



Overview of the Forum

- Overview of the importance of health to educational achievement and the importance of both to the health of our communities.
- Examples of positive discipline in California where CTA chapters and their districts are working together to reduce disproportionality among students of color. Successes and Challenges.
- Discussion of restorative practices with Ali Cooper and Stella Levy of Restorative Schools Vision Project (RSVP).
- Discussion of approaches that the Ed Coalition members and community advocates can work together to implement appropriate school disciplinary policies and reduce disproportionality.



Meeting the Social-Emotional and Physical Health Needs of Students:

Creating the School to Career Pipeline Using School Disciplinary Policies

Discussion Module

DATE: May 13, 2016

Overview

1. Where we are now with school discipline policy

2. Importance of student social-emotional and physical health and impacts of inequities

3. The school environment all students need – building resilience

4. Creating a Supportive School Environment

- Whole School Initiatives
- Restorative Justice
- Positive Behavioral Intervention Supports
- Social Emotional Learning

California-Wide Epidemic in Schools

- 2013-14 school year,
 - 279,383 suspensions out-of-school.
 - 67% were for “willful defiance,” which can be as minor as disrespect.
 - 15.2% decrease in suspensions from previous year.
 - 6,611 expulsions.
 - 20% decrease in expulsions from previous year.

In some school districts, the suspension rate for African American students was as high as 25%, and for Latinos as high as 8%.

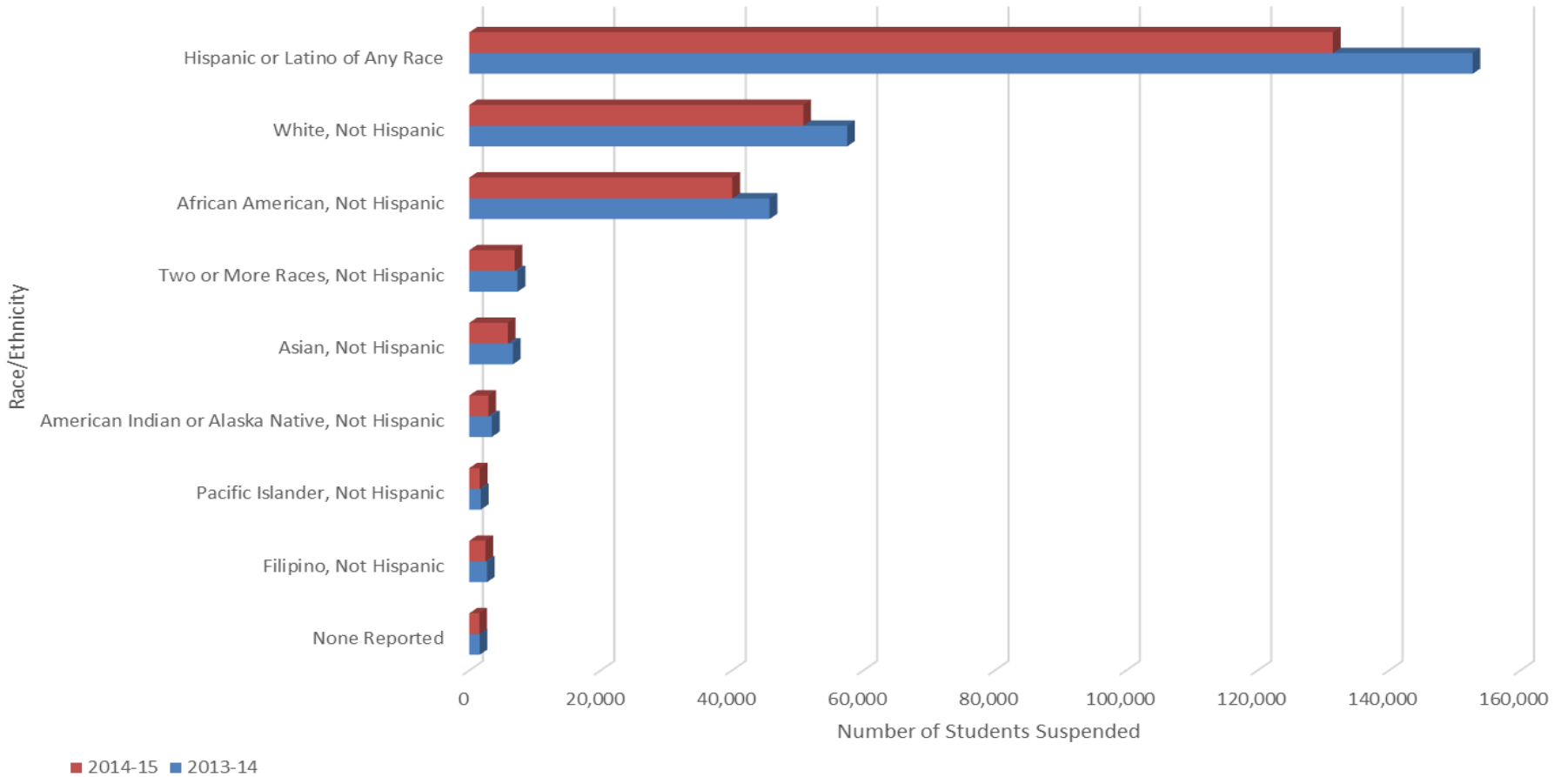
SOURCE: California Department of Education News Release #15-5. January 14, 2015. State Schools Chief Tom Torlakson Reports Significant Drop in Suspensions and Expulsions for Second Year in a Row.

Available at: <http://www.cde.ca.gov/nr/ne/yr15/yr15rel5.asp#tab1> Accessed December 1, 2015;

<http://edsources.org/2015/california-student-suspension-rate-drops-as-willful-defiance-punishments-decline/90989>

Suspensions by Race/Ethnicity by School Year 2013-14 to 2014-15.

Suspensions by Race/Ethnicity by School Year



School Drop Outs and the State Economy

- 1 in 4 students are at risk of dropping out because of social-emotional or physical health issues.[>]
- Dropouts cost California **\$46.4 billion annually**.^{*}



([>]Romano 2001 ;^{*}Rumberger 2004, 2008;)

Exclusionary School Disciplinary Policies Contribute to the Drop-Out Epidemic

- push students out of school,
- remove them from the supports and resources in the school environment, and
- increase the likelihood that those students will drop-out.



Students who are not physically and socio-emotionally healthy have a more difficult time learning.

- Students who are hungry, tired, or having an asthma attack **aren't ready to learn.**
- Children with poor oral and general health are **2.3 times more likely to report poorer school performance**, even after adjusting for socioeconomic factors.⁺

*(*Pastor 2004, Shaughnessy, et al. 2006;)*

Student Success and Social-Emotional and Physical Health

Students who are facing trauma, harassment, bullying, and violence aren't ready to learn.

- Peer **victimization** estimated to account for up to an average of **1.5 letter grade decrease** in an academic subject across middle school years. ⁺
- A study in Chicago neighborhoods found that students exposed to violence in their neighborhoods performed worse on reading and vocabulary assessments during the same week. [>]

(⁺Blumenshire 2008; [>]Sharkey 2010)

Schools are an ideal place to identify children and youth affected by trauma because teachers interact with students daily and are often a trusted resource.

- A study in Los Angeles Unified found that 76% of youth had been exposed to gun or knife violence.*

**Violence exposure is related to:
Lower IQ;
Lower reading skills;
Increased absences; and
Increased drop-out rates.**

- Low income and communities of color are especially susceptible to these adverse affects of trauma because they experience more violence and have less access to mental health services and fewer academic supports.

* Stein, Jaycox, Kakota, Rhodes, Vestal (2003)

Health Problems that Affect Student Achievement are Compounded by Inequities

- Young men and boys of color face significant social and health disparity odds, defined as the number of times that they are more likely than their white counterparts to experience a given condition. These include:
 - Juvenile custody rates: Latino, 2.1; African American, 5.7;
 - Firearms-related death rates: Latino, 3.3; African American, 10.1; and
 - Homicide-related death rates: Latino, 5.1; African American, 16.4.

SOURCE: Davis LM, Kilburn MR, and Schultz D, *Reparable Harm: Assessing and Addressing Disparities Faced by Boys and Men of Color in California*, Santa Monica, Calif.:RAND Corporation, MG-745-TCE, 2009.

Protective Factors that Foster Healthy, Resilient Children and Youth

- For youth to learn and thrive (develop resilience), their basic developmental needs must first be met:
 - Belonging,
 - Safety,
 - Mastery,
 - Sense of competence, and
 - Meaning.

(Benard, 2004)

What can we do differently?

Holistic focus on student well-being:

- Improve physical health (e.g., illness, asthma, obesity, nutrition, exercise),
- Increase activities related to positive youth development and resilience,
- Reduce risk behaviors (alcohol, other drug use, violence, sex),
- Increase safety (reducing bullying/victimization),
- Improve mental health (depression, suicide, stress),
- Reduce disciplinary policies that push students out of school,
- Improve school and community environments.



What You Can Do!

- **5 Key Competencies for adults in schools for Social-Emotional Learning:**
 - **Self-awareness:** Identification and recognition of one's own emotions
 - **Social awareness:** Empathy, respect for others, and maintaining perspective
 - **Responsible decision-making:** Evaluation and reflection
 - **Self-management:** Impulse control, stress management, and persistence
 - **Relationship skills:** Cooperation, help seeking, and communication
- **Example:**
 - **Empowering Teacher Language:** Instead of saying: "How many times do I have to tell you, 'No talking during instructions'?" say: "It's time to listen to my instructions."
 - **More resources:** <http://www.edutopia.org/stw-louisville-sel-resources-downloads>.

Alternatives to *Zero-Tolerance*



- Emphasize Behavioral Expectations
- Collaborate with Parents/Guardians
- Model Constructive Conflict Resolution
- Address the Root Cause of Misbehavior
- Keep Students in Schools
- Keep Students Accountable
- Use Alternatives that Teach Good Behavior

ACLU Northern California. Discipline in California Schools: Legal Requirements and Positive School Environments. March 2010.

Evidence-Based Alternatives

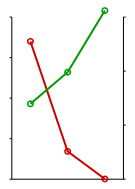
- **Restorative Justice:** <http://www.fixschooldiscipline.org>; <http://healthyschoolsandcommunities.org>
 - **Our criminal justice system asks these three questions:**
 - What law was broken?
 - Who broke it?
 - What punishment is warranted?
 - **Restorative justice asks an entirely different set of questions:**
 - Who was harmed?
 - What are the needs and responsibilities of all affected?
 - How do all affected parties together address needs and repair harm?
- **Positive Behavioral Intervention Supports** www.pbis.org
- **Trauma - Informed Schools**
- **Good Behavior Game**
- **Social-Emotional Learning**

SOURCE: <http://www.fixschooldiscipline.org>; www.pbis.org; <http://traumasensitiveschools.org/>; <http://www.casel.org/social-and-emotional-learning/>

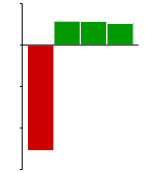
Evidence-Based Alternatives

Positive Behavioral Intervention Supports: Garfield High School

SUSPENSIONS DROP, SCHOOL WIDE
API CLIMBS...



...INCREASE IN API STEEP ACROSS
ALL GROUPS

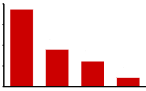


Martinez, T. 2012

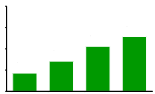
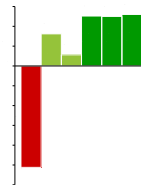
Evidence-Based Alternatives

Positive Behavioral Intervention Supports: Davidson Middle School

SUSPENSIONS DROP, SCHOOL WIDE API CLIMBS...



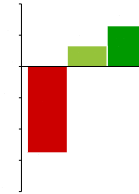
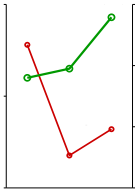
...INCREASE IN API STEEPEST FOR LATINO, LOW INCOME, AND ELL STUDENTS



Martinez, T. 2012

Evidence-Based Alternatives

Positive Behavioral Intervention Supports: Leataata Elementary School

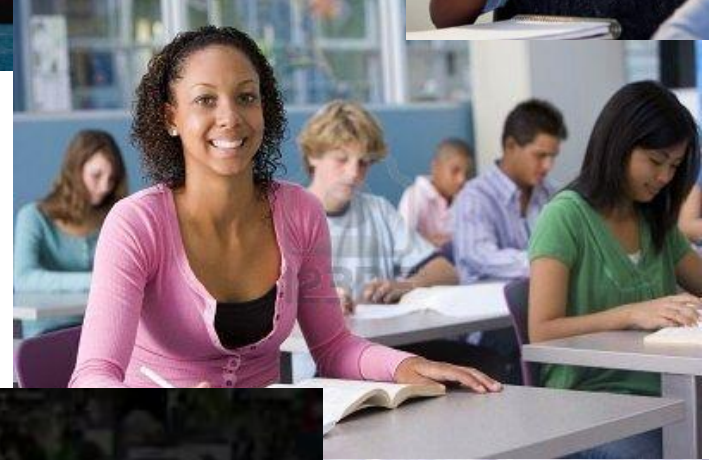
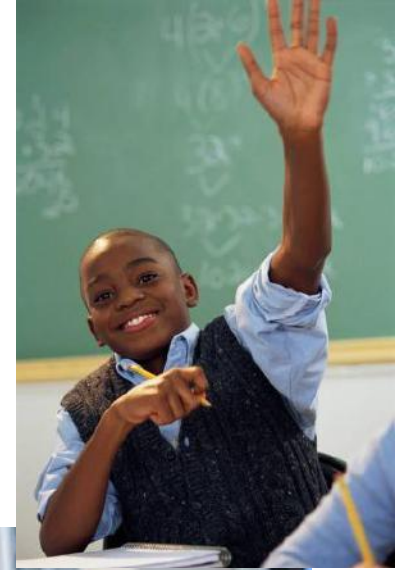


Martinez, T. 2012

Comprehensive Reform of School Discipline

- Refer students to a counselor,
- Training teachers and staff in culturally appropriate management of their classrooms and social-emotional competencies,
- Create a disciplinary committee and working group of stakeholders within the community,
- Reallocate funding dedicated to school police, security officers, metal detectors, and surveillance cameras toward more guidance counselors, social workers, and school psychologists who are available to address students' academic and behavioral issues,
- Implement evidence-based practices, such as restorative justice (or “restorative practices”), in all schools,
- Local Control Funding Formula, and
- Comprehensive Reform in School Discipline.

SOURCES: Lewis et al. Feb/Mar 2010. and Zero Tolerance in Philadelphia Jan 2011.



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