



NEW HAVEN PUBLIC SCHOOLS



The Exclusion of Black Boys

Board of Education Meeting - New Haven Public Schools

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February 11, 2019

AGENDA

❖ **Challenge**

1. *National Trends and State Observations*
2. *Data Overview*
3. *“Barriers to Success” - What does the research say?*

❖ **Response**

1. *Our Goals / Predictors of School Success*
2. *District Support Toolkit*
3. *Recommended Next Steps*

National Trends



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- In January 2014, the Obama administration Department of Education (ED) announced a joint effort with the **Department of Justice (DOJ) addresses inequities in school discipline** by releasing a school discipline guidance package.
- The 2014 guidance addresses discipline disparities and inequitable treatment of students of color.
- In December 2018, The Trump administration recommends dismissing the guidance
- Under Titles IV and VI of the Civil Rights Act of 1964, **schools have legal obligations to administer student discipline without discriminating** on the base of race, color, or national origin. The guidance does not establish a new set of requirements but clarifies that schools must comply with the Civil Rights Act of 1964 and the Elementary and Secondary Education Act. It provides the tools and resources schools need to meet their legal obligations.

National Trends (Cont.)



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- Guidance document encourages schools to **review policies and practices** related to discipline to ensure they were administered fairly and not in a discriminatory manner.
- The Civil Rights Data Collection (CRDC), conducted by OCR, has demonstrated that students of certain racial or ethnic groups tend to be **disciplined more than their peers.**

State Observations

- Gender
 - **Suspension/expulsion rate for males is twice that of females**
 - Similar disproportionality is evidenced in all racial/ethnic groups **and** within all district categories
- Race/Ethnicity and Gender
 - Suspension/expulsion rates for **Black and Hispanic males** are two to three times that of their White counterparts.
 - Rate for **Black females** is approximately five times that of their White counterparts.
 - Similar disproportionalities are evidenced in **all district categories**.







ARE OUR CHILDREN BEING PUSHED INTO PRISON?

THE PIPELINE TO PRISON: THE U.S. HAS THE HIGHEST INCARCERATION RATE IN THE WORLD, AND ITS PRISONS AND JAILS ARE OVERWHELMINGLY FILLED WITH AFRICAN AMERICANS AND LATINOS. THE PATHS TO PRISON FOR YOUNG AFRICAN-AMERICAN AND LATINO MEN ARE MANY, BUT THE STARTING POINTS ARE OFTEN THE SCHOOL AND FOSTER CARE SYSTEMS.

FROM SCHOOL TO PRISON

STUDENTS OF COLOR FACE HARSHER DISCIPLINE AND ARE MORE LIKELY TO BE PUSHED OUT OF SCHOOL THAN WHITES.

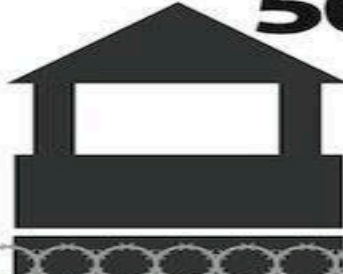
- 40%**  OF STUDENTS **EXPELLED** FROM U.S. SCHOOLS EACH YEAR ARE BLACK.
- 70%**  OF STUDENTS INVOLVED IN "IN-SCHOOL" **ARRESTS** OR REFERRED TO LAW ENFORCEMENT ARE BLACK OR LATINO.
- 3.5 X**  BLACK STUDENTS ARE THREE AND A HALF TIMES MORE LIKELY TO BE **SUSPENDED** THAN WHITES.
- 2 X**  BLACK AND LATINO STUDENTS ARE TWICE AS LIKELY TO **NOT GRADUATE** HIGH SCHOOL AS WHITES.

FROM FOSTER CARE TO PRISON

YOUTH OF COLOR ARE MORE LIKELY THAN WHITES TO BE PLACED IN THE FOSTER CARE SYSTEM, A BREEDING GROUND FOR THE CRIMINAL JUSTICE SYSTEM.

- 50%**  OF CHILDREN IN THE **FOSTER CARE SYSTEM** ARE BLACK OR LATINO.
- 30%**  OF FOSTER CARE YOUTH ENTERING THE **JUVENILE JUSTICE SYSTEM** ARE PLACEMENT-RELATED BEHAVIORAL CASES (e.g., RUNNING AWAY FROM A GROUP HOME).
- 25%**  OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **INCARCERATED** WITHIN A FEW YEARS AFTER TURNING 18.
- 50%**  OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **UNEMPLOYED** WITHIN A FEW YEARS AFTER TURNING 18.

68% OF ALL MALES IN STATE AND FEDERAL **PRISON** DO NOT HAVE A HIGH SCHOOL **DIPLOMA**.



70% OF INMATES IN CALIFORNIA **STATE PRISON** ARE FORMER **FOSTER CARE** YOUTH.

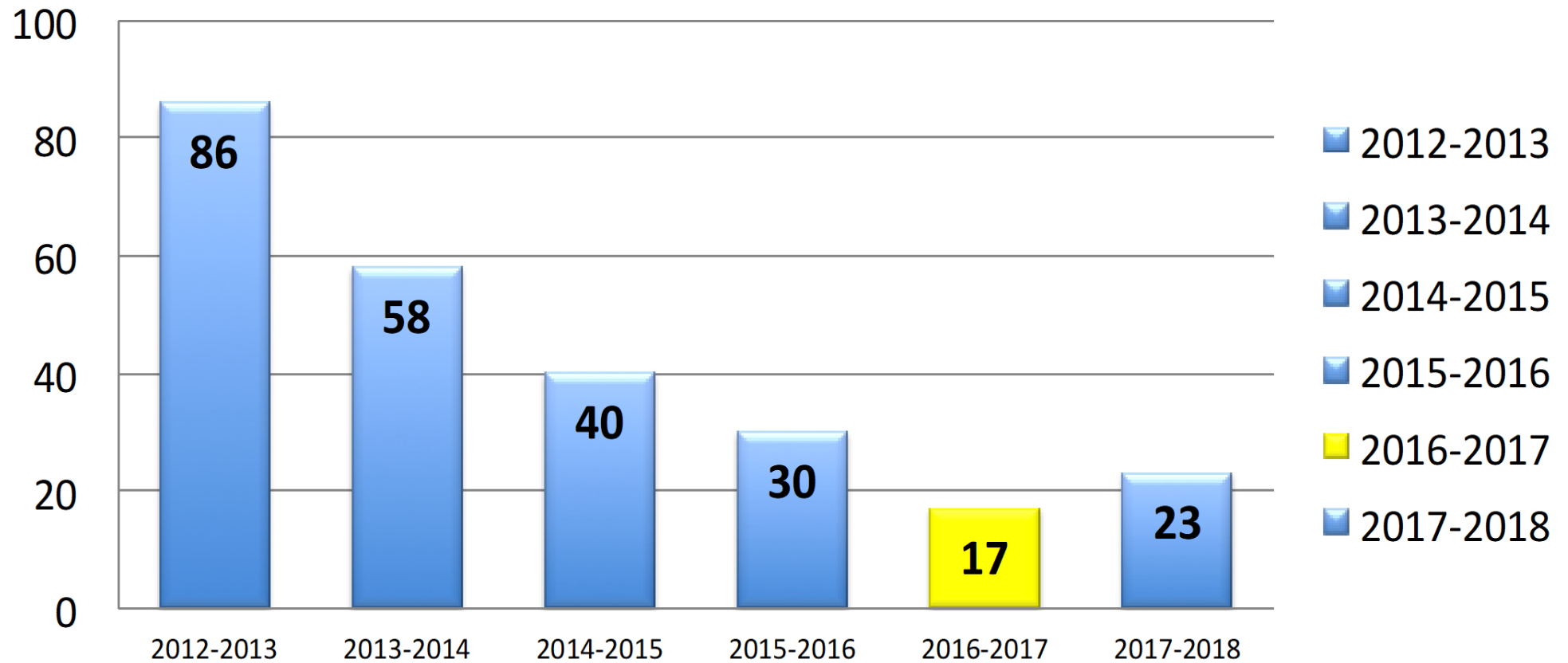
THE COLOR OF MASS INCARCERATION





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NHPS Expulsion Trends Over Past 6 Years

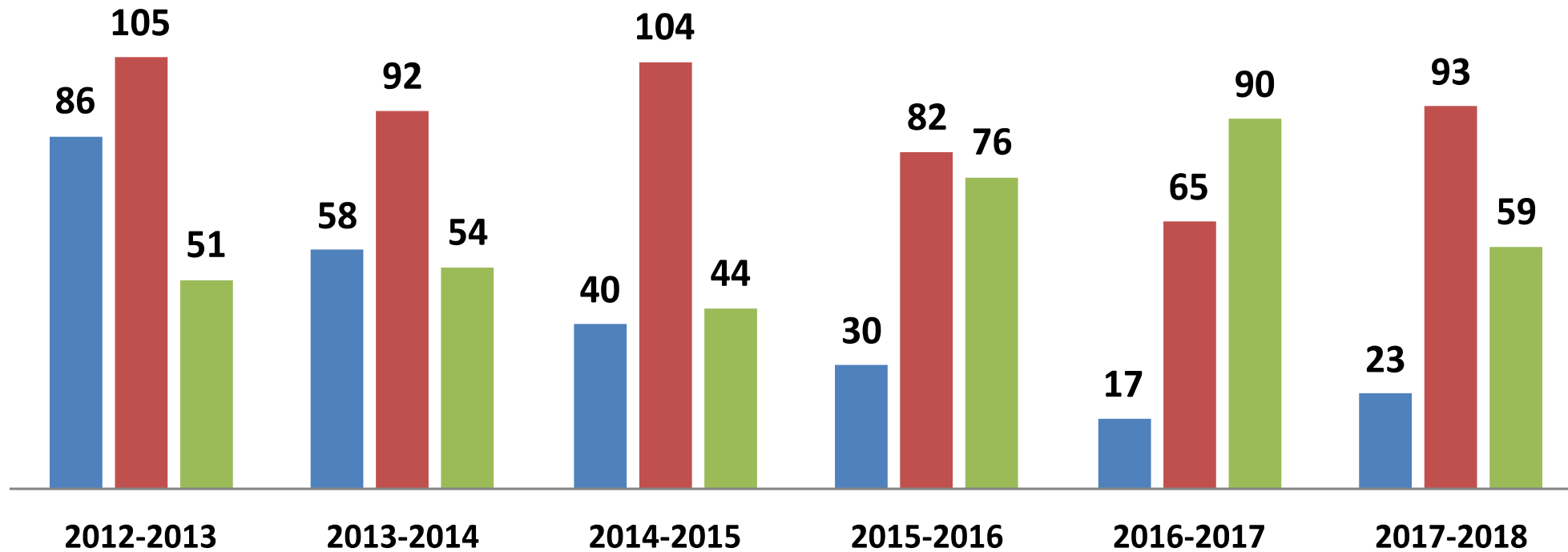




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Expulsions in Comparable Districts

■ New Haven ■ Hartford ■ Waterbury





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2018-19 Student Population by Race/Ethnicity

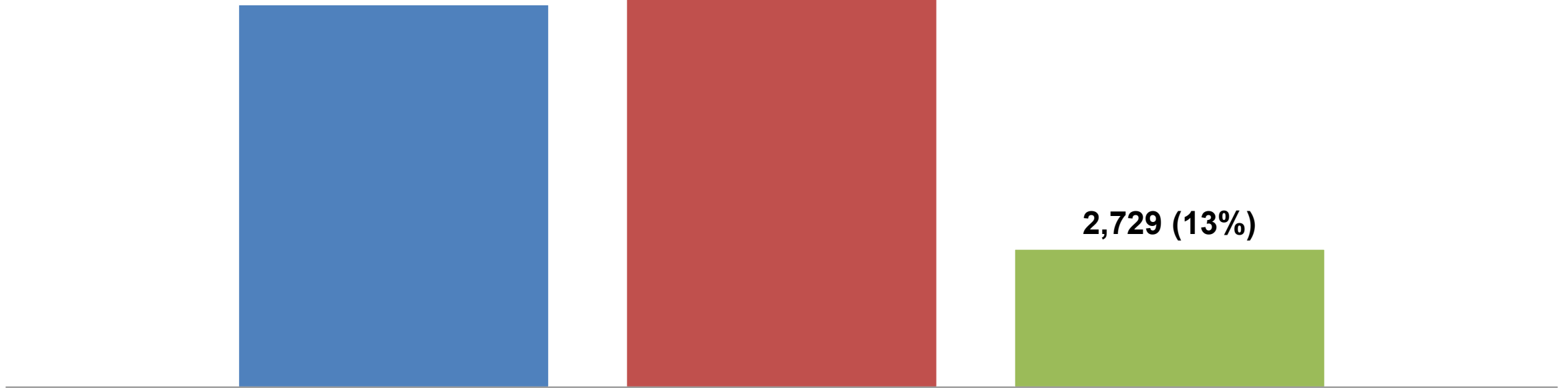
■ Black ■ Latino ■ White

9,907 (46%)

7,886 (36%)

2,729 (13%)

2018-2019

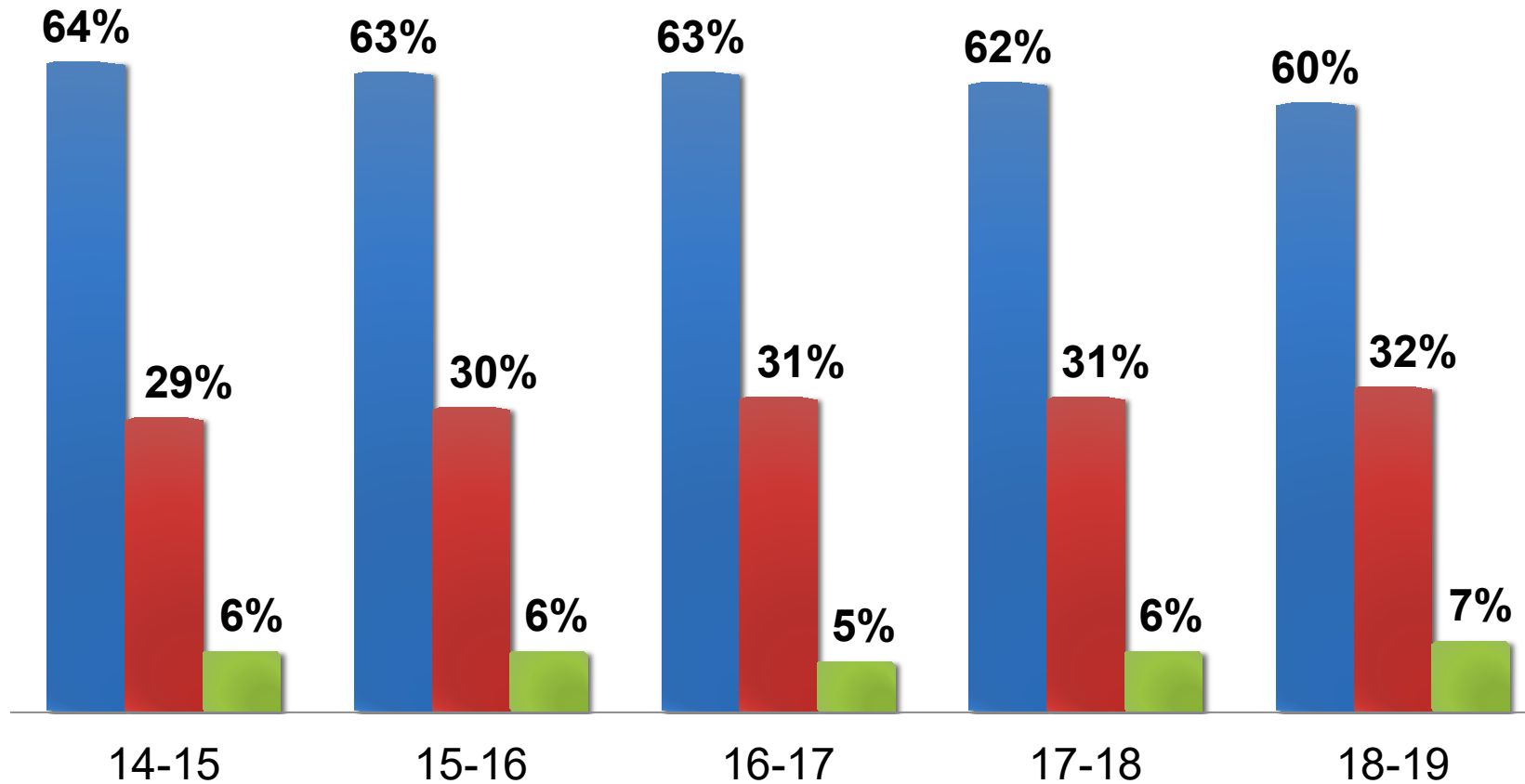




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Student Suspension Rate by Race/Ethnicity

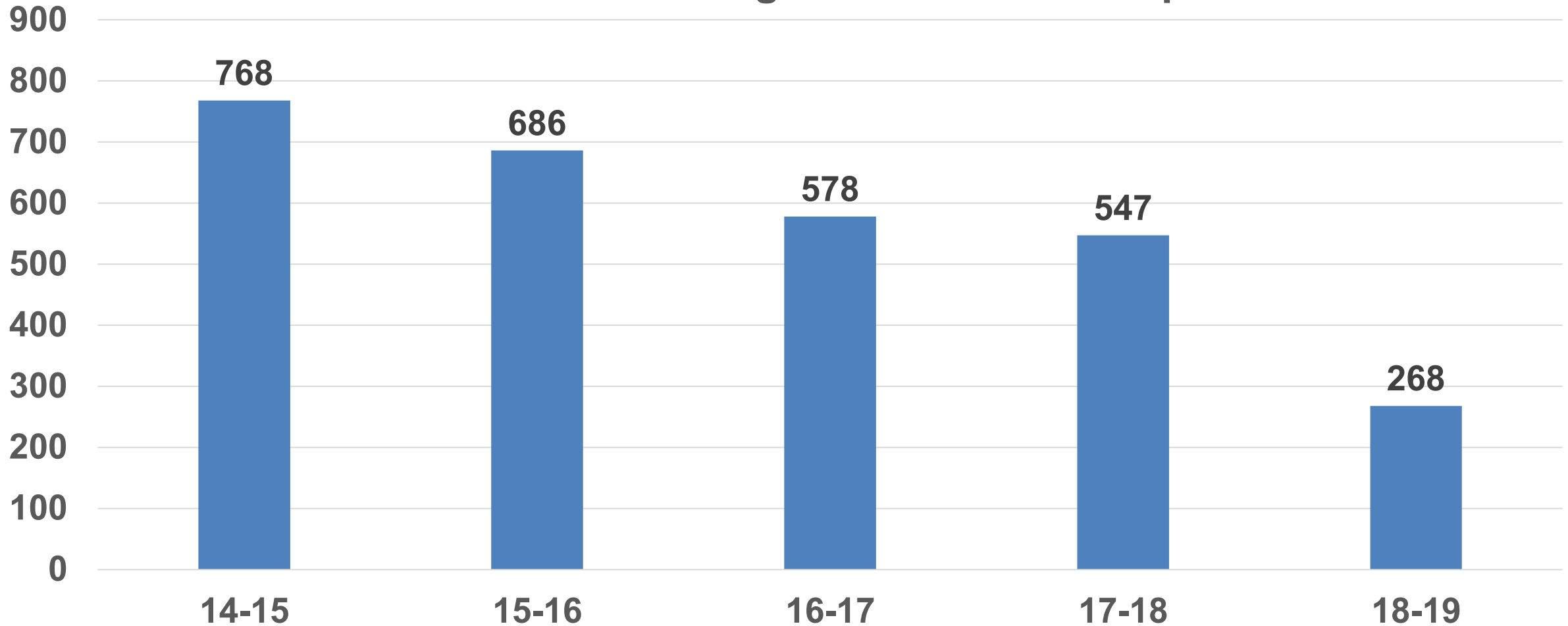
■ Black ■ Latino ■ White





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Black Males Receiving Out-of-School Suspensions





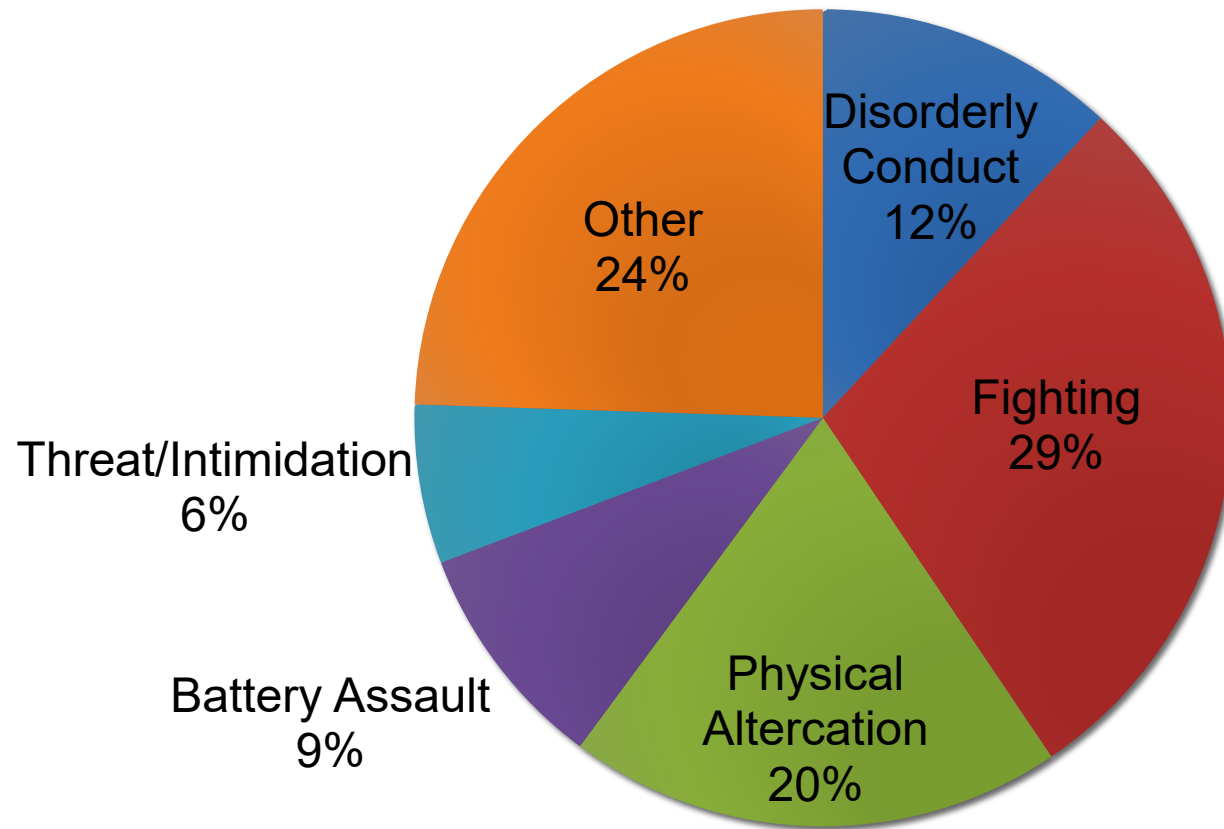
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Student Enrollment & Average Suspension Rate by Race and Gender

Race	Black / African American		Hispanic / Latinos		White	
	Females	Males	Females	Males	Females	Males
% of Current Student Enrollment	18%	19%	23%	24%	6%	6%
Average % of OSS Over Last 5 yrs.	22%	41%	11%	19%	2%	4%



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SUSPENSION INFRACTIONS FOR BLACK MALES**



“...BARRIERS TO SUCCESS”

—Dr. Pedro Noguera, Distinguished Professor of Education at UCLA



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- **Unmet Social-Emotional Needs**
 - *Feelings of Abandonment*
 - *Fear of Violence and Death in Highly Impoverished Neighborhoods*
- **Low Expectations**
 - *Talented & Gifted, Special Education or “ABT” (“Ain’t Been Taught”)*
- **Unconscious Biases, Fears, and Assumptions**
 - *Adolescent Development Behaviors are Criminalized*
 - *Teachers deeply entrenched assumptions/Culturally Incompetent*
- **Classroom & Community Disengagement**
 - *Learning Disability (ADD) vs. Active Learning/Physical Energy*
 - *Differentiated Instruction to meet the needs of all students / Lessons from coaches and sports*
 - *Who cares about my Academic Success? (Parent, Teacher, Coach, etc...)/Who reconnects me...?*
- **Inhospitable School Climate**
 - *School Data & Reputation vs. Understanding of Adolescent Development*
 - *Zero Tolerance/Harsher Punishment = “Bound for Jail”*
- **Multigenerational Poverty**
 - *First Language Issues/Spanish at Home/Neighborhood Slang vs. Standard English at Home*
 - *White Students Exposed to 2000+ words before Pre-K/15,000+ before taking SAT = Fluency & Stamina*
 - *Major Opportunities based on Standardized Test Scores (College, Job, etc...)*



SUPPORTING BLACK MALE ACHIEVEMENT

Our Goals



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- 1) **Disrupt traditional exclusionary practices** in our schools by ensuring that our culture and policies reflect a restorative philosophy
- 2) **Increase student school attendance**, boost student achievement opportunities and reduce student misconduct using Youth Stat interventions
- 3) **Find and implement research-based approaches to school discipline** without compromising the learning opportunities or safety of the school community as a whole
- 4) **Support the whole-child** through social-emotional learning
- 5) **Enhance teacher skills in behavior management** and student discipline through professional development
- 6) **Reduce the likelihood of future unemployment, court involvement** and other negative outcomes with high societal price tags

Predictors of School Success



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- **RELATIONSHIP WITH A POSITIVE ADULT**
 - Moral Authority
 - High Expectations/A Success Plan
 - Life Coach/Cheerleader
 - Reliable/Consistently Available
- **SCHOOL-PARENT PARTNERSHIP**
 - Engagement of Parents and/or Key Adult Before Problems Occur
 - Constant Communication/Sharing of Information
- **POSITIVE & SUPPORTIVE SCHOOL CLIMATE**
 - Expectations of High Achievement/Celebrate all Champions
 - Safe Space for Academic Skill Development/Culture of Reading
 - Patience and Support for Adolescent Development
 - Emotional Connections and Support

District Support Toolkit

- **Dr. Comer's Six Developmental Pathways**
 - Physical, Cognitive, Language, Social, Ethical, Psychological
- **Restorative Practices**
- **PBIS – Positive Behavior Intervention Strategies**
- **SEL – Social Emotional Learning Practices**
- **Explicit Social Skills Instruction**
- **Trauma Informed Practices**
- **YouthStat**
- **District Equity Leadership Team**



Recommended Next Steps



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- **Revise the District's Unified Code of Conduct Handbook**
 - Collaborate with representatives of all stakeholders to edit the language in the handbook so that it reflects restorative practices
 - Reduce the use of suspensions and expulsions as a default response to misbehavior
- **Increase Examination of School's Expulsion Request**
 - Consider alternatives to expulsion hearings except in cases involving possession of weapons and drugs (with intent to sale)
 - Moratorium on Out-of-School Suspensions and Expulsions for Pre-K to 2nd Grade Students based on 2015 CT Legislation
- **Quarterly Review of Expulsion and Suspension Data by School**
 - Develop school-based strategies to improve school culture and climate
 - Reduce multiple suspensions and expulsions of the same student through interventions

Recommended Next Steps



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- **Professional Development and Support for Teachers to Manage Behavior and address Implicit Biases**
 - Ex. Cultural Sensitivity, Understanding Adolescent Development, De-escalation, etc...
- **Increase Support for Students Transitioning from K-8 to High School**
 - More personalization and opportunities for social development (i.e. Freshmen Academy)
 - More teacher collaboration opportunities to review data and provide student interventions
- **Find Additional Resources**
 - Hire more School Support Staff (ex. Reading Specialist, Retention Specialist, etc...)
 - Provide more Youth Employment Opportunities
 - Support more Black Male Mentorship Programs (ex. Rise & Shine Initiative)
- **School Buy-In**
 - Development of Positive School Culture and Climate based on Restorative Practices
 - Academic Reputation vs. Adolescent Development
 - Commitment of Time for Professional Development in Restorative Practices
- **Strengthen Youth Stat Partnership**
 - Recruitment of more mentors who possess the ability to connect with high risk students
 - Increase the number of community partners



“THANK YOU FOR LISTENING ”

“It is easier to build strong children than repair broken men.”

-Fredrick Douglass



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