



1st Quarter Report

SCHOOL SUSPENSIONS

Idonia M. Owens, Ed.D. | School Chief | December 1, 2017

Executive Summary

The “Why”

Over the past 20 years there has been a transformation in many facets of school life. Curriculum has changed dramatically, technology continues to be implemented and assessment has become far more rigorous. Yet, in many schools, discipline remains relatively the same as it was in 1995.

Traditional exclusionary “consequences” – office referrals, in-school suspensions, out-of-school suspensions and expulsion – have the unintended result of removing the most academically at-risk students from the classroom. Additionally, a disproportionate number of students of color and students with disabilities are suspended across the nation. Given this, current research in both advocacy groups, school systems, and government agencies have supported an end to exclusionary and zero-tolerance policies.

In recent years, schools have begun moving toward progressive discipline, restorative practices, PBIS (Positive Behavior Interventions & Support) and other alternative methodologies. The Rochester City School District is in alignment with practices and methodologies, and in 2016 the Code of Conduct, Policy 1400, was adopted.

According to the Code of Conduct:

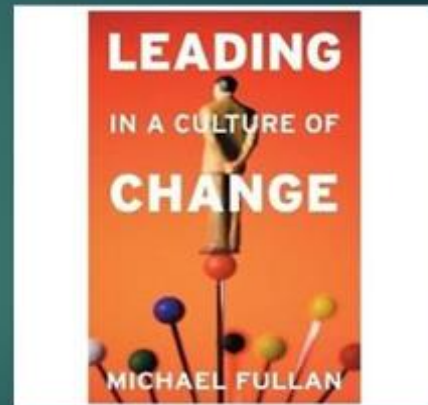
“This Code is intended to be a living document. We have begun with an initial goal of minimizing the push-out of students through suspensions and arrests, which are shown to contribute to what has been termed the “school-to-prison pipeline.” Multiple layers contribute to students’ success and well-being, including engaging families as partners and assuring that District personnel and school-level staff have the supports and resources they need to implement the new Code. The focus of all of our collaborative efforts, including this Code and beyond, is a vibrant and supportive school climate across the District. We will learn as we put this Code into action. We will push toward the aspirations within it, even as we strive to assure the supports needed are in place. We will make changes and develop sections that need further work based upon our learning, and we will assess our progress ongoing in order to achieve the goals of keeping students safe, in school, and flourishing.”

The following report summarizes the RCSD suspension findings for the first quarter of the 2017 – 2018 school year.

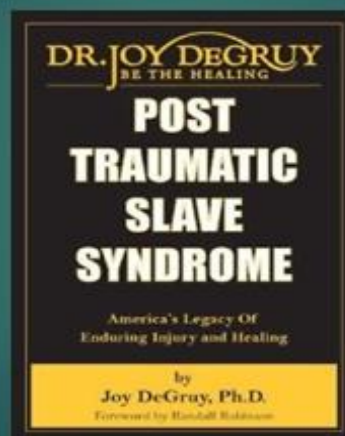
The Code of Conduct, Rochester City School District Policy 1400 is:

GROUNDED in the research by:

Coherence making - which involves prioritizing and focusing, is greatly facilitated when guided by moral purpose. To achieve moral purpose is to forge interaction—and even mutual purpose—across groups.



The Relationship Model of Educational Intervention



Rochester Teacher Center

Dr. Susan Goodwin, Director



- ❖ African/Diasporan History and Culture
- ❖ *Tapping into Student Experiences: Culturally Relevant Pedagogy*
- ❖ *Teaching Children of Color: Engaging with the Seven Constructs of Effective Teaching in Urban Schools, An Overview*
- ❖ *Introduction to Culturally Connected and Responsive Practices*

And

Restorative Practices

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

“Restorative Practices **in** school, **learning**, rather than removing them for suspension or expulsion...”

The ROC Restorative Team partners with schools, families, and community organizations who commit to study and implement restorative practices by building relationships, coaching, applying research based tools, and reflectively planning change.



▶ Trained Facilitators in restorative approaches in Schools:

Elementary Schools

2, 3, 5, 7, 10, 12, 16, 17, 19, 22, 23, 29, 35, 41, 42, 46, 50, 52, 54, 57, 58,

High Schools

NE, NW, Wilson Commencement, Monroe, IAT, Leadership Academy for Young Men, Edison, Wilson Foundation, Vanguard, Rochester Early College

The School is the Unit of Change

Bright Spots

- ▶ **Every School** One or some combinations of: Help Zones/ISS Rooms – Safe Zones – Cool Down Rooms in every RCSD school dependent tailored to their individual needs.
- ▶ **Victorious Minds Academy** - Approximately 90 staff, including teachers, administrators, counselors, social workers, principals and school safety officers. Staff from 14 schools who reach 1,100 students and their families. Intensive work on Gr. Joy DeGruy's model of educational intervention, and Dr. Susan Goodwin's cultural competency curriculum. Weekly sessions supplemented with readings, action/curriculum projects, and personal reflections.

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Victorious Minds Academy
Students at School #3

Bright Spots

- ▶ **High Schools** are beginning to implement an Advisory structure so that students can have at least one person in the building with whom he/she connects. WOIS, SWW, IAT
- ▶ **Decrease in Suspensions** from previous 3 years. Principals trained on the COC and under continuous coaching by School Chiefs.
- ▶ **Social Emotional Supports** in every school, i.e. Center For Youth, Second Step, Social Workers, School Counselors, Gandhi Institute, Pathways to Peace

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Bright Spots

- ▶ **Wilson Commencement** RTI and Re-Entry Meetings between students and teachers with restorative dialogues held weekly.
- ▶ **One Suspension** #9, #22, #33, #3
- ▶ **COC Training** provided for each building Principal.



On the Move

School #12

8% decrease in suspensions over past 6 weeks



- ✓ Restorative Practices
- ✓ Cool Down Spot in 60% of classrooms
- ✓ Ongoing support from School Chief
- ✓ Center for Youth
- ✓ Social Worker
- ✓ Help Zone
- ✓ Advisory
- ✓ Shifting School Culture
- ✓ Leadership team monitoring every student by face and name

On The Move

Edison

- ✓ Student Support Center
- ✓ Edison Health Center
- ✓ Help Zone
- ✓ Center for Youth
- ✓ Pathways to Peace
- ✓ Hillside Advocates
- ✓ Restorative Practices
- ✓ Ongoing support from School Chief

48% decrease in suspensions in past 6 weeks



On the Move

School #17

- ✓ Center for Youth
- ✓ Gandhi Center
- ✓ Americore
- ✓ Charles Street Settlement House
- ✓ Ibero – 2 Social Workers
- ✓ U of R Health Services
- ✓ Safe Rooms
- ✓ New Teacher Behavioral Support Plans

76% decrease in suspensions in past 6 weeks



Suspension Summary by Category

Suspension Summary Rochester City School District

School Year	Incidents	Short Term	Long Term	Total Suspensions
2013-2014	12,732	12,031	1,165	13,196
2014-2015	12,153	11,339	661	12,000
2015-2016	11,893	10,767	871	11,638
2016-2017	7,581	7,636	560	8,196
2017-2018 as of 11/16/2017	1,725	1,623	123	1,746

Note: The categories Short-term and Long-term reflect the duration of a suspension.
 Short Term – 5 days or less Long Term – More than 5 days
 Incidents may result in more than one student receiving a suspension.

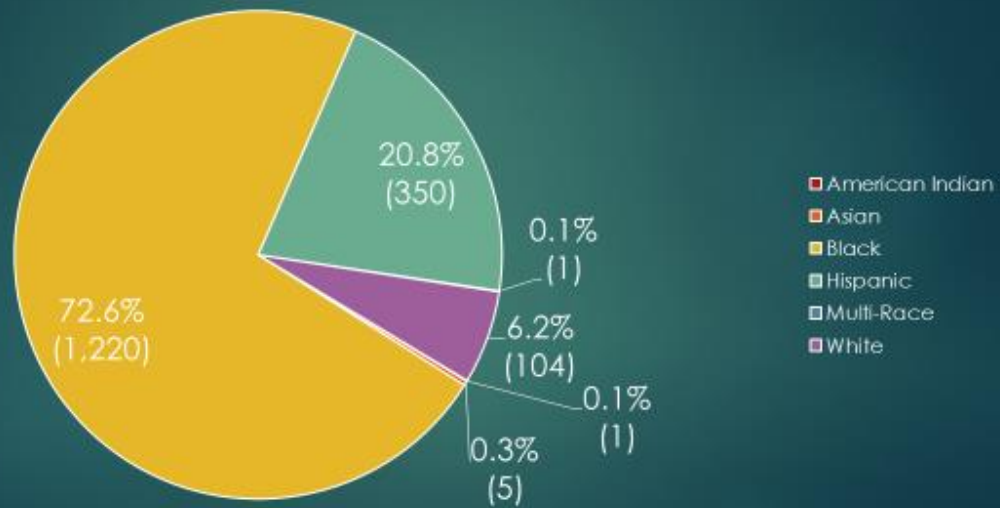
Rochester City School District Month by Month Suspensions

District-wide Suspension Data

Year	2015-16	2016-17	% Increase / Decrease	2017-18	% Increase / Decrease
September	504	477	5%	447	6%
October	1,225	772	37%	840	9%
November	1,216	852	30%	459	46%*

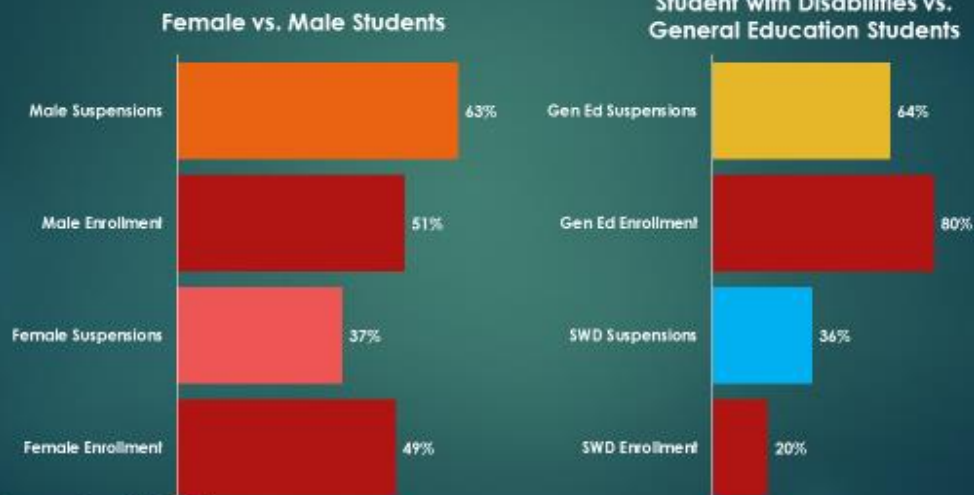
* As of November 16, 2017

2017-2018 Suspensions by Ethnicity



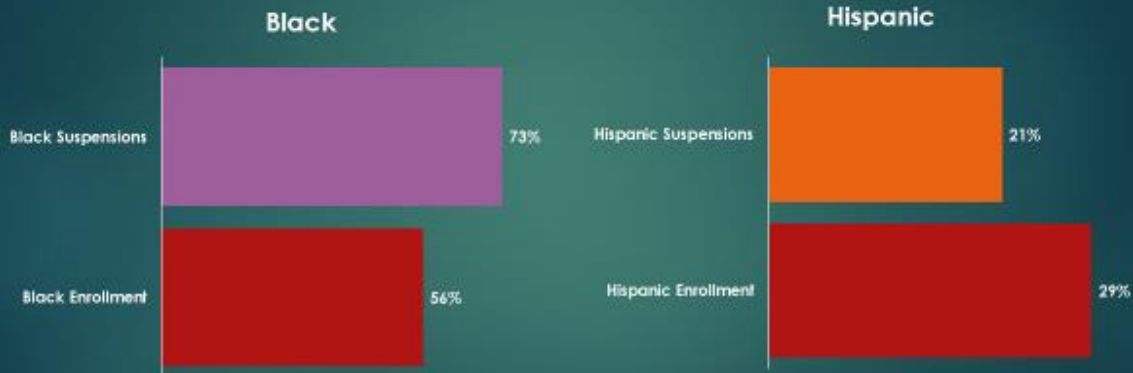
As of November 16, 2017

Demographics- Student Enrollment in Comparison to Student Percentage Suspended



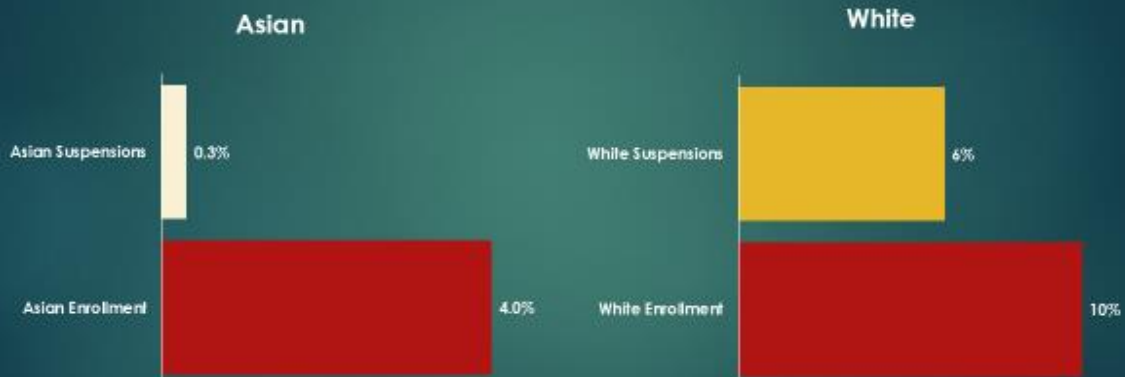
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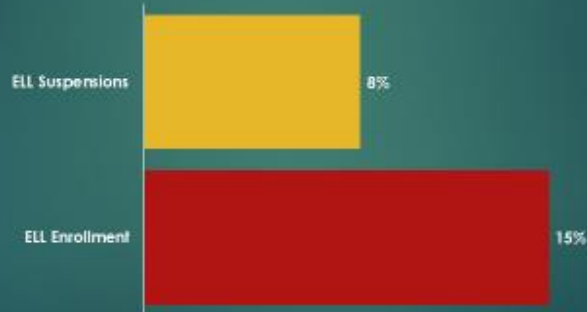
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English Language Learners



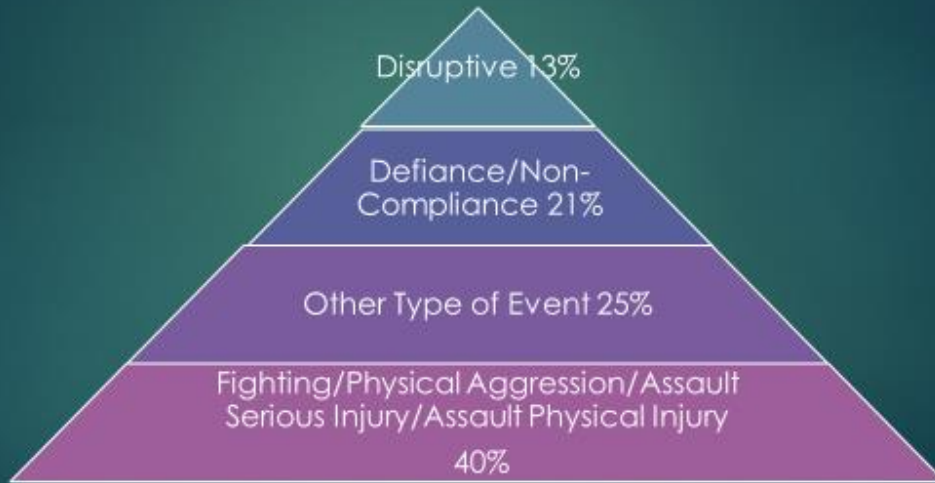
As of November 16, 2017

Suspensions by Grade Level

Grade	Enrollment	# of Suspensions	Suspensions per 100
N/A	89	0	
PK2	33	0	
PK3	2,301	0	
PK3 AM	73	0	
PK3 PM	32	0	
PK4	3,612	0	
PK4 AM	66	0	
PK4 PM	48	0	
Kindergarten	2,981	3	0.10
Grade 1	3,194	23	0.72
Grade 2	3,223	17	0.53
Grade 3	3,415	46	1.35
Grade 4	3,332	83	2.49
Grade 5	3,395	95	2.80
Grade 6	3,143	88	2.80
Grade 7	2,961	254	8.58
Grade 8	2,951	216	7.32
Grade 9	4,532	503	11.10
Grade 10	4,109	193	4.70
Grade 11	2,992	90	3.01
Grade 12	3,434	38	1.11
Graduated	1	0	
GED	102	0	
Grand Total	50,019	1,649	3.30

As of November 16, 2017

Discipline Events



As of November 16, 2017

RCSD

Suspensions September-November Three Year Trend



As of November 16, 2017

Suspension Outcomes



As November 16, 2017

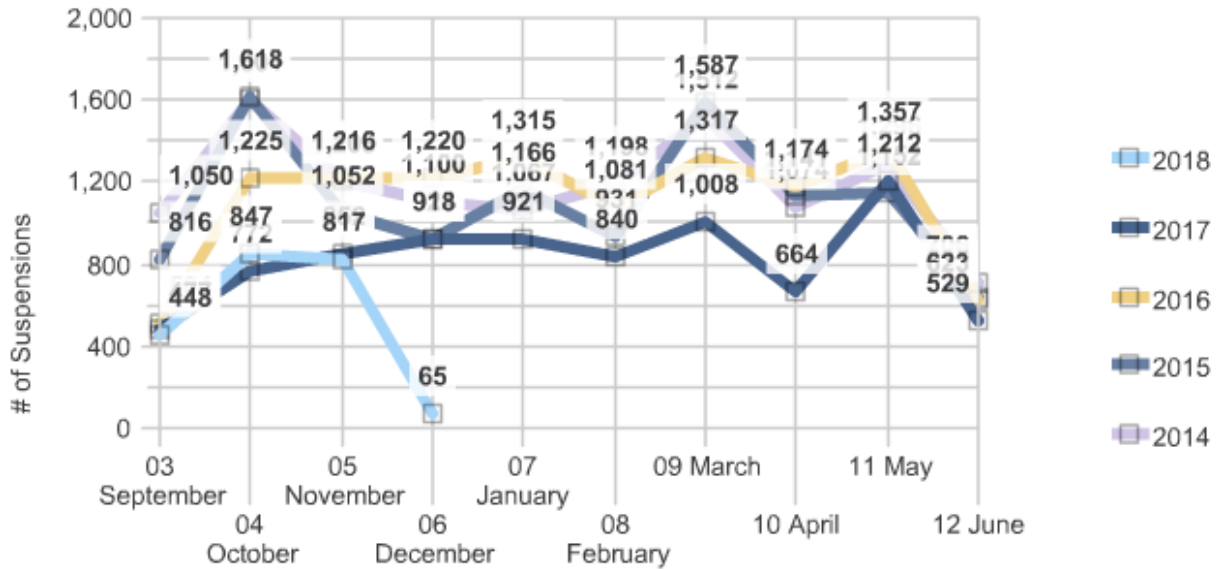
Top Five Locations for an Incident to Occur



As of November 16, 2017

Summary and Recommendations

First quarter findings clearly indicate that the suspension rate for the RCSD has decreased in the first two weeks of November, 2017 from the previous month. Additionally, the three year trend in suspensions is at an all-time low (Data Point: November 16, 2015-16, 2016-2017, 2017-2018 school years).



It is recommended that that for the next quarter work continue in the areas of:

- Increasing social emotional supports for students with disabilities.
- Improving school climate and culture.
- Ongoing professional development for building leaders and staff in restorative practices, progressive discipline, and guidance interventions.
- Decreasing the number of suspensions for minor offenses such as disrespect, insubordination, cell phone violations, insubordination, non-violent behaviors, and inappropriate language.

Specific strategies are needed to address issues of disproportionality in the suspension rates of Black students and students with disabilities. It is recommended that once particular schools are identified intensive supports are put in place which include, but are not limited to:

- Intra-school visits.
- Collegial circles.

- Weekly meetings with Chief of School Support.
- In building restorative practice training with RocRestorative.
- Implicit Bias and Anti-racism training.
- Assist Principals with developing threat assessment guidelines and de-escalation techniques.