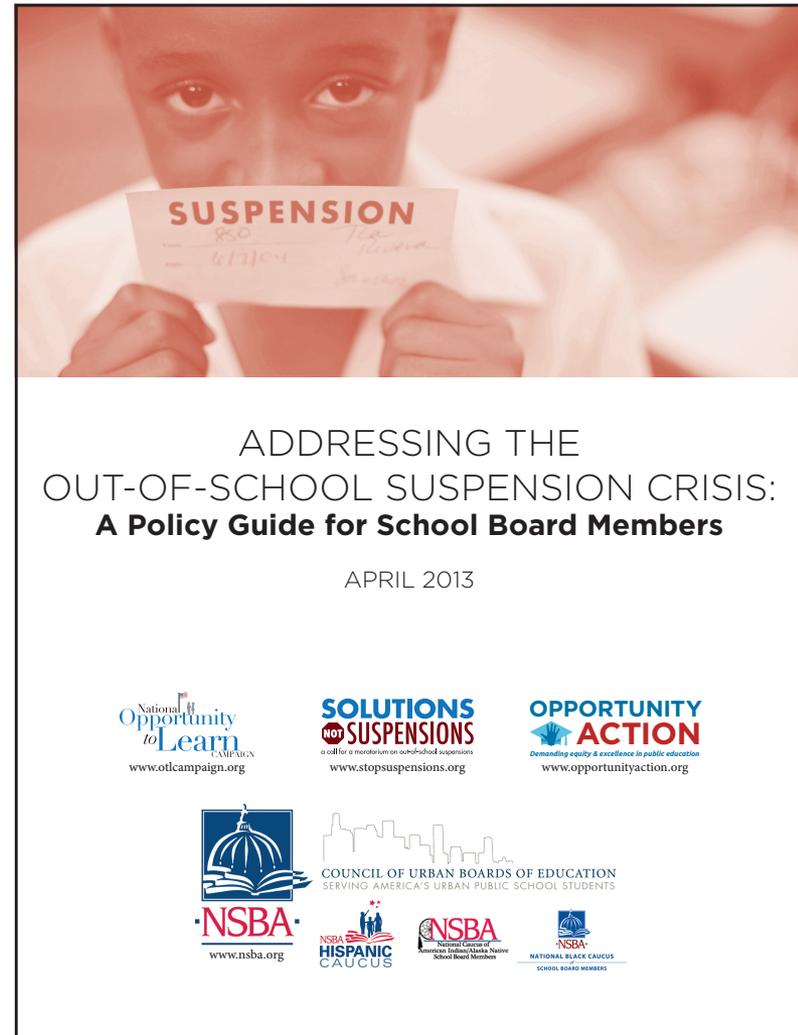


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**What are some policy resources to guide districts in this work?**

# CONTENTS

1. Background
2. Questions Local Policymakers Should Ask
3. 10 Action Steps to Prevent the Use of Out-Of-School Suspensions
4. Game-Changing Community Strategies
5. Research
6. Resources



# CONTENTS

1. Introduction
2. Using Disciplinary Interventions
3. Description of Inappropriate and Disruptive Behaviors and Consequences
4. Procedures
5. Data Collection & Monitoring
6. Glossary of Disciplinary Interventions or Responses



## Model School Discipline Policy

(Based on actual policies from Denver Public Schools, Baltimore City Public Schools, Los Angeles Unified Public Schools, San Francisco Unified School District, New Orleans Recovery School District, and Chicago Public Schools)

**NOTE:**

This policy does not take into account local and state laws that may be applicable. We recommend that a lawyer be consulted for assurance that all policies are drafted in compliance with the law in your jurisdiction.

# 10 Key Components

1. Emphasize Prevention
2. Limit Suspensions & Expulsions
3. Limit Reliance on Law Enforcement
4. Focus on Eliminating Racial Disparities
5. Focus on Protecting Students with Disabilities
6. Strong Due Process Protections
7. No Academic Penalties During Removal
8. Limit Suspensions for Off-Campus Conduct
9. Parent/Community Outreach
10. Data Collection & Monitoring



## INTRODUCTION

### **KEY COMPONENTS OF A MODEL DISCIPLINE POLICY**

Across the country, school systems are shutting the doors of academic opportunity on students and funneling them into the juvenile and criminal justice systems. The combination of overly harsh school policies and an increased role of law enforcement in schools has created a “schoolhouse-to-jailhouse track,” in which punitive measures such as suspensions, expulsions, and school-based arrests are increasingly used to deal with student misbehavior, and huge numbers of youth are pushed out of school and into prisons and jails. In many communities, this transforms schools from places of learning to dangerous gateways into juvenile court. This is more than an education crisis; it is a racial justice crisis, because the students pushed out through harsh discipline are disproportionately students of color.

There is an urgent need to intervene in this devastating cycle by reforming the school policies and practices that result in excessive suspensions, expulsions, and arrests of students. Indeed, there is no credible evidence that these punitive measures are an effective means for changing student behavior. Rather, research has shown that they are associated with lower academic achievement, graduation rates, and worse student behavior schoolwide.

Alternatively, there are a variety of effective prevention and intervention techniques that have been proven to help create a positive school environment, support academic achievement, promote school safety, and protect the rights of parents and students. Many school districts have taken important steps in revising their discipline policies to focus more on these less punitive measures. From these policies, we have identified ten components of a successful discipline policy. In school districts where students are being pushed out of school by excessively punitive policies and practices, these ten components can serve as a roadmap for a more just and effective method of handling school discipline.

Below are descriptions of those ten elements and examples of each from actual school discipline policies.

### **Non-Punitive Approach, Emphasizing Prevention & Effective Intervention**

# Practice

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**What are some resources to guide best practice?**

## STRUCTURE OF THE MODEL CODE

The Model Code is organized into five chapters: 1) Education, 2) Participation, 3) Dignity, 4) Freedom from Discrimination and 5) Monitoring and Accountability.

Each of these chapters addresses a different key component of providing a quality education and reflects core human rights principles and values. Each chapter includes recommended policies for states, districts and schools.



# A Model Code on Education and Dignity

PRESENTING A HUMAN RIGHTS  
FRAMEWORK FOR SCHOOLS  
August 2012

PREPARED BY  
THE DIGNITY IN SCHOOLS CAMPAIGN  
[www.dignityinschools.org](http://www.dignityinschools.org)

# Discipline Disparities Briefing Papers

The Discipline Disparities Research to Practice Collaborative, within a national context of troubling disparities and promising solutions, has used information from stakeholder groups, as well as knowledge of the current status of research in the field, to craft this series of informational briefs and supplementary research papers with targeted recommendations customized for different audiences.

- Interventions
- Policy Recommendations
- New Research
- Supplementary

## Discipline Disparities Series Executive Summary

### Discipline Disparities:

A Research-to-Practice Collaborative

Supported by:



#### DISCIPLINE DISPARITIES SERIES:

KEY FINDINGS

MARCH 2014

Disparities in school discipline are a serious problem. Frequent use of disciplinary removal from school is associated with a range of negative student outcomes, including lower academic achievement, increased risk of dropout, and increased contact with the juvenile justice system. Over 40 years of research has consistently found that particular student groups—especially Black males—have disproportionately received exclusionary discipline, placing them at increased risk of experiencing those negative outcomes. Disciplinary disparities have also been documented for girls of color; students with disabilities; Hispanic/Latino students; and students who identify as lesbian, gay, bisexual, transgender, and gender non-conforming. Disproportionality in discipline cannot be fully explained by higher rates of student misbehavior or the challenges associated with poverty. Hence, a more complete understanding of where and why disparities occur and developing approaches that effectively reduce both overall use of exclusionary discipline and the discipline gap, is an urgent national priority. Yet reducing the use of exclusionary discipline and eliminating disparities is possible and is beginning to happen in many places across the country.

In order to support the work of disparity reduction, the Discipline Disparities Collaborative (Collaborative)—an inter-disciplinary, multi-state, and highly diverse group of nationally recognized researchers, advocates, funders, content experts, and practitioners—engaged stakeholders across the country on both the problem of and solutions to disparities in discipline. Through meeting face-to-face with educators, parents, policymakers, researchers, youth service workers, and community-based leaders, and supporting new research, the Collaborative has developed a set of comprehensive briefing papers grounded in research and the lived experiences of stakeholders. The papers describe the problem of disciplinary disparities, and provide guidance on creating more equitable disciplinary systems. A brief description and key findings of those papers are described below.<sup>1</sup>

#### How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions

By Anne Gregory, James Bell, and Mica Pollock

Designed primarily for educators, advocates, and others interested in school- and community-based interventions, this briefing paper describes approaches schools and communities are using across the country to reduce disparities.

- **Seeing school discipline through an equity lens.** It cannot be assumed that efforts to improve schooling overall will change differential treatment in discipline or change differential access to learning opportunities. Indeed, it is possible to reduce exclusionary discipline without changing disparities. As schools and educators engage in disciplinary reform, reducing disparities must be an explicit goal undergirding the design, implementation, and outcomes of that work.
- **School discipline reform is connected to the rest of schooling.** Under-resourced schools face tremendous challenges in providing an exceptional education for all students. Real barriers to providing such an education for all students exist when schools and students have unequal access to quality teaching, a rigorous and meaningful curriculum, funding, or other factors related to positive student outcomes. Effective schools move away from blaming individual educators for discipline disparities and consider the conditions for learning and the school climate more broadly.

# Structure of the Consensus Report

- **Conditions for Learning**
- **Targeted Behavioral Interventions**
- **School-Police Partnerships**
- **Courts & Juvenile Justice**
- **Information Sharing**
- **Data Collection**



# Practice Resources: SWPBIS

www.pbis.org

**PBIS** Positive Behavioral Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL FAMILY COMMUNITY EVALUATION RESEARCH TRAINING

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Coach & Trainer  
New Team  
Parents  
Staff  
Student

pbisnetwork.org



Creating Safe and effective schools for ALL students

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NorthWest PBIS Network



## Upcoming Events

PBIS Summer Institute

August 20 @ 8:00 am - August 21 @ 4:00 pm

[View All Events](#)

# Practice Resources: Restorative Justice

International Institute for  
Restorative Practices  
[www.iirp.edu](http://www.iirp.edu)

Restorative Justice for Oakland  
Youth (RJOY)  
[Rjoakland.org](http://Rjoakland.org)

INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES A GRADUATE SCHOOL  
*Restoring Community in a Disconnected World*

Learn practical skills and powerful concepts through professional development or graduate coursework.  
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**“The supervision concepts embedded in the program helped me become a more effective leader.”**

Thomas Fertal '11,  
High School Principal,  
Lancaster, Pennsylvania

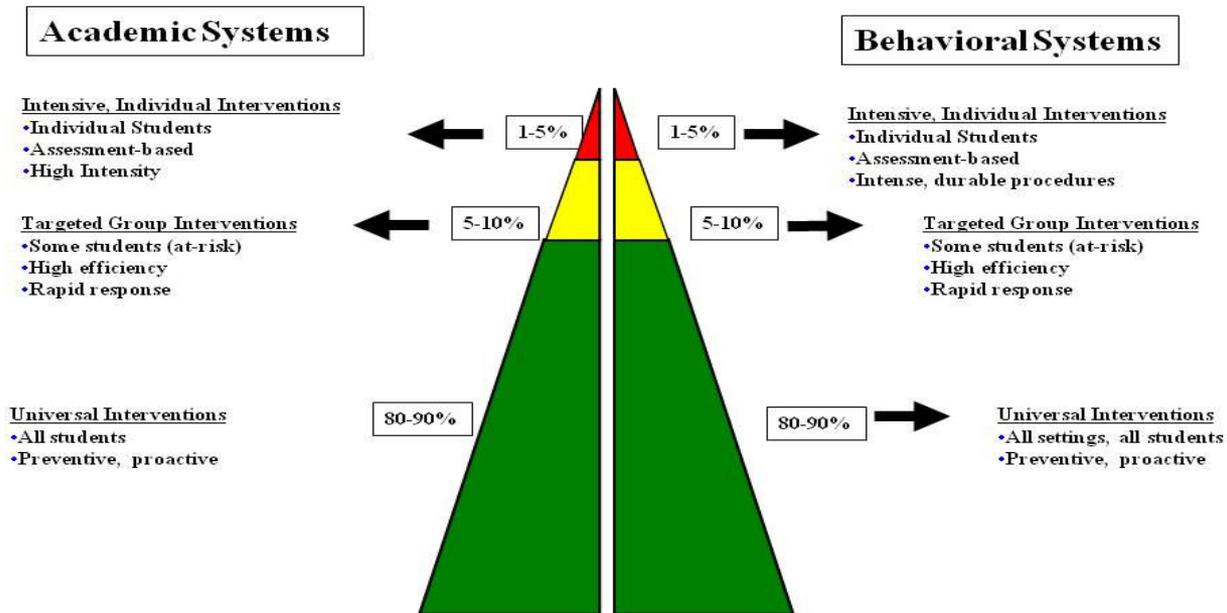
**17th World Conference**  
October 27-29, 2014  
[details ▸](#)



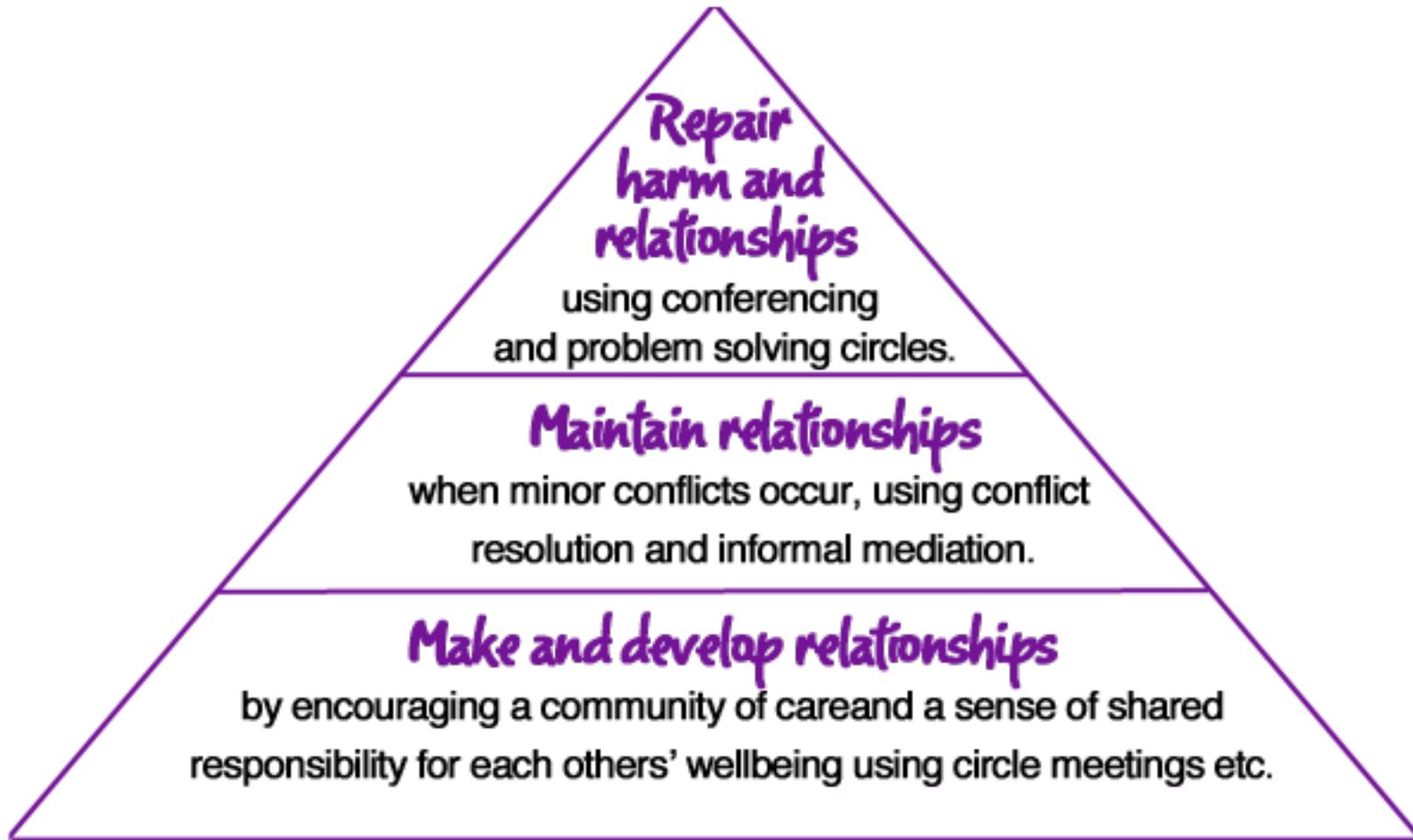
Changing our world -  
one circle at a time.

# Multi-Tiered Systems of Support

## Designing School-Wide Systems for Student Success



# Integrating Restorative Practices to Augment MTSS Model in Schools



# Restorative MTSS

Restorative  
Reintegrative

- Bringing students who have been suspended, expelled, incarcerated back into the school community

Responsive  
practices

- Office disciplinary referrals
- Bullying
- Truancy
- Alternatives to suspension/expulsion
- Circles to restore/repair in the classroom

Preventive/  
Proactive  
practices

- Relationship building circles
- Circles to deliver curriculum
- Circles to establish group agreements/behavioral expectations

# THE PROJECT



## Schoolwide Positive Restorative Discipline (SWPRD)

Development work funded by the  
Research to Practice Collaborative on  
Discipline Disparities

[http://rtpcollaborative.indiana.edu/  
briefing-papers/](http://rtpcollaborative.indiana.edu/briefing-papers/)

and the University of Oregon Office  
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# CASE STUDY

## Garfield High

- In May 2013, L.A. Unified bans suspension for 'willful defiance'
- "Willful defiance," an offense criticized as a subjective catch-all for such behavior as refusing to take off a hat, turn off a cellphone or failing to wear a school uniform.
- The offense accounted for 48% of 710,000 suspensions issued in California in 2011-12, prompting state and local efforts to restrict its use in disciplinary actions.

Source: LA Times story, published May 14, 2013) <http://articles.latimes.com/2013/may/14/local/la-me-laUSD-suspension-20130515>



# Garfield High: Taking Action

- Garfield High School is in East LA, a low-income neighborhood that is predominantly Latino.
- "Suspensions are off the table at Garfield High School. I can't teach a kid if he's not in school," Garfield's principal, Jose Huerta says.
- In the 2008-09 school year, Garfield had 638 suspensions, but in 2009-10, 2010-11, and 2011-12, only one suspension.
- As a result, Huerta says, the school's attendance rates are in the 96th percentile, the graduation rate is higher than the district as a whole and, he adds, "We just got word ... that 27 of our students were accepted to UCLA. That's the highest of any high school in California."

# What story the data tell

API for High Schools in the LAUSD District 5 and local small public charter high schools in the East Los Angeles region, 2008-09 and 2010-11.

School	2008-09	2010-11
Francisco Bravo Medical Magnet High School	815	832
Marc and Eva Stern Math and Science School	788	809
Oscar De La Hoya Animo Charter High School	709	744
James A. Garfield High School	593	705
Abraham Lincoln High School	588	643
Woodrow Wilson High School	600	636
Theodore Roosevelt High School	576	
Thomas Jefferson High School	514	546
Santee Education Complex	521	565

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# Questions & Comments

