

Discipline.

Climate.

Suspension.

What's Up?

What are **YOUR** discipline policies for your school?

Teachers and students **DESERVE** a school climate that is safe, supportive, and conducive to teaching and learning. (U.S. Department of Education) Establishing and maintaining that safe environment means school administration and boards need to work closely to review and revise policies and procedures to **DECREASE** the number of suspensions and expulsions while attending to the social, emotional, and behavioral needs of **EVERY** student.

Kicking Kids out of school without looking at what is really going on with us just makes things worse. It's like saying, "We don't care about you. You are just a problem we want to get rid of." -Rosie



Should Schools Get Rid Of **Out-Of-School Suspension**?

Suspension impacts everyone!

- ✓ In 2014 2.8 million K-12 students were suspended for one or more days out of school.
- ✓ Charter schools suspend a greater percentage than traditional public schools.
- ✓ Students with disabilities and students of color are generally suspended more frequently than peers.



Suspensions don't work for schools, teachers, or students!

- ✓ The frequent use of suspension and expulsion may contribute to a negative school climate where kids don't feel supported or nurtured academically or emotionally.

Suspensions have negative consequences!

- ✓ Suspended students lose instructional time which increases the likeliness of frustration at being behind peers academically which results in additional discipline issues and the likelihood of dropout, truancy, substance abuse, and juvenile delinquency.



There are effective alternatives to suspension!

- ✓ Individual and school-wide interventions that use proactive approaches and reinforce positive behaviors will contribute to an increase in academic engagement, academic achievement, and reduce suspensions and drop-outs.

Questions Engaged Board Members Could Ask About Discipline Policies:

1. What data do we have regarding **out of school suspensions and graduation rates** in our school, neighboring schools, and the state?
2. How do we **collect and report data** including number of students suspended, demographic data, instructional days lost, number of incidents, and reason for suspension as well as what happened immediately before and after the suspension?
3. How can we, as a school, **reduce the number of suspensions and promote alternatives**?
4. How does our curriculum address the **social and emotional learning needs** of our staff and students?
5. What **research-based approaches** are being reviewed, implemented, and supported to prevent the use of out of school suspensions?

<https://www.nsbao.org/sites/default/files/0413NSBA-Out-Of-School-Suspension-School-Board-Policy-Guide.pdf>

Most Common Infractions Resulting in Suspensions:

- Disobedience
- Disruptive Behavior
- Profanity
- Threat/Intimidation
- Left Class without Permission
- Tobacco/Weapons/Narcotics/Alcohol
- Insubordination
- Fighting
- Disrespect
- Noncompliance



November 2017



ADVANCING ACADEMIC ACHIEVEMENT
Cardinal Learning

What **ARE** You Thankful for?

"I am thankful for the opportunity to be a consultant and work with teachers to help improve and support student academic growth." - Kim

"I am thankful for the children we help in our after school program." - Ebony



"I am thankful for family. By my definition, family is just not those biologically related to me. By family I mean all those who surround me every day, give me purpose and make me feel like my day has been spent making a difference." - Trevor



"I am thankful to work with the kids at the Mareda Center and learn how they live, which gives me the opportunity to give and receive love that they need." - Brooke

"I am thankful for the variety of work we do for schools, teachers, and students all over Ohio. It's always fun AND challenging!" - Andrea

"I am thankful to work at a job offering extra help and assistance to children who have come from the same place as me. To give them more than I was offered, in hopes they make it further than other children in their community." - Alex



"I am thankful for my job and the caring people I work with and my loving family." - Deb



"I am thankful for the opportunity to serve some of Toledo's families who are most in need!" - Allison

Which Side Are YOU On?

Check out these commonly debated themes in education...

Homework!

- Should be done at home with parents and turned in to school the next day to the teacher!

Suspension!

- Should be done AT SCHOOL in a secluded area with an adult who can further the learning opportunities students are missing.

Instruction Time!

- Should be done at school with teacher teaching and students learning!

Standardized Test Prep!

- Time at school should be spent on standards and textbooks NOT teaching kids how to take tests.

Textbooks in Instruction!

- Teachers need textbooks to teach the students. Without books, too much will be left out for students.

Common Core Standards!

- Ohio should review and seriously consider dropping the Common Core as other states have done.

Progress or Achievement!

- Progress = Growth! This tells more about what and how much students have learned.

Flexible Seating in Classrooms!

- Desks in rows or groups is better for maintaining control and teaching the students in every grade.

- Should be worked on at school with time for assistance from the teacher and peers who can help!

- Should be OUT OF SCHOOL and hold parents accountable for helping student deal with behavior and academic issues.

- Could be flipped where students learn at home virtually in the evening and experience the learning at school!

- Students need to be taught successful testing skills and strategies to help them be more successful.

- Teachers should teach using the standards as the guide and incorporate varied strategies and ideas. Textbooks...not necessary!

- Ohio standards are in line with the Common Core...it's not the standards but the tests that should be examined!

- Achievement! Set the bar high and hold students and teachers accountable to get there!

- Varied seating structures will increase engagement and motivation of students.



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