

Training Guide for Using Data to Promote Equity in School Discipline

INTRODUCTION

Planning and Facilitating Work Sessions to Improve School Discipline

April 2019

Vicki Nishioka and Aisling Nagel

This document was prepared under Contract ED-IES-17-C-0009 by Regional Educational Laboratory Northwest, administered by Education Northwest. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

NOTE: These materials are part of a series, “Using Data to Promote Equity in School Discipline,” which comprises an introduction and four work sessions. To access the introduction/planning document, the other work session training guides, and the accompanying PowerPoint presentations, visit <https://ies.ed.gov/ncee/edlabs/regions/northwest/news/equity-school-discipline.asp>

The materials available in this series include:

- *Introduction: Planning and Facilitating Work Sessions to Improve School Discipline*
- *Work Session: Revising School Discipline Policies and Procedures to Promote Equity*
- *Work Session: Using School Discipline Data to Pinpoint Concerns and Track Progress*
- *Work Session: Using Reflection Groups to Learn How Families and Educators View Their School or District*
- *Work Session: Identifying Strategies to Promote Equity in School Discipline*

Contents

Introduction 4

Implementing the *Training Guide for Using Data to Promote Equity in School Discipline Series*. 9

Handout 1. Work session evaluation 16

About the *Using Data to Promote Equity in School Discipline Series* 17

References..... 18

Tables

Table 1. Questions for clarifying the role of the work session facilitator 8

Table 2. Questions to guide selection of the work sessions..... 11

Table 3. Materials and resources contained in each work sessions..... 14

Table 4. Strategies for dealing with difficult situations 15

Figures

Figure 1. Plan-Do-Study-Act: Using data to guide improvement decisions..... 6

Introduction

The passage of the Every Student Succeeds Act (ESSA) calls for the use of data and evidence to inform policy and practice decisions to improve outcomes for all students. Schools must identify student groups that are falling behind academically, such as students of color or students with disabilities. Once identified, the school must develop and implement an evidence-based action plan to improve the education outcomes for the student group.

Ensuring all students achieve success requires schools to examine disparities in the use of exclusionary discipline practices that remove students from classroom instruction. Suspensions and expulsions are exclusionary discipline practices that are associated with a range of negative outcomes for students in preschool through grade 12. Nationally, a growing body of research indicates that students who are suspended or expelled are more likely than other students to fail academically, experience chronic absenteeism, repeat grades, and drop out of school (Balfanz, Byrnes, & Fox, 2015; Fabelo et al., 2011; Noltemeyer, Ward, & Mcloughlin, 2015).

Racial disparities in school discipline exist in every state and at every grade level, including preschool (Fabelo et al., 2011; Losen & Gillespie, 2012). Often, American Indian/Alaska Native, Black, and Hispanic students receive the harshest discipline (Brown & Di Tillio, 2013; U.S. Department of Education, 2016). Although some argue that differences in suspension rates are due to poverty or differences in behavior, there is no evidence this is true. Studies show students of color receive more suspensions than White students—even when their behavior and backgrounds are similar (Bradshaw, Mitchell, O'Brennan, & Leaf, 2010; Skiba, Michael, Nardo, & Peterson, 2002; Skiba & Williams, 2014). In fact, a student's race will increase the odds that they will receive a suspension more than their behavioral history, poverty level, gender, or disability status (Anyon et al., 2014). For these reasons, a district's approach to discipline can have a tremendous influence on students' rates of suspension and expulsion (Murkuria, 2002).

Purpose of these training materials

REL Northwest developed these training materials to help school and district teams plan their approach to improving school discipline policies and practices. The guide describes the Plan-Do-Study-Act continuous improvement process to promote equity in school discipline (Deming, 1986). It also explains how teams could access, select, and use the materials in four work sessions to pinpoint concerns, identify interventions, develop an action plan, and monitor progress in their setting. We recommend starting with this planning guide to select and determine the order of work sessions that would best address your school or district needs. Some teams who are in the early stages of organizing school discipline data systems and improvement processes may decide to use all four work sessions. Other teams who have revised their school discipline policies or have made progress toward their school discipline improvement goals may select one or two work sessions to support their work.

Who should use these materials?

These materials are intended for school and district teams that oversee school climate and discipline policies and practices. They may also be useful to education service districts or others who provide coaching, technical support, and facilitation services to schools or districts on improving school climate and discipline. For the remainder of this guide, the terms “team” or “team members” mean the information is applicable to either district- or school-level teams. The term “district team” will refer to information that is relevant for district-level teams only.

District team refers to a district-level team that is planning and/or implementing districtwide changes in school discipline policies and practices. Members of the district team should represent the various stakeholder groups that are involved in school discipline, including district administrators, school administrators, teachers, data analysts, and education specialists.

School team refers to a school-level team that is planning and/or implementing school-level changes in school discipline policies and practices. Members of the school team should represent the various stakeholders including school administrators, teachers, data analysts, other education specialists and, if appropriate, a district representative.

Both school and district teams should provide opportunities for students and parents to share their viewpoints and recommendations. For example, the team could include them as members of the team or actively collect information about their perspectives as described in *Using reflection groups to learn how families and educators view their school*.

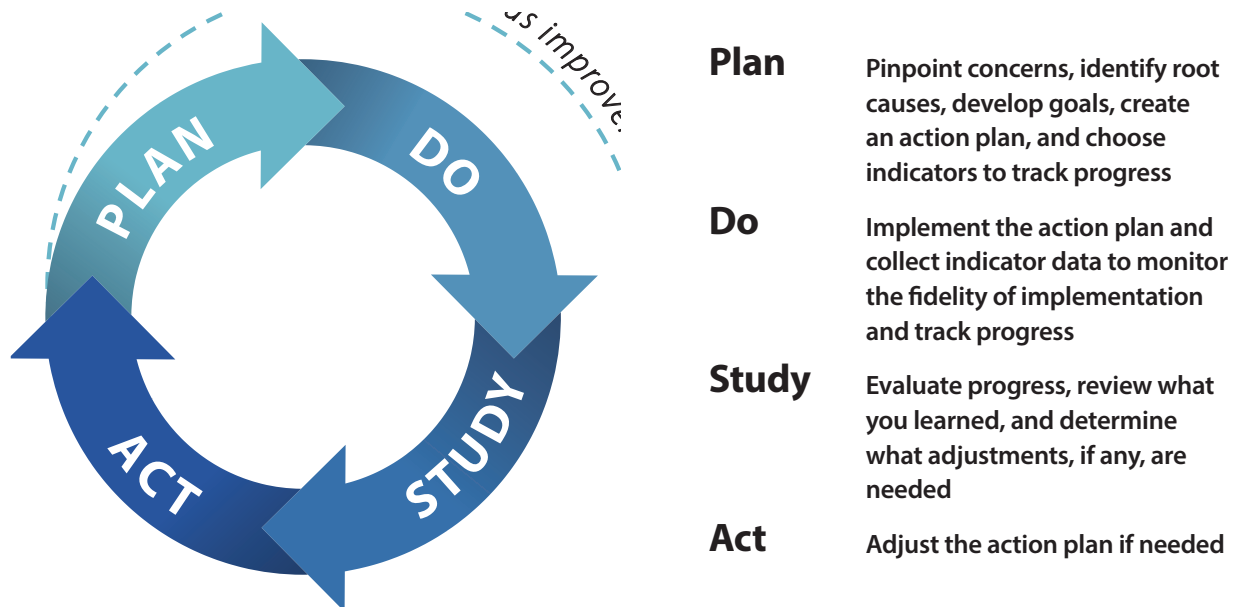
Approach

These materials describe how to plan and organize team work sessions on improving school and district discipline policies or practices. The design of the work sessions is based on three assumptions. First, principles of adult learning indicate that adults learn best when they can apply new knowledge to their own practice (McCall, Padron, & Andrews, 2018). Second, aligning policy with practice will promote coherence and sustainability of school discipline improvement efforts. Third, embedding the use of data and evidence in the Plan-Do-Study-Act continuous improvement process, which can be applied to several contexts and circumstances, will be most useful to schools and districts. For these reasons, the agenda for each work session devotes the majority of time to helping teams discuss how research on school discipline applies to their setting, reflect on their current practice, and integrate both research and reflection into their continuous improvement efforts.

Plan-Do-Study-Act

Plan-Do-Study-Act is a process for continuously using data to guide improvement decisions. The process has been in use for several decades and is well-established in both research and practice (Deming, 1986). The four stages of the process are shown in figure 1 and described in the following paragraphs.

FIGURE 1.
Plan-Do-Study-Act: Using data to guide improvement decisions



Source: Authors' illustration of the Plan-Do-Study-Act continuous improvement cycle, based on Deming, 1986.

Plan: Pinpoint concerns, identify root causes, develop goals, create an action plan, and choose indicators to track progress. A data-driven improvement process requires using multiple sources of data to determine if overuse or disproportionality in exclusionary discipline exist and, if so, the student groups or circumstances that are most affected. Exclusionary discipline refers to actions that remove students from school, such as in-school-suspension, out-of-school suspension, expulsion, and removal to an alternative setting for disciplinary reasons. If a problem does exist, the team may need to gather additional data from educators, students, and families to select interventions that would address specific concerns. Examples of additional data include discipline policies and procedures to learn expectations on assigning school discipline. Information collected from students, educators, or families through surveys or reflection groups can also provide helpful information about the circumstances that lead to discipline incidents. Finally, office discipline referral records that provide details about student demographics, time of day, location, behavioral infraction, and discipline action can also help identify appropriate interventions.

Do: Implement the action plan and collect indicator data to monitor the fidelity of implementation and track progress. During this stage, the team should use data to implement and test the effectiveness of the intervention. It is helpful to collect data on the fidelity of implementation of the intervention as well as improvement in the desired school discipline outcome.

Study: Evaluate progress, review what you learned, and determine what adjustments, if any, are needed. Monitoring progress requires analyzing and reviewing data on progress toward the desired school discipline outcomes. The team should also review data on fidelity of implementation.

Act: Adjust the action plan, if needed. Adjusting or modifying the intervention or action plan is warranted if there is little or no progress on the desired goals. Review of data should examine whether fidelity of implementation was a factor or whether the intervention requires adjustment or should be changed altogether. Once a decision is made, the cycle is repeated to implement and monitor the new action plan.

Facilitating work sessions

Effective work sessions encourage collaboration and the active involvement of all team members in learning the research and sharing reflections from their own practice. Facilitation of work sessions should be based on the belief that team members will bring a depth of knowledge about their students, school, and/or district that will inform assessment and planning. The facilitator should also respect the need for team members to make efficient use of their time, given their busy work schedules. Finally, facilitation should recognize the importance of helping team members apply work-session content to improve school discipline in their setting.

Facilitators are designated to lead and organize the team's work on needs assessment, planning, or implementing changes in school discipline policies and practices. Because the needs of each setting are different, the facilitator will need to plan and organize materials to ensure that each work session addresses the needs of the school or district work and then plan when and how to best use these resources.

During work sessions, you will help teams use selected materials, engage in constructive conversation on how to apply relevant research to their school or district setting, and to develop an action plan for improving school discipline policies and practices. Following each work session, you will be responsible for planning and supporting continued work. The follow-up work includes scheduling, planning, and facilitating additional work sessions. It may also require you to work directly with staff members (either individually or in small groups) and to handle administrative tasks, such as providing progress updates to school or district administrators or ensuring systems of communication among team members are in place. Questions that may help you better understand how to support the school or district work teams are provided below (table 1).

TABLE 1.
Questions for clarifying the role of the work session facilitator

1. What is your role and what are your responsibilities as the facilitator?
 2. What are the roles and responsibilities of the district and/or participating schools?
 3. What are the responsibilities of the work team members?
 4. What are the levels of decisionmaking for the policy revision or school discipline improvement process? Which decisions can the school team make? Which decisions can the district team make? Which decisions require superintendent, district administrator, and/or board approval?
 5. What resources are available to the work team (e.g., support staff, release time, supplies, meeting facilities, or refreshments)?
 6. Who should receive progress updates about the school discipline work? How often should the team provide these updates?
 7. Who should you consult if barriers or problems arise?
-

Implementing the *Training Guide for Using Data to Promote Equity in School Discipline Series*

There are five parts in this series: this planning guide and facilitation materials for four work sessions, each of which is described below. We recommend starting with this guide to determine your team’s approach to improving school discipline and to select work session materials that address your local context and needs. Schools or districts that are in the beginning stages of improving their school discipline may find all the work sessions useful. Other schools or districts that are already using evidence-based school discipline systems and/or regularly using data to guide school discipline improvement may only need selected work sessions—or even parts of a session—to address specific needs. Each work session includes presentation slides and notes, participant handouts, and participant activities. Below are brief descriptions and links to this planning guide and work session materials.

Introduction: Planning and facilitating work sessions to improve school discipline. This planning guide provides information on how school and district teams can use the Plan-Do-Study-Act cycle to improve school discipline. It also suggests ways to select and use the REL work session materials to support planning and monitoring their school improvement efforts.

Work session: Revising school discipline policies and procedures to promote equity (4 hours). The purpose of this work session is to help district teams review their school discipline policies so that they focus on prevention and limit the use of exclusionary discipline. District teams will also begin developing a discipline policy revision plan. Specific work session objectives are:

1. Discuss why school discipline policies are shifting, both nationally and within your district, from a zero-tolerance approach to school discipline to one that focuses on prevention and keeping students in school.
2. Review your district’s school discipline policies using the Discipline Policies and Procedures Summary (DPPS).
3. Identify resources and example discipline documents to inform revision of your district’s discipline policies and procedures documents.
4. Begin organizing and planning revision of the district’s discipline policies.

Work session: Using school discipline data to pinpoint concerns and track progress (3.5 hours). The purpose of this work session is to increase school and/or district team members' knowledge about how to use discipline data to pinpoint school discipline concerns and how to communicate these findings to administrators, teachers, and families. Teams will also discuss considerations for improving the quality and credibility of their data. The work session is designed to support school and/or district continuous improvement efforts using the Plan-Do-Study-Act model. The session contents provide information to support needs assessment in the "Plan" stage and to track progress in the "Study" stage. Specific work session objectives are:

1. Use disaggregated data to identify school discipline concerns in your setting.
2. Discuss ways to improve the quality of available data and identify additional data that could inform improvement decisions.
3. Discuss different perspectives that administrators, teachers, and families may have about school discipline to consider when sharing research and their school or district discipline data.

Work session: Using reflection groups to learn how families and educators view their school or district (3 hours). The purpose of this work session is to increase team members' knowledge of research on how parents can help improve school discipline. Team members will also plan an educator or family reflection group for their settings. The work session is designed to support school and/or district continuous improvement efforts using the Plan-Do-Study-Act model. Learning more about the opinions of families and educators supports needs assessment in the "Plan" stage and could inform improvement decisions in the "Act" stage. Specific work session objectives are:

1. Understand why the perspectives of educators and family members are essential for improving equity in school climate and school discipline.
2. Plan a reflection group to learn more about what educators and/or families think about school climate and discipline.
3. Practice conducting a reflection group with peers (recommended if the facilitator has experience conducting reflection groups with educators and/or family members).

Work session: Identifying strategies to promote equity in school discipline (3 hours). Teams will have the opportunity to discuss school and classroom strategies associated with lower rates of exclusionary discipline practices. They will also use their data to plan and implement interventions during the "Plan" stage of the Plan-Do-Study-Act continuous improvement process. Specific work session objectives are:

1. Learn what the research says about school or classroom discipline practices that are associated with lower rates of school discipline.
2. Identify potential root causes that contribute to the school discipline concern.
3. Choose a school or district discipline practice that will be the focus of your intervention and identify strategies that your school or district could implement to improve school discipline practices.

Selecting and using work session materials

The work sessions in this guide are designed to be flexible and modular. Schools or districts that are in the beginning stages of improving their school discipline may find all the work sessions useful. Other schools or districts that are already using evidence-based school discipline systems and/or regularly using data to guide school discipline improvement may only need selected work sessions—or even parts of a session—to address specific needs. Identifying which work sessions are appropriate for your local context is the first step in planning.

The questions in table 2 are designed to help you make this decision. We also recommend reviewing the agenda and content of each work session to determine whether all or portions of a given work session address the specific needs of your school or district.

TABLE 2. Questions to guide selection of the work sessions

If the answer to any of the following questions is “no,” conduct the *Revising school discipline policies and procedures to promote equity work session*

Do the districts’ school discipline policies and procedures:

1. Align with the districts’ vision and values on equity?
 2. Focus on preventing discipline incidents and teaching social and emotional learning for every student?
 3. Provide guidance on intervening early, providing positive support, and using nonexclusionary discipline practices?
 4. Limit the use of exclusionary discipline, especially for nonviolent behavioral infractions such as issues related to following school rules, disruptive behavior, or attendance concerns?
 5. Direct administrators to consider students’ age, skill level, behavioral history, and circumstances of the discipline incident when assigning discipline consequences?
 6. Reflect current discipline practices in your schools?
-

If the answer to any of the following questions is “no,” conduct the *Using school discipline data to pinpoint concerns and track progress work session*

Do school and district teams:

1. Collect, analyze, and report school discipline data indicators that are disaggregated by race/ethnicity, disability status, and other student groups that may receive disproportionately high rates of school discipline?
 2. Review school discipline data reports to inform improvement decisions regularly throughout the school year?
 3. Discuss ways to improve the reliability and usefulness of available data?
 4. Identify additional data that could inform improvement decisions?
-

If the answer to any of the following questions is “no,” conduct the *Using reflection groups to learn how families and educators view their school or district work session*

Do families and/or educators:

1. View the school or district as having a positive and welcoming environment for all students?
 2. View the school or district as one that promotes positive relationships that are based on trust and respect for cultural differences?
 3. View the school or district as one that communicates and works together on school climate and discipline concerns for the whole school and for individual students?
 4. Believe discipline practices are fair, promote equity, and are effective in protecting the physical, psychological, and emotional safety of all students?
-

If the answer to any of the following questions is “no,” conduct the *Identifying strategies to promote equity in school discipline work session*

Do school and districts:

1. Use root-cause analysis processes to inform selection of school discipline interventions?
 2. Select evidence-based strategies that are associated with reducing overuse and disproportionality in exclusionary discipline practices?
 3. Implement school and classroom strategies that are producing desired school climate and discipline outcomes?
-

The second planning decision involves determining how you will conduct the work. There are several factors to consider: Who should participate? How much time can your school or district devote to the project? Do you have the necessary resources to conduct the work? Answering these questions will help you identify the work sessions that are appropriate for your team.

For example, if a single school or district team will be responsible for improving school discipline, how will you ensure that the team has the necessary data to pinpoint concerns? If this is an issue, then the *Using school discipline data to pinpoint concerns and track progress* work session should be a priority.

Ultimately, final decisions on using the resources in this guide will be up to administrators and school staff members who are knowledgeable about the school discipline improvement needs in their setting.

Planning the Work Session

Planning and organizing the materials is an important step in facilitating productive work sessions. Before each session, the school or district should ensure that the size of the meeting space and technology will accommodate the work session activities. At minimum, the meeting space should accommodate a table arrangement that allows for full-group discussions, and it should have access to the technology required for PowerPoint presentations, as well as chart paper or a white board to record

work assignments. We also recommend providing additional tables or other meeting spaces to allow smaller work groups to discuss and complete their assigned tasks, if needed.

For example, in the first part of the work session, *Revising school discipline policies and procedures to promote equity*, you should ensure that there is a large table that allows the entire district team to participate in the presentation and discussion of the research on why school discipline policies should focus on prevention, teaching social-emotional skills, and limiting the removal of students from classroom instruction. The work session also describes the elements and how to use the *School Discipline Policies and Procedures Summary* to review school discipline policies. At this point, district teams may choose to review their policies as a large group or assign review of their discipline policies to smaller work groups. If the decision is to divide the work among smaller work groups, then additional work spaces will be needed.

Next, prior to the session, the facilitator needs to organize the materials and ensure all team members will have access to electronic copies and/or to paper copies of all handouts. A list of the materials and resources for each work session is provided below (table 3). It is important that you review the list and organize the resources needed prior to each work session.

TABLE 3.
Materials and resources contained in each work sessions

	<i>Annotated agendas</i> that suggest how to organize the work sessions and that summarize the slide decks, handouts, and other materials required for each activity.
	<i>PowerPoint presentations</i> that include slide decks and talking points (click orange icon) to help you explain the objectives and provide an overview of the topic. Each presentation also explains how to use session materials and/or complete activities.
	<i>Information briefs</i> that provide information about policies and research related to the topic or focus of the work session.
	<i>Participant handouts</i> that support facilitation of discussions and activities to help teams apply the content to their local context and needs.
	<i>Additional resources and office supplies</i> that you will need to obtain and organize before the work session.
	<i>Participant feedback about the work session including usefulness, recommendations for improving the session and suggestions for planning next steps</i>

Facilitating the work session

During work sessions, the facilitator’s primary role is to help the team develop group agreements on how it will conduct respectful conversations, listen to different points of view, make decisions, and carry out the work. The facilitator is responsible for guiding discussions, keeping the work session on schedule, and helping team members tailor the materials to their local context. The facilitator also plays an important role in maintaining the team’s focus on a shared goal and developing a work plan that includes clearly defined tasks, timelines, and assignments based on relevance, interest, and skills.

Finally, the facilitator may need to deal with disagreements, which can be a distraction if they are not addressed early or skillfully. It is essential to be diligent about reviewing and reinforcing group norms, such as listening respectfully to others, being present and engaged during the meeting, and completing assigned tasks on time. Additionally, to keep discussions on track (or to bring them back on track), facilitators can list the topics they want to cover on the board or summarize the discussion on the board as it proceeds. If difficulties arise, there are many ways to help refocus the team, as described in table 4.

TABLE 4.
Strategies for dealing with difficult situations

Difficult situation	Strategy
Members who dominate the discussion	Redirect the discussion to another person or another topic.
Lack of participation by team members	Directly ask members if they have anything to add to the discussion or ask additional questions.
Members who are reluctant to share	Ask members to write down their answers to the question or provide the opportunity to talk in pairs.
Members who are argumentative	Resist the urge to argue back. Acknowledge the members' feelings and offer to discuss further after the end of the session to identify a next step for addressing their concerns.
Members who are defensive	Restate that the purpose of the group is to find solutions through discussion and that sharing their perspective is important and valuable to the outcome of the work session.

Sources: Brown University, Harriet W. Sheridan Center for Teaching and Learning, n.d.; Vogelsang & McGee, 2015.

Evaluating the work session

Gathering feedback from work session participants can provide important information on activities that members found useful, recommendations for improving the work session, and suggestions for next steps. Handout 1 provides a work session evaluation that collects this information.



HANDOUT 1

Work session evaluation

Date:

Work session:

1. What is the name of your school or district? _____

2. How would you classify your position? (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> School or district coach (e.g., behavior specialist, professional learning community or data coach, positive school climate) | <input type="checkbox"/> Special education teacher |
| <input type="checkbox"/> Administrator (e.g., principal, assistant principal, director, school head) | <input type="checkbox"/> English learner teacher |
| <input type="checkbox"/> General education teacher | <input type="checkbox"/> Classified education professional |
| | <input type="checkbox"/> Other professional staff (e.g., counselor, curriculum coordinator, social worker) |
- _____

3. To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
The work session topic addressed a priority for my school or district.				
The work session content was clearly explained and useful for my work.				
The presentation and handouts were well-organized and easy to understand.				
The work session materials and activities helped our team apply the content to our settings.				
The presenter answered my questions thoroughly and clearly.				

4. What did you find most useful? Why?

5. What recommendations do you have for improving the work session?

6. What suggestions do you have for next steps on improving school discipline policies and practices in your school or district?

About the *Using Data to Promote Equity in School Discipline Series*

REL Northwest developed this series of training and work session materials to help schools and districts improve their school discipline policies and practices. Specifically, the series provides guidance on using data to identify areas of concern related to the overuse of exclusionary discipline or disproportionality in assigning discipline to student groups, such as students of color or students with disabilities. The series also helps teams use evidence to identify interventions, develop an action plan, track their effectiveness, and inform improvement decisions.

There are five parts in this series: a planning guide and facilitation materials for four work sessions, each of which is described below. The work session materials are designed to be flexible and modular. Schools or districts that are in the beginning stages of improving their school discipline may find all the work sessions useful. Other schools or districts that are already using evidence-based school discipline systems and/or regularly using data to guide school discipline improvement may only need selected work sessions—or even parts of a session—to address specific needs. The materials available in this series include:

- *Introduction: Planning and Facilitating Work Sessions to Improve School Discipline*
- *Work Session: Revising School Discipline Policies and Procedures to Promote Equity*
- *Work Session: Using School Discipline Data to Pinpoint Concerns and Track Progress*
- *Work Session: Using Reflection Groups to Learn How Families and Educators View Their School or District*
- *Work Session: Identifying Strategies to Promote Equity in School Discipline*

To access the introduction/planning document, the other work session training guides, and the accompanying PowerPoint presentations, visit <https://ies.ed.gov/ncee/edlabs/regions/northwest/news/equity-school-discipline.asp>

References

- Anyon, Y., Jenson, J. M., Altschul, I., Farrar, J., McQueen, J., Greer, E., et al. (2014). The persistent effect of race and the promise of alternatives to suspension in school discipline outcomes. *Children and Youth Services Review, 44*, 379–386.
- Balfanz, R., Byrnes, V., & Fox, J. (2015). Sent home and put off track: The antecedents, disproportionalities, and consequences of being suspended in the 9th grade. In D. J. Losen (Ed.), *Closing the school discipline gap: Equitable remedies for excessive exclusion* (pp. 17–30). New York, NY: Teachers College Press. <http://eric.ed.gov/?id=ED577223>
- Brown, C. A., & Di Tillio, C. (2013). Discipline disproportionality among Hispanic and American Indian students: Expanding the discourse in U.S. research. *Journal of Education and Learning, 2*(4), 47–59. <http://eric.ed.gov/?id=EJ1077152>
- Bradshaw, C. P., Mitchell, M. M., O'Brennan, L. M., & Leaf, P. J. (2010). Multilevel exploration of factors contributing to the overrepresentation of Black students in office disciplinary referrals. *Journal of Educational Psychology, 102*(2), 508–520. <http://eric.ed.gov/?id=EJ884851>
- Brown University, Harriet W. Sheridan Center for Teaching and Learning. (n.d.). *Microaggressions and micro-affirmations*. Retrieved August 14, 2018, from <https://www.brown.edu/sheridan/microaggressions-and-micro-affirmations-0>
- Deming, W. E. (1986). *Out of the crisis*. Cambridge, MA: Massachusetts Institute of Technology, Center for Advanced Educational Services.
- Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P., III, & Booth, E. A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. New York, NY: Council of State Governments Justice Center. Retrieved August 16, 2016, from http://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf
- Losen, D. J., & Gillespie, J. (2012). *Opportunities suspended: The disparate impact of disciplinary exclusion from school*. Los Angeles, CA: University of California, Los Angeles, Civil Rights Project/Proyecto Derechos Civiles, Center for Civil Rights Remedies. <http://eric.ed.gov/?id=ED534178>
- McCall, R. C., Padron, K., & Andrews, C. (2018). Evidence-based instructional strategies for adult learners: A review of the literature. *Codex: The Journal of the Louisiana Chapter of the ACRL, 4*(4), 29–47. Retrieved August 14, 2018, from https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1048&context=bx_pubs

- Murkuria, G. (2002). Disciplinary challenges: How do principals address this dilemma? *Urban Education*, 37(3), 432–452. <http://eric.ed.gov/?id=EJ660361>
- Noltemeyer, A. L., Ward, R. M., & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review*, 44(2), 224–240. <http://eric.ed.gov/?id=EJ1141532>
- Perry, B. L., & Morris, E. W. (2014). Suspending progress: Collateral consequences of exclusionary punishment in public schools. *American Sociological Review*, 79(6), 1067–1087.
- Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34(4), 317–342. <http://eric.ed.gov/?id=EJ663870>
- Skiba, R. J., & Williams, N. T. (2014). *Supplementary paper 1: Are Black kids worse? Myths and facts about racial difference in behavior: A summary of the literature*. Bloomington, IN: Indiana University, Center for Evaluation and Education Policy, Equity Project.
- U.S. Department of Education, Office for Civil Rights. (2016). *2013–2014 Civil Rights Data Collection: A first look*. Retrieved July 26, 2018, from <http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>
- Vogelsang, J. D., & McGee, S. (2015). *Handbook for facilitating difficult conversations in the classroom*. Retrieved August 14, 2018, from <https://www.qc.cuny.edu/Academics/Centers/Democratic/Documents/Handbook%20for%20Facilitating%20Difficult%20Conversations2.pdf>