



**FORWARD**  
**TOGETHER**

---

**Increase PPS Students'  
Sense of Belonging and Safety**

**Discipline Data Review**

Dr. Renard Adams, Chief of Research, Assessment & Accountability

Jey Buno, Chief of Student Support Services

# Guiding Questions

What is the continuum of student behavioral support and progressive discipline in PPS?

What do our data reveal about the disproportionate impacts of student discipline?

What is the PPS response to our student discipline data?

# PPS Disciplinary Data Mirrors National Trends

We recognize that implicit bias influences everyone's decisions.

Across the US, Black, Native American and students of color and students with disabilities are disproportionately referred, suspended or expelled from public schools.

**Unfortunately, PPS is not an outlier.**

There is a strong correlation between school discipline and the likelihood of dropping out, arrests, and incarceration.

PPS' discipline data mirrors disproportionate impact on students of color being referred, suspended, and sent to disciplinary hearings at higher rates than their white counterparts:

- Black students: **x 3.5**
- Native American students: **x 2.5**
- Latinx students: **x 1.24**

In addition, students with disabilities are referred and suspended **2x** times the rate of their non-disabled peers

# Who We Strive to Be...

(As outlined in our community-created vision)

## CORE VALUES

### Students at the Center

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action.

### Racial Equity and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

## EDUCATOR ESSENTIALS

Every day at PPS, we strive to become...

### Racial Equity and Social Justice Centered

Courageous change agents who actively promote and ensure racial equity and social justice.

### Inclusive and Responsive to Diverse Learners

Mindful of who our students are and are aware of students' unique needs as they design and conduct their daily work.

### Self-Aware and Reflective

Self-aware and knowledgeable as to their own strengths and biases, and they have a positive sense of their own identity.

### Caring, Empathetic and Relational

Adults with strengths-based view of every person at PPS and are particularly attentive to the needs of our most vulnerable students.

# Continuum of support (MTSS)- Transforming School Discipline

- Data Monitoring and Support
  - Targeted Support with Buildings
- Policy/Administrative Directive Guidance and Professional Learning
  - Restorative Practices
  - Trauma Informed
  - Racial Equity and Social Justice
- Social Emotional Learning/Restorative Justice
  - Community, Culture, Relationships
  - Transformative -Social Emotional Learning
- School Discipline Collaborative
  - Stakeholder Engagement (School Climate Team, Instructional Leadership Team, PLCs, Community Partnerships, Family Engagement)
  - Critical Consciousness for Schools on Racial Justice
  - Family Guides on Suspension and Expulsion (Student Conduct and Discipline Handbook)

# System of Supports -Behavior Practices & Teaming Structures

## TIER I Behavior

ALL SETTINGS & STUDENTS • PREVENTATIVE & PROACTIVE

School-wide climate plans, strategies and expectations  
Effective Classroom Practices Plan  
Feedback/acknowledgment systems  
Culturally responsive practices  
Community Building (TSEL/Restorative Justice)



Primary Teams:

- Climate Teams
- Instructional Leadership Teams (ILTs)
- Professional Learning Communities (PLCs)

## TIER II Behavior

FOR SOME STUDENTS

Decision rules  
Evidence-based interventions  
Data collection & progress monitoring



Primary Teams:

- Student Intervention Teams (SIT)

## TIER III Behavior

FOR INDIVIDUAL STUDENTS

Decision Rules  
FBA/BSP  
Evidence-based interventions  
Data collection & progress monitoring



Primary Teams:

- Individual Student Support Teams (ISSTs)
- Student Intervention Teams (SIT)
- Rapid Response Team (RRT)

# Disciplinary Data

# Referrals

An office discipline referral (ODR) is made by a staff member to designate a student, for possible discipline, to the school administration. Referrals include stage 1 and stage 2/3 referrals.

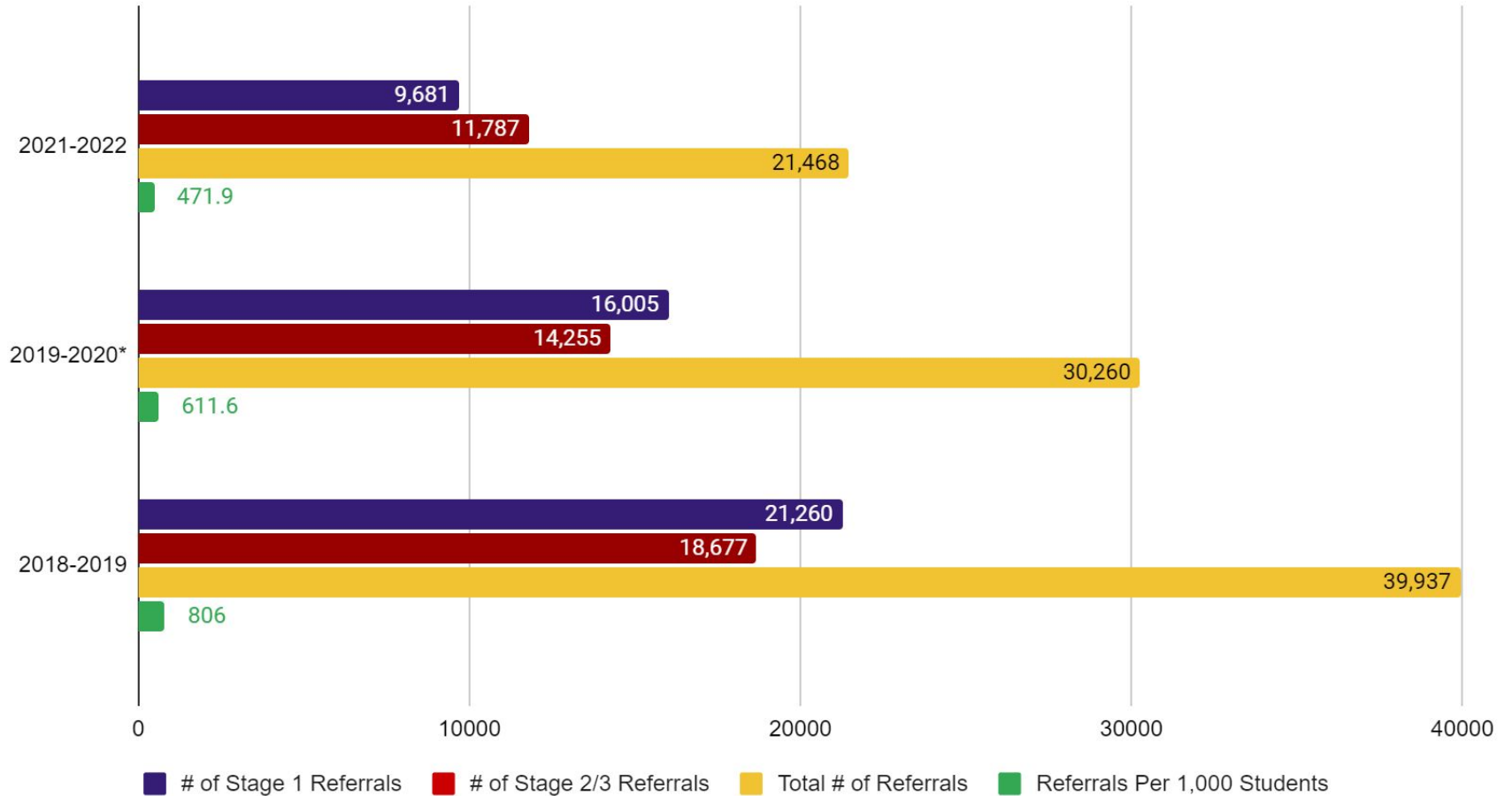
Stage 1 referrals: Behaviors that often occur within the classroom and are redirected by staff and/or supervising staff.

Stage 2/3 referrals: Behaviors that are chronic or persistent Stage 1 behaviors that don't respond to early intervention and/or staff redirection

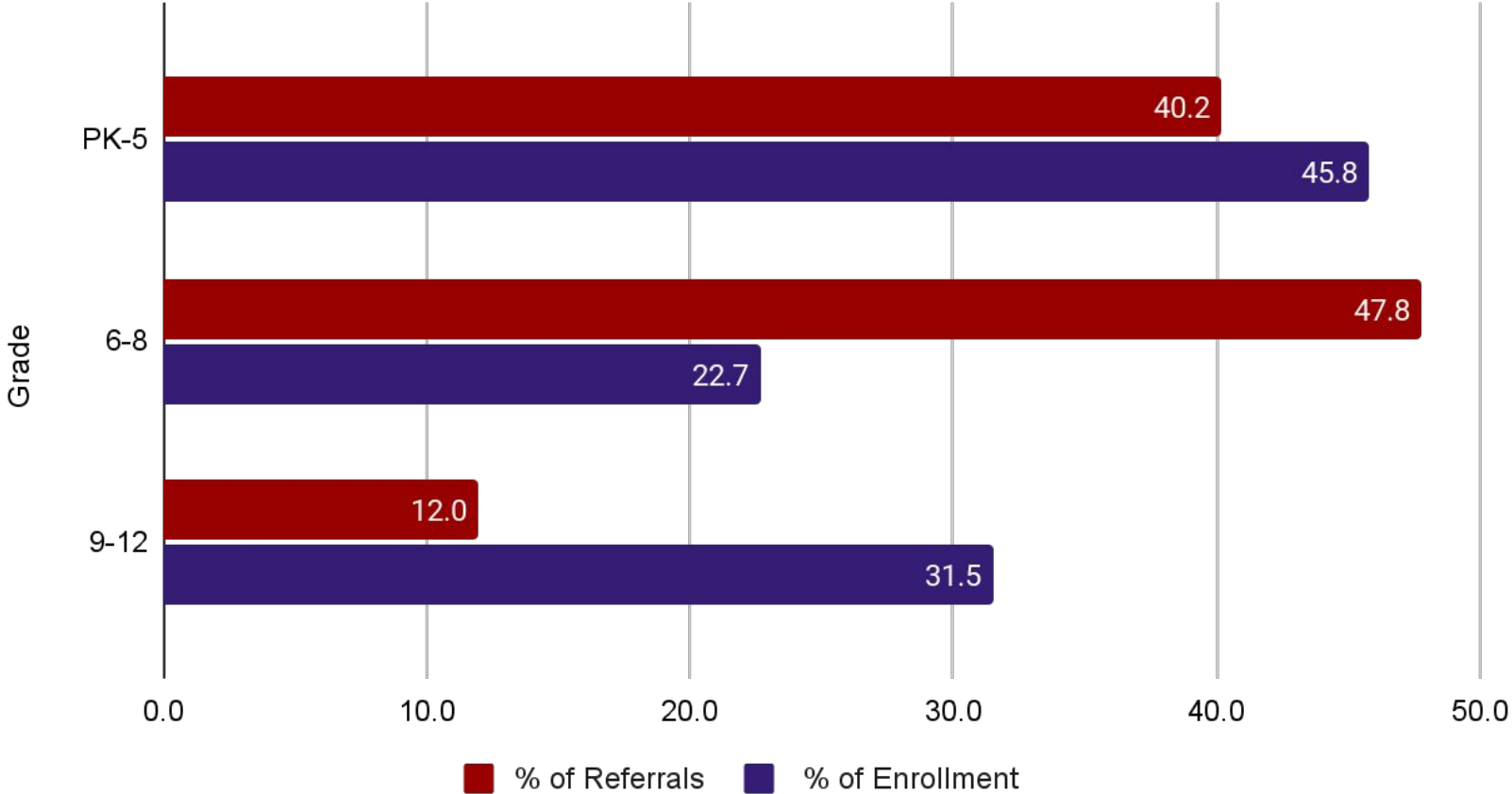




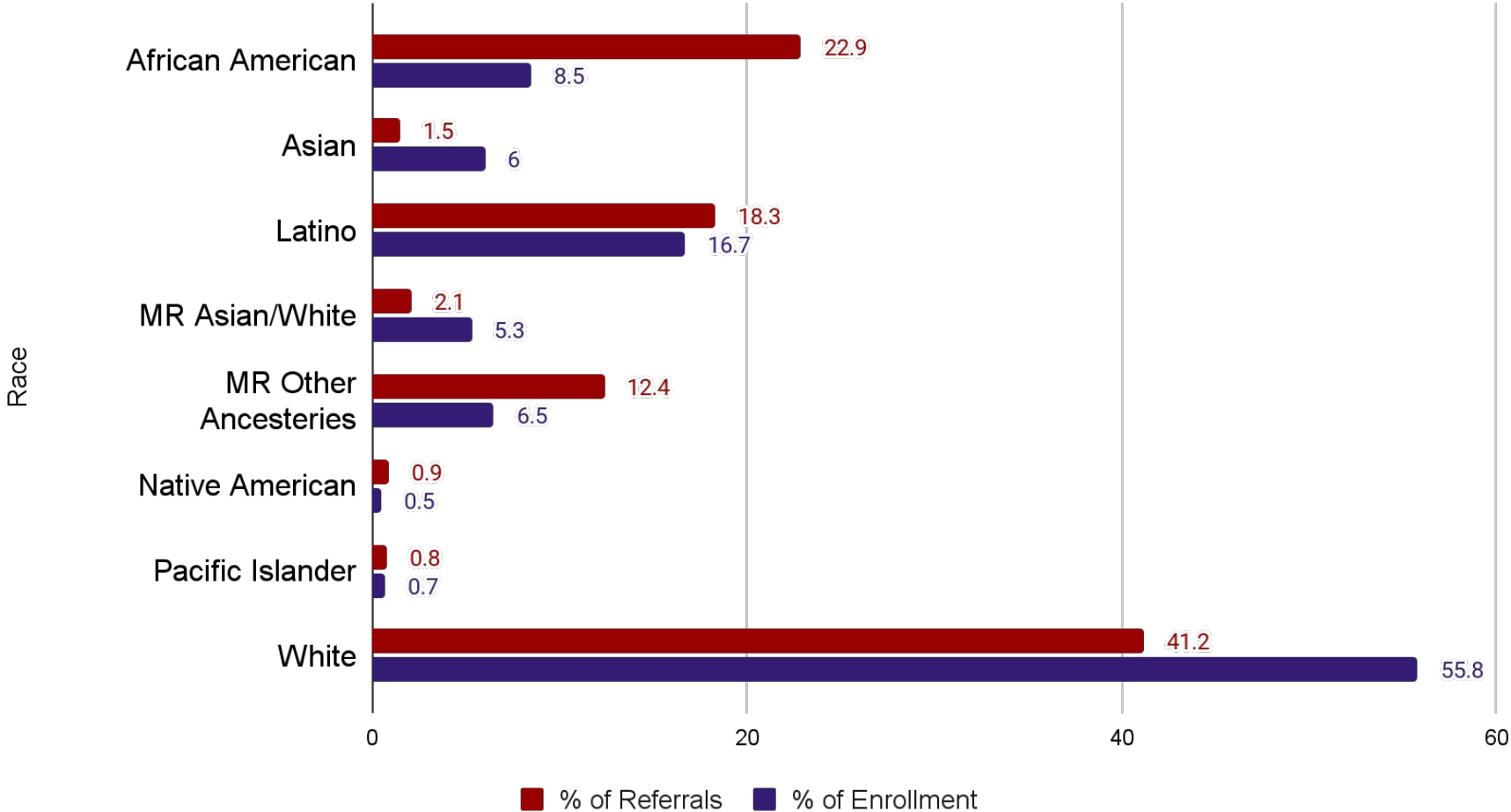
# Disciplinary Referrals -3 Year Comparison



# Percent of Referrals & Percent of Enrollment vs Grade Level 21-22



# Percent of Referrals & Percent of Enrollment vs Race 21-22



# Referrals - Special Education Eligible 3 Year Comparison

School Year	Discipline Referrals	Total # of Referrals	% of Referrals	% of Enrollment
2021-2022	6,588	21,468	30.7%	15.2%
2019-2020*	9,819	30,260	32.4%	14.9%
2018-2019	11,947	39,937	29.9%	14.7%

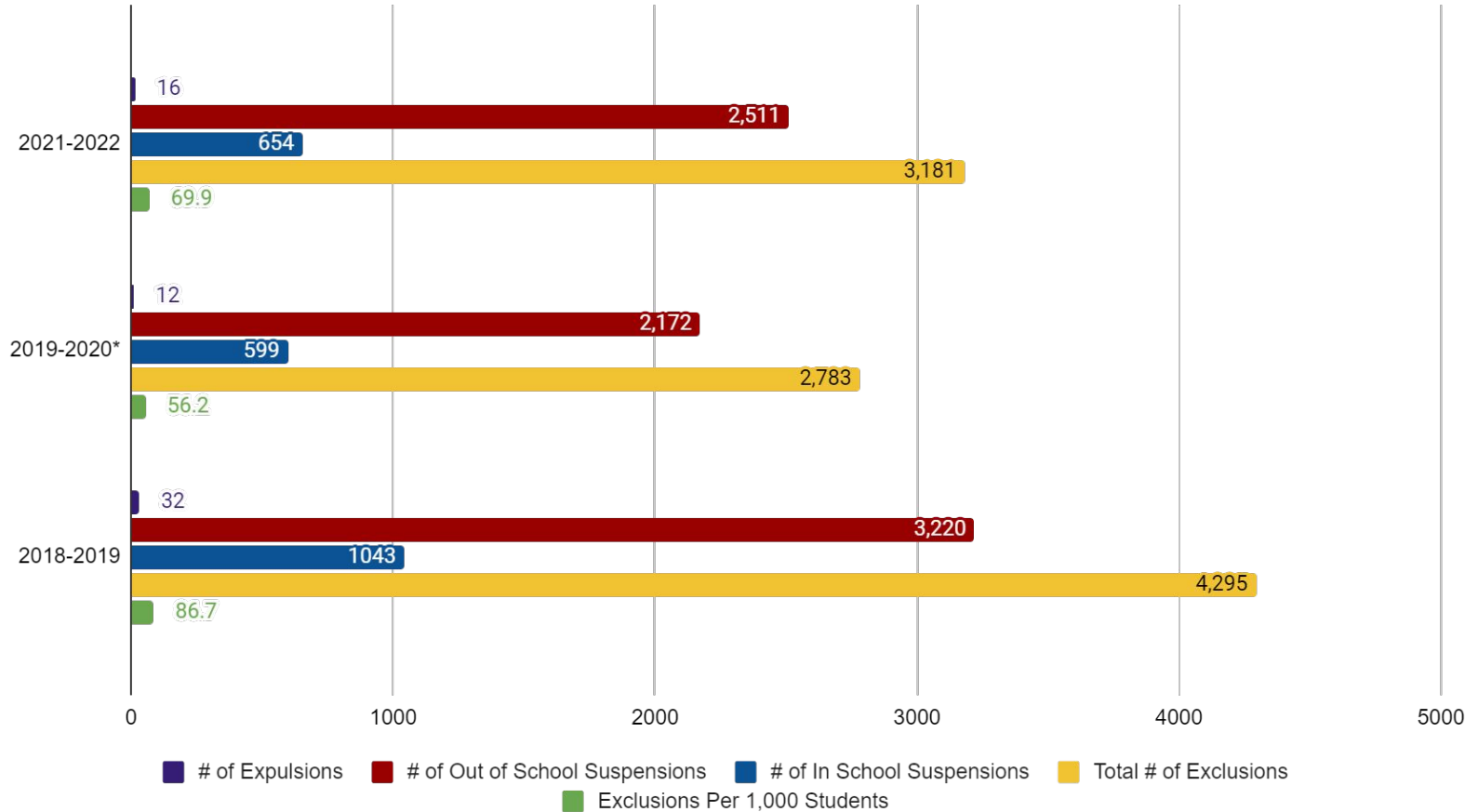
# Exclusions

Exclusion is when student removed from class for disciplinary action.

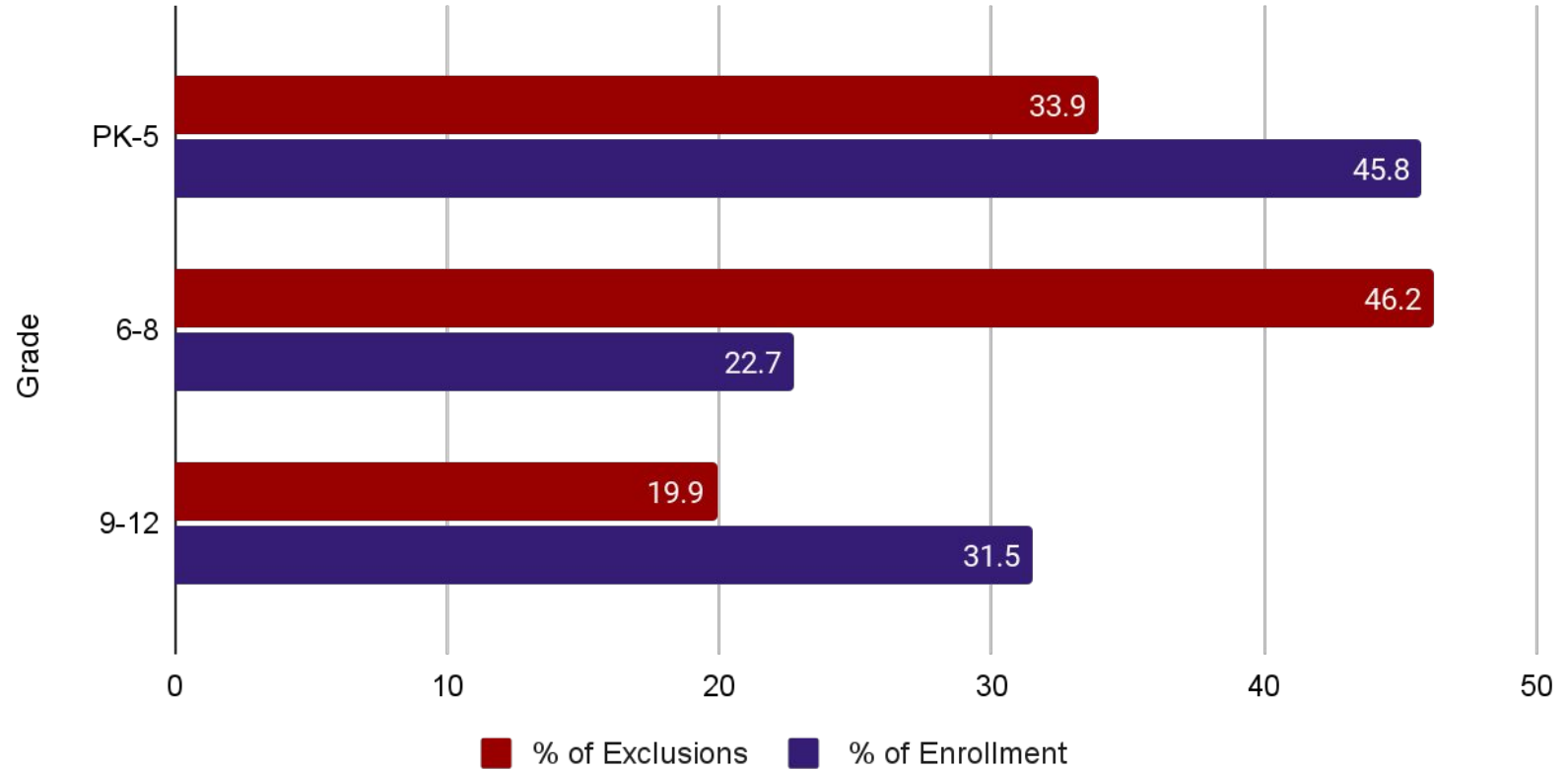
Exclusions include in-school suspensions, out-of-school suspensions, and expulsions.

*“Removing students from their classroom or school is sometimes necessary if they present an immediate threat to the safety of others. However, interventions that focus on establishing a welcoming school climate and teaching social-emotional skills (e.g., Positive Behavioral Interventions & Supports and restorative practices) are associated with lower rates of student behavior issues.” (Anyon et al., 2014; Gray et al., 2017)*

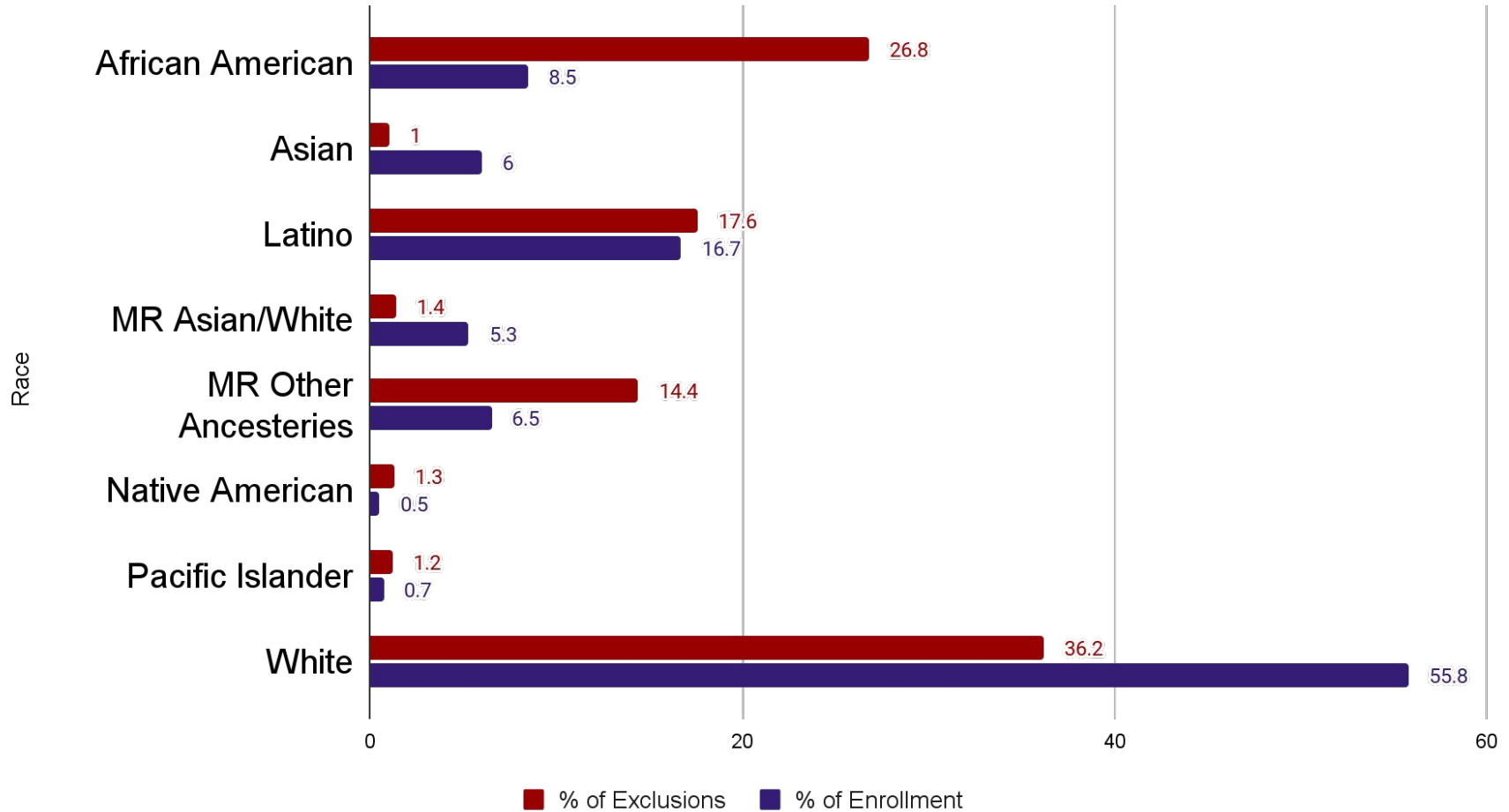
## Exclusions - 3 Year Comparison



# Percent of Exclusions & Percent of Enrollment vs Grade Level 21-22



# Percent of Exclusions & Percent of Enrollment vs Race 21-22





# Exclusions by Special Education Eligibility 3 Year Comparison

School Year	SpEd Exclusions	Total # of Exclusions	% of SpEd Exclusions	% of SpEd Enrollment
2021-2022	1,211	3,181	38.1%	15.2%
2019-2020*	1,247	2,783	44.8%	14.9%
2018-2019	1,644	4,295	38.3%	14.7%

# Disciplinary Hearings

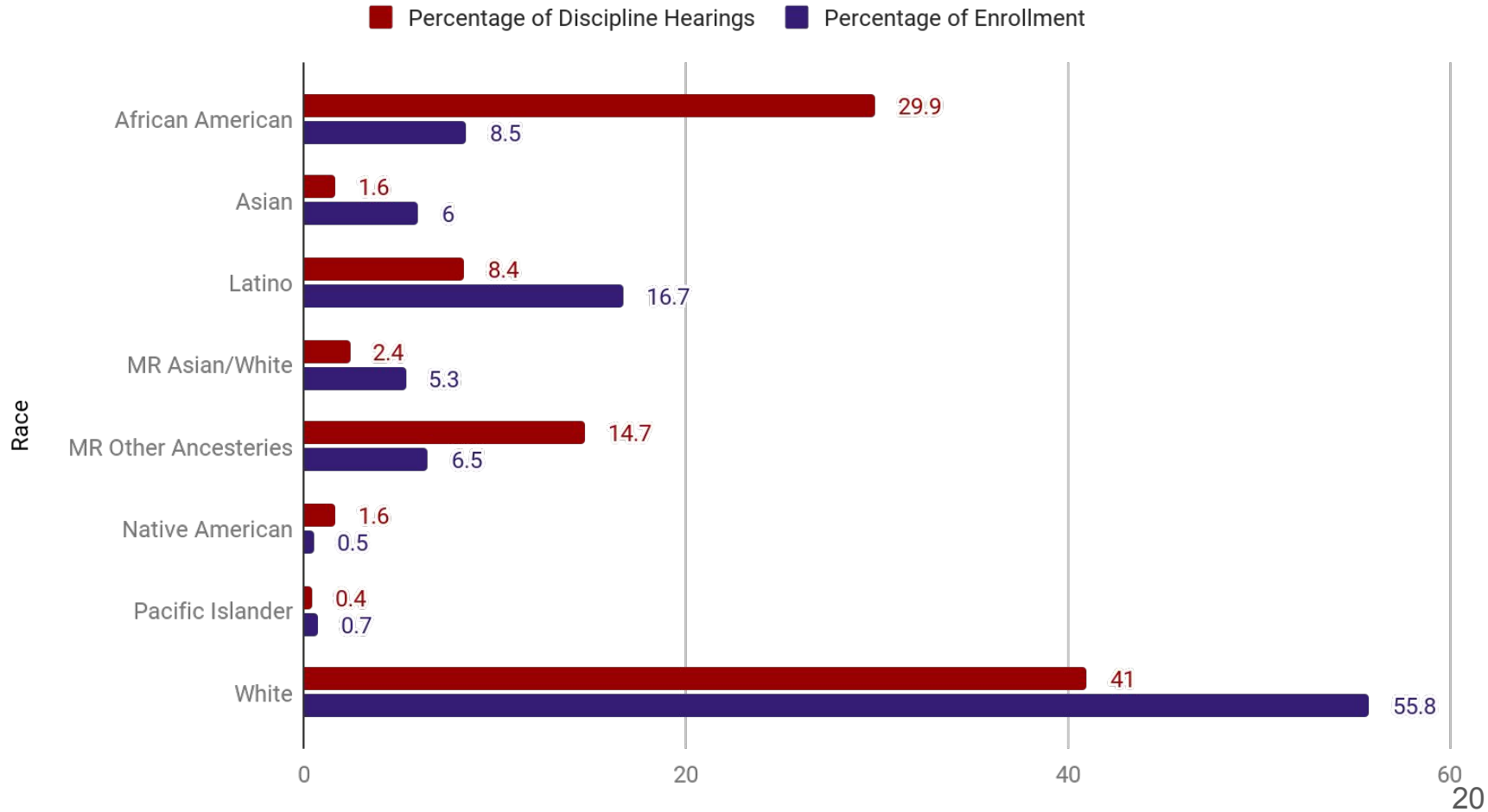
Disciplinary Hearings are held for severe incidents when expulsion is being considered, with parents/guardians, the student, and an independent hearing officer.

- During the 2021-2022 school year, there were 252 discipline hearings scheduled.
- 42% of hearings were related to either Repeated Alcohol/Drug Possession/Use and Physical attack/harm Of the 252 discipline hearings
  - 154 resulted in delayed expulsion.
  - 20 resulted in expulsion.
    - Of the 20 expulsions, 11 involved weapons (not including firearms).
    - 4 expulsions were appealed and overturned.
- Of the 252 discipline hearings, 100 included students with an IEP or 504.
  - Of the 100 hearings with an IEP or 504 -
    - 44 resulted in no expulsion.
      - 36 were positive manifestations.
    - 3 resulted in expulsion.

# Discipline Expulsion Hearings 3 Year Comparison

School Year	# of Discipline Hearings	Discipline Hearings per 1,000 Students
2021-2022	252	5.5
2019-2020*	220	4.4
2018-2019	242	4.9

# Percentage of Discipline Hearings & Percentage of Enrollment vs Race 21-22



# Moving Forward



- Students at the Center
  - Relationship/Community/Culture
  - Racial Equity and Social Justice
  - Social Emotional Learning
  - Engagement and Belonging
- Multi-Tiered Systems of Support
  - Universal Supports
  - Trauma Informed to a Healing Community
  - Resources for Social Emotional Supports, Mental Health Supports, and Restorative Justice Practices.
- Instructional Framework, Curriculum Adoptions, and Professional Learning

- Alignment of practice with Policy 4.30.010-P
  - Adoption of Student Conduct and Discipline Administrative Directive - 4.30.011-AD
  - Revised Student Conduct and Discipline Handbook
  - Trauma Informed
  - Restorative Justice
  
- Family Engagement

Questions-?