Impacts of Suspension Bans and Reduction C. Nadine Forrester, MEd

Harmful Impacts of Suspension

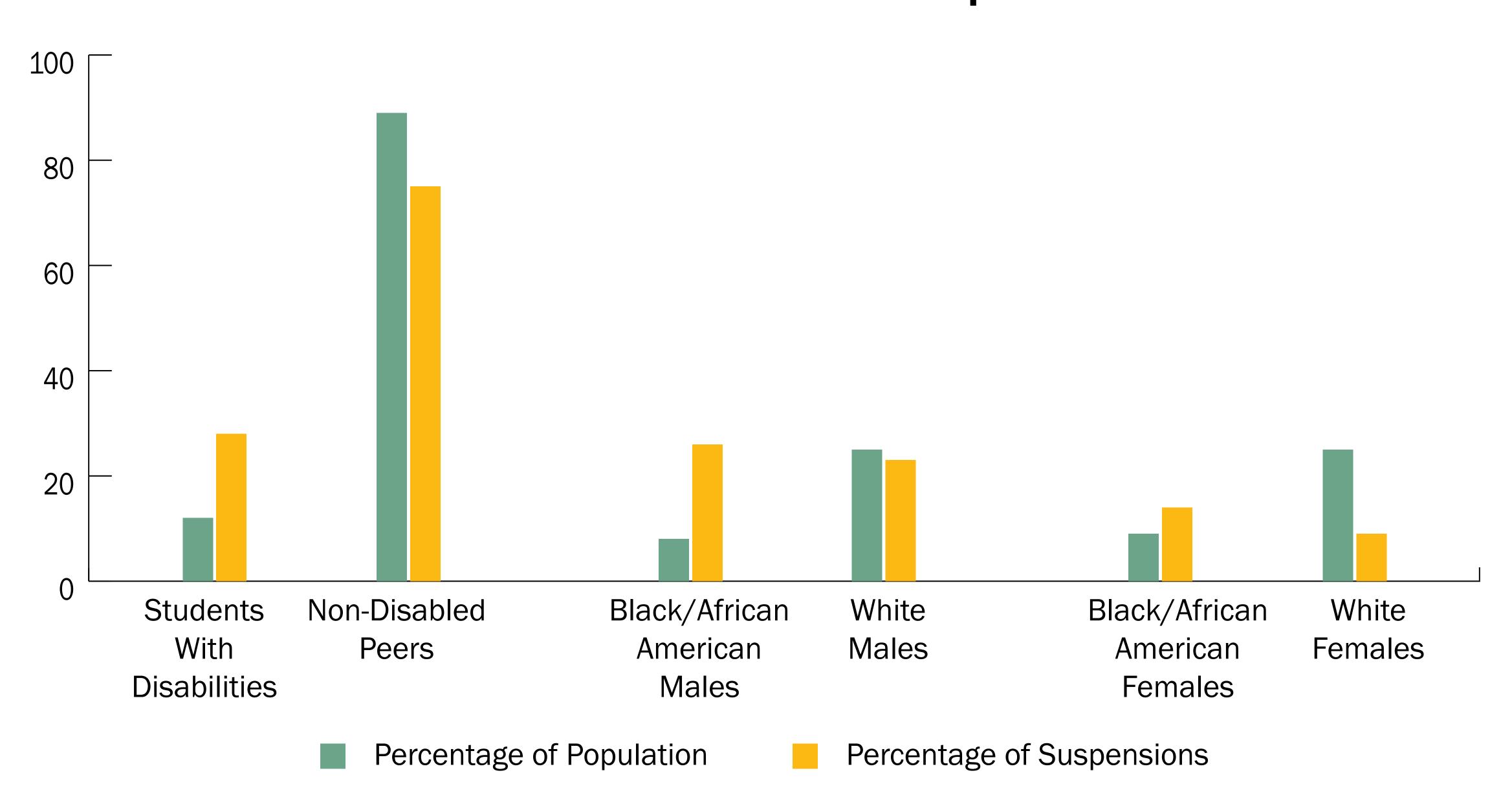
- Exclusionary school disciplinary measures do more harm than good. Research has shown that students who experience discipline that removes them from the classroom are more likely to:
- Repeat a grade.

Become involved in the juvenile justice system.

Drop out of school.

- Earn less income over their lifetime.
- High suspension rates also have significant long-term impacts on state economies. A recent study on the impacts
 of California's school discipline found that cutting suspension rates by one percent for the study's 10th-grade cohort
 would result in economic savings of \$180 million (Rumberger and Losen, 2017).
- Exclusionary discipline disproportionately impacts males, students of color and students with disabilities.

National 2015–2016 School Year Suspension Data



"Suspension and expulsion do not remedy underlying causes of student misbehavior—interpersonal conflict, mental health challenges and trauma—and thus have no deterrent effect" (Cherayil, 2018).

References

U.S. Department of Education Office for Civil Rights (2018). 2015–2016 Civil rights data collection: School climate and safety. Retrieved from https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf

Cherayil, M. (2018, December 5). School staff attacks in Baltimore draw knee-jerk reactions. *The Baltimore Sun*. Retrieved from https://www.baltimoresun.com/news/opinion/oped/bs-ed-op-1206-school-discipline-20181205-story.html

Education Commission of the States (2019). State education policy tracking. Retrieved from https://www.ecs.org/state-education-policy-tracking/

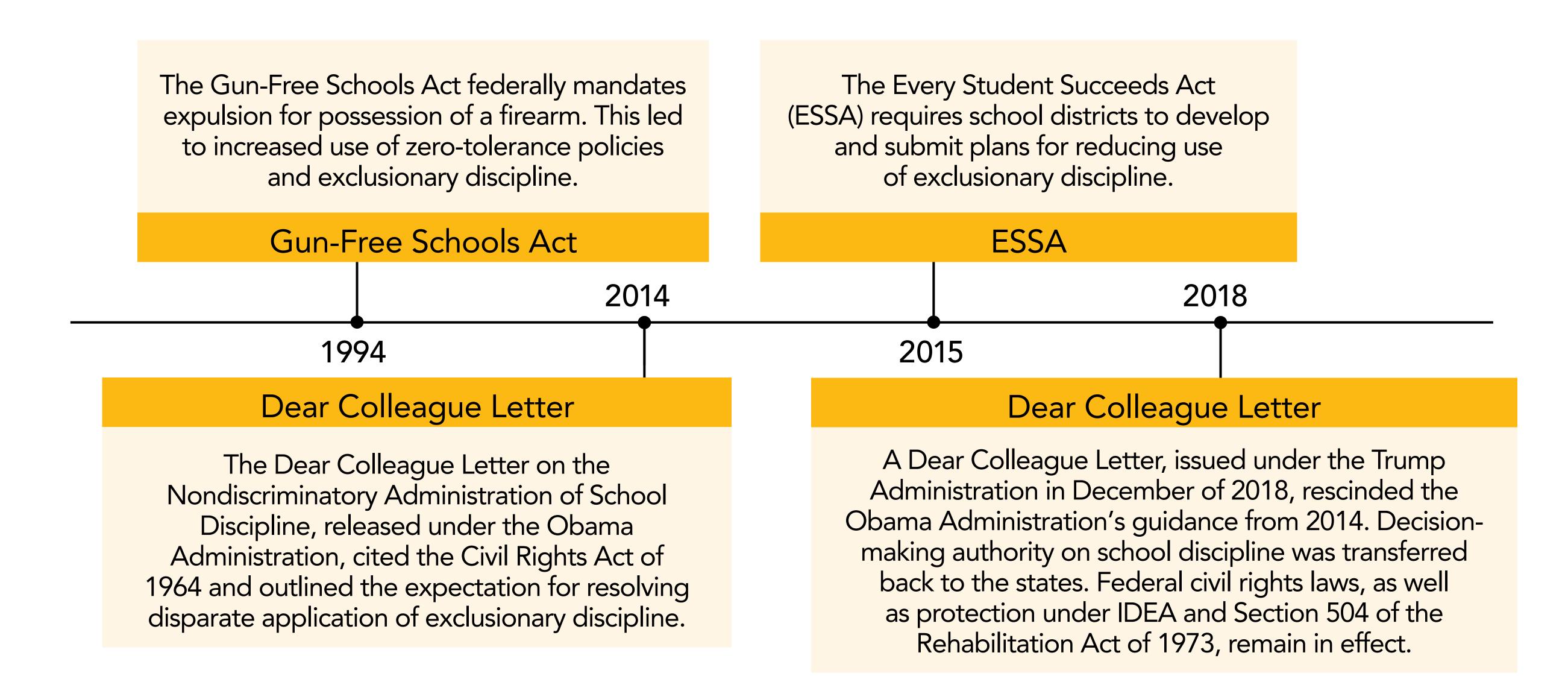
Hinze-Pifer, R., & Sartain, L. (2018). Rethinking universal suspension for severe student behavior [Abstract]. Peabody Journal of Education, 93(2), 228–243.

Maryland State Department of Education (2018, September). Suspensions, expulsions, and health related exclusions Maryland Public Schools 2017–2018. Retrieved from http://marylandpublicschools.org/about/Documents/DCAA/SSP/ 20172018Student/ 2018SuspExpulHRExc.pdf

Rafa, A. (2018, January). Suspension and expulsion. Education Commission of the States. Retrieved from https://www.ecs.org/wp-content/uploads/Suspension_and_Expulsion.pdf

Rumberger, R.W., & Losen, D.J. (2017, March 8). The hidden costs of California's harsh school discipline: And the localized economic benefits from suspending fewer high school students [Data summary report]. Retrieved from https://www.civilrightsproject.ucla.edu/ resources/ projects/center-for-civil-rights-remedies/school-to-prison-folder/summary-reports/the-hidden-cost-of-californias-harsh-discipline/CostofSuspensionReportFinal-corrected-030917.pdf

Federal Legislation and Guidance



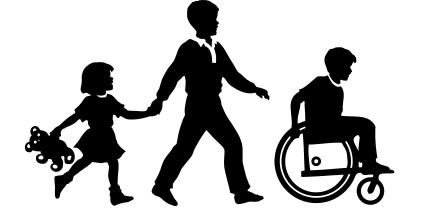
Proactive Approaches and Alternatives

- Trauma-informed practices
- De-escalation strategies
- Classroom management techniques
- Positive behavioral interventions/PBIs
- Social-emotional learning

- Restorative practices
- Behavior assessments and intervention plans
- Implicit bias awareness
- Cultural competency training

Do suspension bans result in spikes in poor behaviors and negative academic outcomes?

A recent study found that changes to suspension policies in Chicago Public Schools resulted in small increases in test scores and increased attendance. Of notable mention, "attendance increases were concentrated in schools serving predominantly Black students, where attendance increased an average of three days of school per year, per student" (Hinze-Pifer & Sartain, 2018).



Maryland Center for Developmental Disabilities at Kennedy Krieger Institute

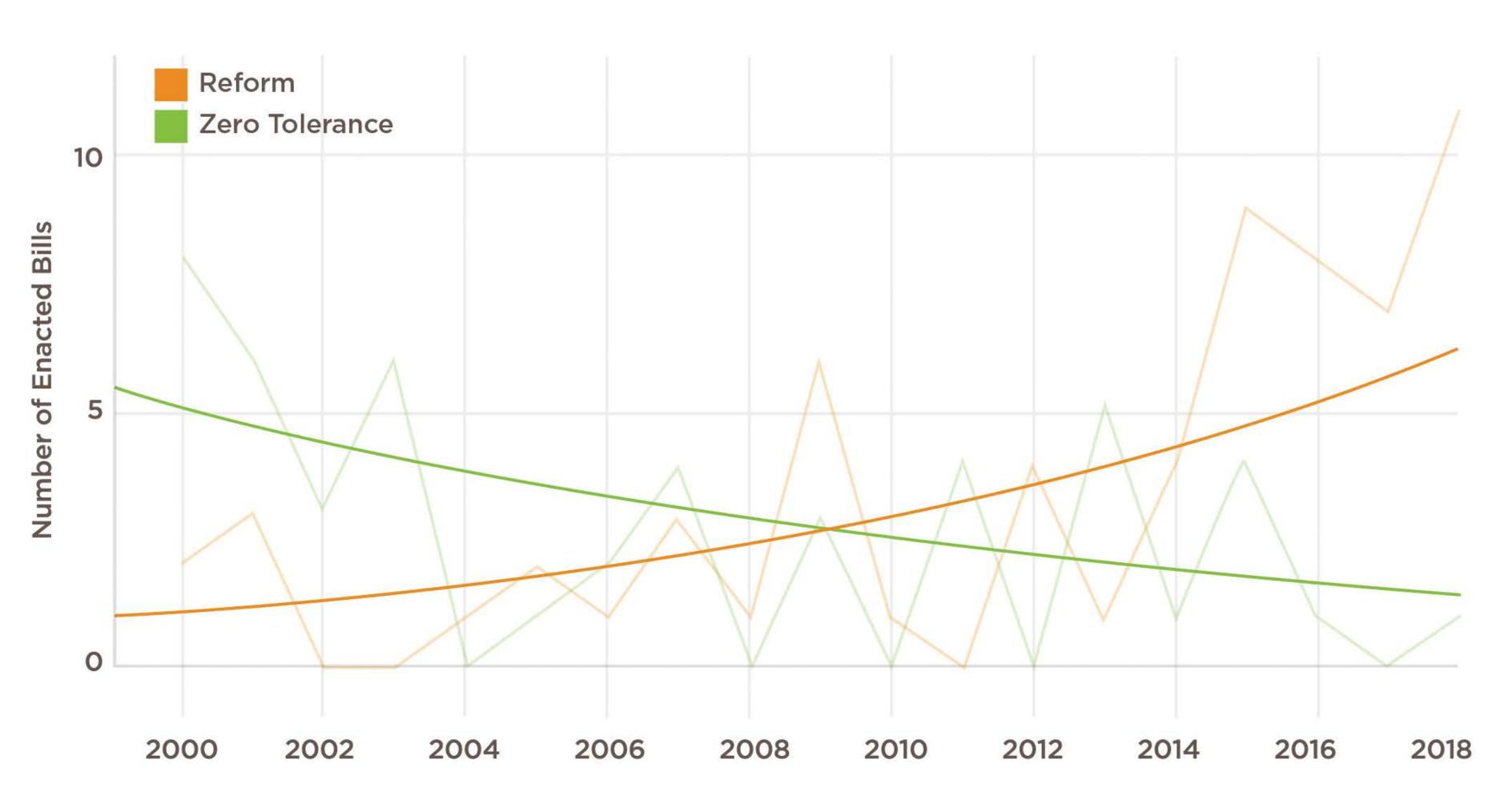
Building Partnerships. Changing Lives.

For more information, visit our website at MCDD.KennedyKrieger.org.

State Legislation

Between 2017 and 2019, 98 discipline-related bills were enacted in 27 states and the District of Columbia. Many of the statutes impose increased reporting requirements, which will be instrumental in informing future policy and disciplinary practices.

Zero Tolerance and Reform Bills Enacted: 2000–2018



Focus on Maryland

Recent State Legislation		
Bill Number	Year	Summary
HB 425/SB 651	2017	Public Schools – Suspension and Expulsions
		Bans suspension or expulsion of students in pre-K through 2nd grade, except as required by federal law, or for suspensions of up to five days for incidents involving imminent threat of harm to others.
		Requires provision of behavioral interventions and supports.
HB 725	2019	Public Schools – Student Discipline – Restorative Approaches
		Requires technical assistance, training and provision of restorative practices in lieu of exclusionary discipline.

If a local school system's discipline processes are found to have a disproportionate impact on minority students or a discrepant impact on students receiving special education services, a plan must be developed to reduce the impact within one year and eliminate it within three years. This has resulted in revision of discipline policies, establishing systems of prevention and intervention, and investing in social-emotional learning and student wholeness supports.

- Despite state and local initiatives, the overall state percentage of students in grades K–12 receiving out-of-school suspensions and expulsions has either increased or remained stable from the 2014–2015 school year through the 2017–2018 school year (Maryland State Department of Education, 2018).
- Use of suspension for discretionary offenses persists. Thirty-three percent of out-of-school suspensions and expulsions during the 2017–2018 school year were for disrespect or disruption offenses, which "are subjective and susceptible to the influence of implicit bias" (Cherayil, 2018).