Ensuring Discipline Contributes to a School Culture that Serves all Students: Including Students with Disabilities

Lauren Morando Rhim, NCSECS
Dixon Deutsch, NYC Special Education Collaborative
Basis of Concerns About Disproportionate Discipline of Students With Disabilities (CRDC 13/14):

- 2.8 million K-12 students received 1 or more out of school suspensions, 660,000 of them had IEPs
- Students with disabilities disciplined >2X as often as peers (11% v 5%)
- Boys, especially boys of color, are more likely to be expelled from school w/out educational services
- 100,000 students restrained or secluded, 67,000 had IEPs
- H.S. students with disabilities are 1.3 X as likely to be chronically absent from school than peers
Research on Long-term Impact of Suspensions

- Being suspended just once in 9th grade doubled risk of dropping out (Balfanz, Byrnes & Fox 2013)
- Delinquency and aggressive behaviors trigger by academic engagement (Toldson, McGee & Lemmons 2013)
- Suspensions correlated with retention and dropping out estimated to increase cost of education in Texas by upwards of $1 billion dollars (Marchbanks et al., 2013)
The National Center for Special Education in Charter Schools Equity Coalition Statement on School Discipline

**Charters Schools are Able to Create Inclusive, Positive Environments to Provide ALL Students a Quality Education**

June 13, 2016

The public charter school sector has demonstrated great potential to create safe, caring and orderly schools that have good reason to be proud of the academic growth of their students. However, some charter schools are criticized for their student discipline practices — including suspension, expulsion, and other actions resulting in the removal of students from the classroom — that disproportionately exclude and impact students with disabilities.

Exclusion of students with disabilities, in particular those with emotional or behavioral disabilities, does not foster a positive school climate, nor does it help create the opportunity for a high quality education. Sacrificing the educational welfare of some children to achieve the academic progress of others is the wrong paradigm: the academic success of all children should be our priority.

This is a solvable problem. Effective instruction includes effective behavior management that should significantly reduce the need to introduce disciplinary actions. We know that this is being accomplished daily in high performing charter schools that accommodate student differences while supporting optimal learning. Their example should encourage all charter schools — indeed, all public schools—to explore how best to serve students with a broad range of social-emotional needs.
Charter Schools: Black and Disabled Students More, Study Says

Charter School Allegedly Forcibly Out Students With Disabilities

'No excuses, no more?' Charter Schools Rethink Discipline Policies After Focus on Tough Consequences

Civil Rights Suspended: An Analysis of New York City Charter School Discipline Policies

NYC Charter Schools Are Illegally Pushing Out "Difficult" Kids, Report Allege

Special Education Parents File Complaint Against New York City Charter Network
Expanding Positive School Culture in the Charter School Sector

### Behavior Supports, Culturally Responsive Teaching, and Social/Emotional Learning

#### Inclusive Practices

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Sept 26</td>
<td>Co-Teaching ESL: The What, Why, and How 9:00 a.m. - 12:00 p.m.</td>
</tr>
<tr>
<td>Sept 28</td>
<td>Phonological and Phonemic Co-Teaching: Enhancing the Conversation with Marilyn Friend (Mini-Conference) 9:00 a.m. - 10:00 a.m.</td>
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#### Leadership and Coaching

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Oct 25</td>
<td>TWEI: Developing Teachers’ Motivations for Students to Achieve 8:00 a.m. - 10:00 a.m.</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Effective Supervision, Coaching, and Evaluation of Teachers with Kim Meender (Mini-Conference) 3:30 p.m. - 5:00 p.m.</td>
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#### Staff Development

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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Oct 26</td>
<td>Special Populations Boot Camp 8:00 a.m. - 6:00 p.m.</td>
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#### Instruction and Intervention Supports

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Sept 21</td>
<td>Wilson Reading: Phonics and Programmed Overview 5:00 p.m. - 6:30 p.m.</td>
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<tr>
<td>Sept 28</td>
<td>Wilson Reading: Reading Instruction and Programmed Overview 9:00 a.m. - 11:00 a.m.</td>
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### English Language Learners

#### Sept

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Sept 22</td>
<td>Working with Your ESL Students: Best Practices and Legal Mandates 11:00 a.m. - 12:30 p.m.</td>
</tr>
<tr>
<td>Sept 28</td>
<td>Assessing ESL Students 12:00 p.m. - 1:00 p.m.</td>
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#### Oct

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<tr>
<th>Date</th>
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<tr>
<td>Oct 21</td>
<td>English Language Learners (EFL) 1:00 p.m. - 2:00 p.m.</td>
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<tr>
<td>Oct 28</td>
<td>ESL Parent and Teacher Workshop 12:00 p.m. - 1:00 p.m.</td>
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#### Nov

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Nov 20</td>
<td>ESL Parent and Teacher Workshop 9:00 a.m. - 11:00 a.m.</td>
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#### Dec

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>Dec 1</td>
<td>Power Reading: Best Practices for Long-Term ESL: A Teacher’s Toolkit (Mini-Conference) 9:00 a.m. - 10:00 a.m.</td>
</tr>
</tbody>
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### Inclusive Practices

- Co-Teaching ESL: The What, Why, and How 9:00 a.m. - 12:00 p.m.
- Phonological and Phonemic Co-Teaching: Enhancing the Conversation with Marilyn Friend (Mini-Conference) 9:00 a.m. - 10:00 a.m.

### Leadership and Coaching

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- Effective Supervision, Coaching, and Evaluation of Teachers with Kim Meender (Mini-Conference) 3:30 p.m. - 5:00 p.m.

### Staff Development

- Special Populations Boot Camp 8:00 a.m. - 6:00 p.m.

### Instruction and Intervention Supports

- Wilson Reading: Phonics and Programmed Overview 5:00 p.m. - 6:30 p.m.
- Wilson Reading: Reading Instruction and Programmed Overview 9:00 a.m. - 11:00 a.m.

### English Language Learners

- Working with Your ESL Students: Best Practices and Legal Mandates 11:00 a.m. - 12:30 p.m.
- Assessing ESL Students 12:00 p.m. - 1:00 p.m.
- English Language Learners (EFL) 1:00 p.m. - 2:00 p.m.
Discussion Questions

Expanding Positive School Culture in the Charter School Sector
How can schools create inclusive environments of learning, which ensure that all students, including those with discipline issues, can reach their potential?
What do your existing policies and practices say about your philosophy of equity and inclusion in student learning?

Expanding Positive School Culture in the Charter School Sector
How do indoctrinate “front line” staff with your discipline practices?
When/how do you consider punitive measures that remove a student from his/her classroom?
References


• Losen, D. J., & Martinz, T.L. (2013). Out of School and Off Track: The Overuse Of Suspensions In American Middle And High Schools. UCLA Civil Rights Project.


Expanding Positive School Culture in the Charter School Sector
Additional Questions?

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