



**A Call to Action for a Better Approach to School Discipline  
in Westchester Schools**

**A report from Student Advocacy ~ November 2013**

# **A Call to Action for a Better Approach to School Discipline in Westchester Schools: Solutions Not Suspensions**

**By Student Advocacy<sup>1</sup>, November 2013**

## **Executive Summary**

**Student Advocacy, with the strong support of the Westchester community, calls upon our public schools to adopt disciplinary policies and practices that focus on solutions and severely restrict the use of out-of-school suspensions.** Specifically, the most effective school discipline will achieve two goals. It will create order and engage all students in school and in learning. Effective school discipline must:

1. **Lead to Solutions** - helping troubled students to resolve underlying problems so that educational continuity can be maintained.
2. **Promote Engagement of All Students** – recognizing that student engagement is key to prevention and effective intervention.
3. **Ensure that Disciplinary Interventions Teach Students** – better behavior, responsibility and compassion for others.
4. **Utilize a Range of Disciplinary Interventions** that are appropriate to the student's age, disability, the circumstances of the incident AND that limit use of out-of-school suspensions to incidents that pose an immediate safety threat.
5. **Promote Communication and Partnership with Parents**

**School discipline is necessary to and a vital part of creating an atmosphere in which all teachers can teach and all students can learn. However, there are many, *better* alternatives. Suspension fails students, schools and the Westchester community:**

- 5,000 to 9,000 students are suspended each year; at least 500 of these suspended students are only in elementary school.
- Students, including elementary students, are suspended from a few days to a year.
- Suspensions fall disproportionately on African American, Hispanic, male and disabled students.
- Suspended students are more likely to be held back and drop out. Suspension is the gateway into the school-to-prison pipeline.
- Suspension provides only temporary relief in the classroom and school but ultimately is shown to escalate behavior problems.
- Suspensions undermine relationships between staff and students and therefore stand in the way of early identification of potentially violent youth.

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<sup>1</sup> The principal authors of this white paper were Lisa Syron and Karen Blumenthal with support from our interns- Jennifer Schultz, Madeleine Skaller and Erin Monahan. For further information, the authors can be contacted at [studentadvocacy@studentadvocacy.net](mailto:studentadvocacy@studentadvocacy.net). A group of community partners, who provided valuable advice, are listed in Appendix E.

This Call to Action is motivated by Student Advocacy's experience representing over 3,000 students in school disciplinary matters including over 1,500 students who faced an out-of-school suspension. It is further informed by the rising tide of national research, model practices and positions of key leadership groups which clearly document the destructive impact of suspensions on students.

### **What does the Westchester data tell us?**

- More than 5,000 Westchester students are suspended each year. Although it remained relatively steady from 2009 to 2010, it then *nearly doubled* in 2011 with 9,082 students suspended that school year.
- On average, 9% of the students who are suspended each year are in elementary school. Over three years, this amounts to more than 1,500 elementary school suspensions.
- The vast majority of suspended students, an estimated 95% of the 9,082 suspensions that occurred in 2011, were suspended even though their behavior was not violent.
- Students at Westchester schools in which the students are predominantly of color are 15 times more likely to be suspended than students at Westchester schools in which the students are predominantly white.
- Suspensions disproportionately affect students with disabilities.

### **How Can We Approach School Discipline Differently?**

*In all the time that I was a Superintendent, I can think of only one suspension that had a positive impact on the student.* – Retired Westchester school superintendent

Data from national research and from Westchester schools shows that:

- Schools can perform academically without broad use of school suspensions.
- Suspension has a harsh impact on students including elementary students, with higher rates of being held back and dropping out.
- Suspensions fall disproportionately on students who are African American, Hispanic, male and disabled.
- Suspended and non-suspended students often view suspension as a legally-sanctioned school holiday.

We can do better. Notably, after Connecticut passed a law severely limiting the use of out-of-school suspensions, many school districts began to explore a wide range of alternative approaches that a) emphasized prevention and early intervention, b) were often designed in response to a data analysis of problems, and c) were appropriate to the student's age, disability and circumstances. Some of these alternative approaches are being used locally in Westchester schools as well. These alternative approaches include:

<b>Preventive Measures</b>	<b>Alternative Consequences</b>
Data-driven intervention	Restorative Justice
Positive Behavioral Interventions and Supports (PBIS)	Cool Down options
Active teaching of social skills and bullying prevention	Reflective essays, apologies & responsible thinking classrooms
Mentoring	Parent meetings
Classroom management training	Community service
Mediation	Behavior Monitoring/Contracts
Personalizing the school experience	Withdrawal of privileges
Academic supports: algebra lab, credit recovery, alternative programs	Detention
Supports to address social, emotional and behavioral needs	In-school suspensions
More effective use of Functional Behavioral Assessments and Behavior Intervention Plans	

### **What are the Key Principles for a Solutions Not Suspensions approach?**

To change the culture of school discipline within a school community—including philosophy, policies and practices—involves many steps and strategies that are better planned by each community. But effective change to a Solutions Not Suspensions approach to school discipline will be evidenced by policies, practices and a code of conduct that follow these principles:

1. School discipline must begin with student engagement. Philosophy, policy and practice for school discipline must be a continuum addressing student engagement, prevention, intervention and consequences.
2. Strategies to enforce discipline should rely primarily on positive and preventive interventions. Positive and preventive approaches to discipline create safe, supportive and positive school climates and respond to misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, repairing harm done, restoring relationships, reintegrating students into the school community, meeting students' needs, keeping students in school and learning, and preventing inappropriate behavior in the future.

3. There are clear expectations for the respective roles of all school partners—students, parents/guardians, and school staff.
4. School staff strives to understand behavior rather than simply react to it. Rather than simply control or punish inappropriate behavior, there must first be an effort to understand the behavior, explore it as a symptom of other issues which need to be addressed, and recognize critical factors such as age, disability, bullying, trauma, etc. Understanding should be followed by appropriate intervention.
5. Clear expectations for behavior must be created. Graduated levels of support and intervention for all students with consequences for misbehavior that are individualized, consistent, reasonable, fair, impartial, and age-appropriate must be provided.
6. Alternative interventions to out-of-school suspension should be used in all cases except for incidents that could cause imminent death or serious bodily injury. Extreme caution should be taken to avoid out-of-school suspension for children in elementary school. The length of the suspension should be as limited as possible, so that the suspension does not become an obstacle to addressing the underlying problem. When an out-of-school suspension is necessary, there should be a plan to facilitate the child's return to school.
7. The right to continue education during exclusion is upheld in a timely manner. If students under the compulsory school-age are suspended from school, they have a right to continue to access and complete regular academic work during the suspension.
8. Collection and review of data on school discipline is essential. Progress and outcome data documenting the use of a range of strategies, progressive use of consequences and impact on exclusion should be regularly collected and analyzed.
9. The revised approach to school discipline is supported by a strong dissemination and training plan. Plans to disseminate information about the new disciplinary philosophy, procedures and code of conduct should include written and audio versions, multilingual versions and low-literacy versions. Age-appropriate versions must be available for students. These must be in paper form and easily accessible on school district websites. Ongoing training for staff must be provided until the culture for discipline aligns with the new disciplinary philosophy.

## **A Call to Action for a Better Approach to School Discipline in Westchester Schools: Solutions Not Suspensions**

**Student Advocacy, with the strong support of the Westchester community, calls upon our public schools to adopt disciplinary policies and practices that focus on solutions and severely restrict the use of out-of-school suspensions.** Specifically, the most effective school discipline will achieve two goals. It will create order and engage all students in school and in learning. Effective school discipline must:

- 1. Lead to Solutions** - helping troubled students to resolve underlying problems so that educational continuity can be maintained.
- 2. Promote Engagement of All Students** – recognizing that student engagement is key to prevention and effective intervention.
- 3. Ensure that Disciplinary Interventions Teach Students** – better behavior, responsibility and compassion for others.
- 4. Utilize a Range of Disciplinary Interventions** that are appropriate to the student's age, disability, the circumstances of the incident AND that limit use of out-of-school suspensions to incidents that pose an immediate safety threat.
- 5. Promote Communication and Partnership with Parents**

**School discipline is necessary to and a vital part of creating an atmosphere in which all teachers can teach and all students can learn. However, there are many, *better* alternatives. Suspension fails students, schools and the Westchester community:**

- 5,000 to 9,000 Westchester students are suspended each year including at least 500 elementary school students.
- Students, including elementary students, are suspended from a few days to a year.
- Suspensions fall disproportionately on African American, Hispanic, male and disabled students.
- Suspended students are more likely to be held back and drop out. Suspension is the gateway into the school-to-prison pipeline.
- Suspension provides only temporary relief in the classroom and school but ultimately is shown to escalate behavior problems.
- Suspensions undermine relationships between staff and students and therefore stand in the way of early identification of potentially violent youth.

This Call to Action is motivated by Student Advocacy's experience representing over 3,000 students in school disciplinary matters including over 1,500 students who faced an out-of-school suspension. It is further informed by the rising tide of national research, model practices and positions of key leadership groups<sup>2</sup> which clearly document the destructive impact of suspensions on students:

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<sup>2</sup> Appendices A, B and C include references for all source information including model policies and practices.

- Breaking School Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement, from The Council of State Governments Justice Center and the Public Policy Research Institute, documents the disproportionate impact of out-of-school suspensions on Black, Hispanic and disabled students.
- Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools published by the Civil Rights Project's Center for Civil Rights Remedies, documents that the overwhelming majority of students were suspended for minor violations.
- The Urgency of Now: The Schott 50 State Report on Public Education and Black Males highlights school suspension as a key area contributing to the failure of public education for Black and Hispanic males.
- The leadership of school districts and states that have already initiated new approaches to school discipline. For example, the Buffalo Public Schools' revised code of conduct strictly limits out-of-school suspensions and promotes student engagement. Connecticut state law severely limits out-of-school suspensions; see "Improve Discipline and Academic Performance by Retaining Connecticut's School Suspensions Law."
- Dignity in Schools Campaign offers a wide range of documents to support alternatives to harsh discipline and, like New York State's Dignity Act, promote dignity. They offer A Model Code on Education and Dignity.
- A report from the U.S. Secret Service, Threat Assessment in Schools: A Guide to Managing Threatening Situations and To Creating Safe School Climates, underscores the need to engage students as a prerequisite to assessing threat.
- The National School Boards Association in conjunction with several national groups took a position on out-of-school suspensions in Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members.
- American Academy of Pediatrics spoke out against suspension in a policy statement: "Out-of-School Suspension and Expulsion."

The remainder of this call to action includes sections on:

The Need for a New Approach to School Discipline: What the Data Tells Us: Using data from the New York State Education Department, a three-year analysis of suspensions is provided. All data is for Westchester students unless otherwise noted in the text.

New Approaches to School Discipline: The traditional suspensions-based approach to school discipline has been replaced by a solutions-based approach in some schools. Notably, after Connecticut passed a law severely limiting the use of out-of-school suspensions, many school districts began to explore a wide range of alternative approaches that a) emphasized prevention and early intervention, b) were often designed in response to a data analysis of problems, and c) were appropriate to the student's age, disability and circumstances. Some of these alternative approaches are being used locally in Westchester schools as well. This section contrasts the suspension-based approach to the solutions-based approach.

Solutions Not Suspensions: What would this approach look like? This section outlines the components of a solutions-based discipline policy in more detail.

## The Need for a New Approach to School Discipline: *What the Westchester Data Tells Us*<sup>3</sup>

**More than 5,000 Westchester students are suspended each year. Although it remained relatively steady from 2009 to 2010, it then *nearly doubled* in 2011 with 9,082 students suspended that school year.**

YEAR	Enrolled in Westchester Schools	Number of Students Suspended	Percent Suspended
2009	149,007	6,655	4.5%
2010	149,674	5,834	3.9%
2011	150,459	9,082	6.0%

Data from the New York State Department of Education only reports on the number of students suspended. The *number of times* that each student is suspended and the *number of days* the student is suspended is not available. The number of suspensions is certainly higher than the number of students suspended since there are students who are suspended more than once per year.

Students can be suspended for one day to more than a year. Among the families seeking Student Advocacy's assistance with a suspension, a six month or longer suspension occurs frequently, no matter the age of the student and despite infractions that are not violent or dangerous. NYS data also only reports on the number of students suspended in a given school year. The data does not allow analysis from year to year. So, we cannot determine how many of the students suspended in 2010 were also suspended in 2011.

Research data offers some insight into the cumulative impact of suspensions. In the largest U.S. study of suspensions, researchers found that the majority of public school students (59.6%) experienced some form of suspension in middle or high school. (Council of State Governments, 35) Although the majority of students—6 out of every 10 students—will be suspended at least once during their school careers, the educators at the schools being studied were surprised by these findings. They thought that the suspension rate was much lower (Council of State Governments).

School suspensions have been found to be one of the two leading precursors to involvement in the juvenile justice system. When researchers discuss the school-to-prison pipeline, suspension is the front gate to that pipeline. In Westchester, we put over 9,000 students at that gate in 2011. Sadly, suspended students incur these risks even though schools benefit very little from school suspensions. The defining characteristic of effective discipline is impact on future behavior and this is exactly where suspensions fall short. School suspension appears to predict *higher* rates of misbehavior and suspension in the future rather than promote new, appropriate behavior (American Psychological Association Zero Tolerance Task Force).

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<sup>3</sup> The most recent complete data set from the N.Y.S. Education Department is for the 2010-2011 school year. (*New York State Report Cards*) To look at data over three years, data was analyzed from the 2008-09, the 2009-10 and the 2010-11 school years referred to respectively as 2009, 2010 and 2011. To review the data analysis in more detail, see Appendix D.



**On average, 9% of the students who are suspended each year are in elementary school. Over three years, this amounts to more than 1,500 elementary suspensions.**

Although suspension data by grade level is not available, this analysis compares suspension rates in buildings configured as elementary, middle or high schools (70% of all school buildings).

Among those suspended at these schools, suspension is spread out over grade levels as follows:

<b>Westchester Schools By Grade Level</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>3 Year Average</b>
<b>Elementary</b>	9.8%	12.8%	4.8%	9.1%
<b>Middle</b>	25.9%	28.8%	23.6%	26.1%
<b>High</b>	64.3%	58.4%	71.7%	64.8%

Applying these rates to all suspensions yields an estimate of total elementary suspensions:

<b>Westchester:</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>3 Year Total</b>
<b>Total # Suspended</b>	6,655	5,834	9,082	
<b>Elementary Suspension Rate</b>	9.8%	12.8%	4.8%	
<b>Estimated # of Elementary Suspensions</b>	652	747	436	1,835

Researchers note that students who are suspended

- Experience a loss of self-esteem
- Feel powerless
- Develop resentment towards school administrators and
- Feel stigmatized by teachers, administrators, and parents (cited in Minnesota Department of Education).

Since students of all ages are still undergoing profound development, these effects are troubling, but even more so for young children.

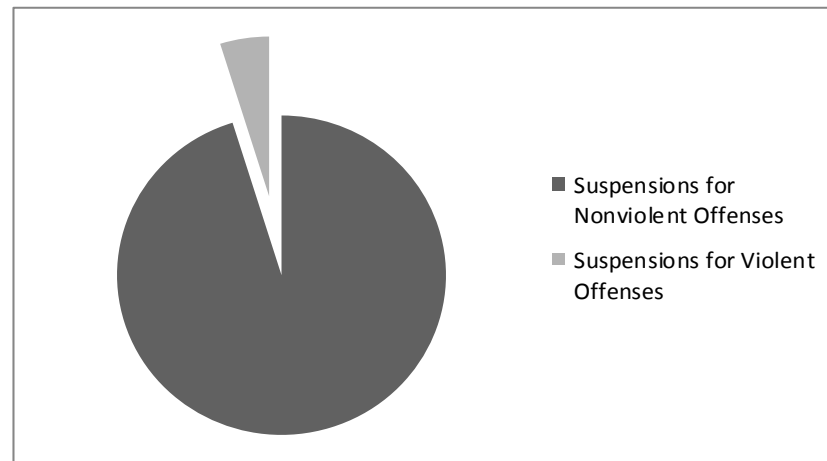
In a more unique investigation of the impact of school suspension, researchers in UCLA's Civil Rights Project found that students who were suspended are less likely to vote and volunteer in other civic activities after high school. They also found that "...the intensity of the effect of school suspensions is consistent across racial/ethnic groups." And concluded that: "... suspension, in particular, is anti-democratic in that it substitutes the exclusion and physical removal of students for dialogue and collaborative problem-solving (The Civil Rights Project).

**The vast majority of suspended students, an estimated 95% of the 9,082 suspensions that occurred in 2011, were suspended even though their behavior was not violent.**

New York State collects data from schools about the number of students suspended in the school report card data set and the number of violent incidents in the Violent and Disruptive Incident Report (VADIR). Comparison of this data is problematic for a variety of reasons (see Appendix D for further discussion).

Despite these problems, these two data sets are the only available information on violent incidents and school suspensions and are therefore used here to provide a reasonable estimate of the number of suspensions for violent versus nonviolent offenses.

To compare the two data sets, we took a conservative approach and assumed that every violent VADIR incident report represents a different student. If the number of violent VADIR reports exceeded the number of suspended students, we assumed that all suspended students engaged in violent incidents. It is likely that this overstates the number of students suspended for violent incidents.



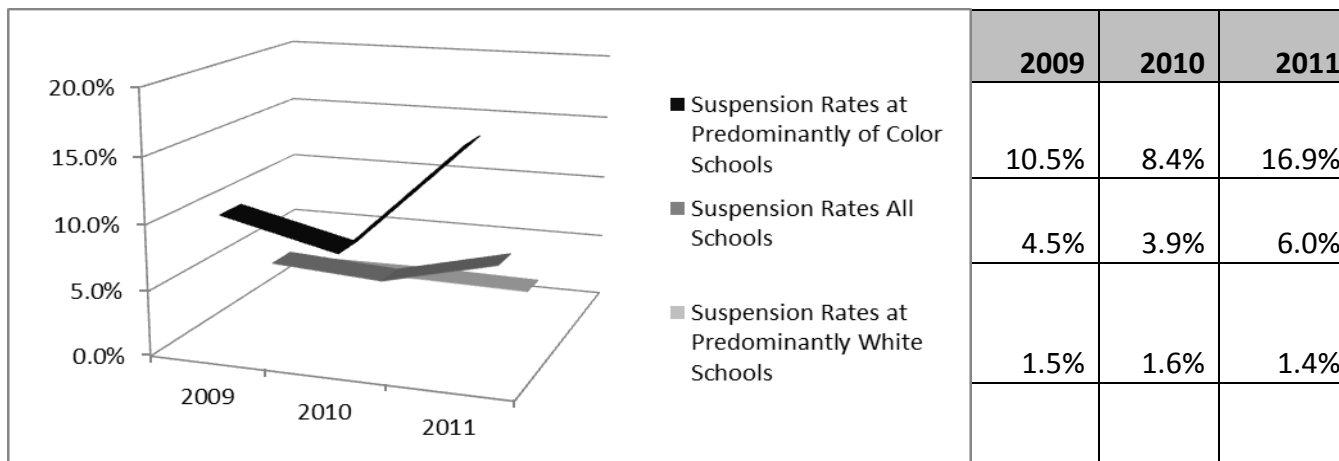
2011 - Estimated Number of Westchester Suspensions for Nonviolent Offenses	Number Suspended	Percent Suspended
Suspensions for Nonviolent Offenses	8,645	95.2%
Suspensions for Violent Offenses	437	4.8%

For example, if a school reported 26 suspensions in 2011 and 25 violent incidents on its VADIR report, we assumed that 25 of the 26 suspensions were for violent offenses and the remaining one suspension was for a nonviolent offense. [The chart on p. 31 shows the breakdown of the type of offense for which Westchester students were suspended in 2011: violent versus nonviolent offenses.]

The federal Gun-Free Schools Act of 1994 created a 1 year mandatory suspension for students who carried guns to school. This established a distinction between mandatory and discretionary punishment. In a large study in Texas, there were similar findings on the proportion of mandatory versus discretionary punishment with only 3% of all suspensions for mandatory infractions. The Gun-Free Schools Act expanded zero tolerance policies. Under zero tolerance, school districts established explicit, predetermined punishment for weapons at school regardless of the situation. Yet, evidence clearly shows that zero tolerance policies have a harsh impact on students with suspensions. Suspensions, along with chronic absence, are the leading precursors to school failure, dropout and involvement in juvenile crime (Program Design and Development). Moreover, there is no evidence that these policies make schools better. (See discussion on p.12.)

**Students at Westchester schools in which the students are predominantly of color are 15 times more likely to be suspended than students at Westchester schools in which the students are predominantly white.**

Suspension data by race/ethnicity is not available. As an alternative method, suspension rates among the schools in which 75% or more of the students are of color were compared to rates at a set of schools in which 75% or more of the students are white. This comparison reveals the following:



**Suspension rates at predominantly white schools average 1.5%. By contrast, suspension rates at schools which have predominantly students of color average 12%.** Disturbingly, this data indicates that the recent spike in the suspension rate fell on students of color.

Other studies clearly document the disproportionate impact of suspensions. While 4.7 out of every 10 white students are suspended during their public school careers, 6.5 of every 10 Hispanic students and 7.5 of every 10 African American students will be suspended. (Council of State Governments, 41) In this study, researchers were able to do a complex multivariate analysis. For example, they could analyze the suspension rates of white children living in poverty who were also frequently absent or had poor test scores to their African American counterparts. When comparing students with *identical profiles except for race*, African American students were still more likely to be disciplined than students of other races. Further analysis revealed that “African-American students were no more likely than students of other races to commit serious offenses...” (Council of State Governments, 46) Disproportionate rates occurred among minor offenses. After the *first* violation of the school’s code of conduct, 9.9% of the white offenders were suspended; 18% of the Hispanic offenders were suspended; and 26% of the African American offenders were suspended.

## **Suspensions disproportionately affect students with disabilities.**

Ten districts have a three-year average of more than 5%. [See chart with data for all districts on pp. 42-43.] Among these are five regular public school districts and five special act public school districts. Ironically, although special act schools are specifically mandated to serve students who have a history of serious problems and trauma, they have some of the highest rates of suspension indicating a poor record of using alternatives to suspension.

Special Act School Districts are public schools. They were created by special action of the New York State Legislature to provide educational services to students who are in residential care. Children are placed in these residences by family court, local social services districts, the Office of Children and Family Services and the Office of Mental Health. Local public school districts, based on the recommendations of their Committee on Special Education, may also place students with disabilities in Special Act School Districts for day or residential services.

In an article for the NYS School Boards Association, special act schools are described as “the last stop” for these children:

“Students in special act districts have suffered neglect, endured physical and sexual abuse, have been taken from parents who were unable to care for them, or have severe learning disabilities because of their own emotional and behavioral problems.

In addition to students who have had to deal with serious family issues, the student population includes children diagnosed with autism, emotional disturbances, severe acting-out behaviors, speech or language impairments, traumatic brain injuries, and alcohol or substance abuse. (Butry)”

Since NYS data on suspensions does not allow analysis by disability, the rates at Special Act Schools offer some evidence of the disproportionate rates of suspension for students receiving special education services which make up a significant proportion of the student body in these schools. In the largest single U.S. study on suspensions, researchers found that nearly 3 out of 4 students who are classified for special education services are suspended at least once during middle and high school. (Council of State Governments, 47) In other words, 7.5 out of every 10 students with disabilities will be suspended. Disparities were worse in an analysis of suspension rates by type of disability with the highest rates among students with emotional disabilities, learning disabilities and physical disabilities.

**Students who were suspended, especially repeatedly, are more likely to be held back a grade or drop out of school than students who were not suspended.**

This finding comes from other studies. N.Y.S. data is far too limited for this type of analysis. In the largest U.S. study, researchers were able to compare students with different disciplinary records who had identical profiles on all other factors such as poverty, race, age, test scores, and attendance rate. (Council of State Governments, 55) (The multivariate analysis in the study utilized 83 factors.) Using these identical profiles, they found these differences:

Identical profiles except for school discipline:	Held Back At least Once	Dropped Out
Students with suspensions	31%	10%
Students without suspensions	5%	2%

This data indicates that alternatives to suspension provide an opportunity to lower drop out and retention rates. As the researchers concluded: "... schools that are successful in addressing those student behaviors that result in disciplinary action could potentially improve academic outcomes." (Council of State Governments, 60) Improved academic outcomes would benefit the individual students and the school overall.

**Schools that have lower suspension rates do not have to sacrifice academic performance.**

This finding comes from other studies. Again, N.Y.S. data is far too limited for this type of analysis. However, in the largest U.S. study, researchers were able to compare schools with students who have similar characteristics and risk factors. They "... identified examples in which schools with similar student bodies that suspended and expelled students at higher rates did no better on key school performance measures than those schools that had fewer suspensions and expulsions." (Council of State Governments, 82)

## **School Suspension Costs**

The human impact of school suspensions is well documented in this report. But there is also a financial impact. When a child is suspended, the school district is required by law to provide home instruction if that student is of compulsory school-age (the year in which a child turns six through the school year when a child turns 16), regardless of the length of the suspension. In addition, if a student is classified to receive special education and is suspended, the school district must provide home instruction regardless of the student's age. The amount of instruction required is one hour per day for students in grades one through six, and two hours per day for students in grades seven through twelve.

In Westchester County, between 5,000 and 9,000 students are suspended each year, and some of these suspensions last more than six months. Local school districts have reported paying certified teachers between \$42 and \$65 per hour for home instruction. If a student is suspended for one week, it can cost the district from \$420 to \$650 per week for that one student if he or she is in grades seven through twelve. The cost to a school district for just one student suspended for six months could be as much as \$15,000! Multiplied to 5 students receiving home instruction during a 6 month suspension, the cost jumps to \$75,000. Reducing the use of out-of-school suspensions would lead to a reduction in costs for home instruction, savings that could be applied to preventive and alternative to suspension programs.

In addition to the costs for hiring a teacher for home instruction, the district incurs added costs related to transportation, contracting, and the administrative time used in making these arrangements.

When a district is considering a long-term suspension, the district is legally required to hold a suspension hearing. Typically, the district is represented at the hearing by legal counsel. Significant increases or decreases in the use of legal counsel at suspension hearings are likely to result in changes to school districts' legal retainer fees.

## Can we do better?

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Data from national research and from Westchester schools shows that:

- Schools can perform academically without broad use of school suspensions.
- Suspension has a harsh impact on students including elementary students, with higher rates of being held back and dropping out.
- Suspensions fall disproportionately on students who are African American, Hispanic, male and disabled.
- Suspended and nonsuspended students view suspension as a legally-sanctioned school holiday (Dupper, Theriot, and Craun).

We can do better. Notably, after Connecticut passed a law severely limiting the use of out-of-school suspensions, many school districts began to explore a wide range of alternative approaches that a) emphasized prevention and early intervention, b) were often designed in response to a data analysis of problems, and c) were appropriate to the student's age, disability and circumstances. Some of these alternative approaches are being used locally in Westchester schools as well. The chart below shows some of these alternative approaches.

Notably, some of these options involve community partners who can play a critical role in making alternatives to suspension more effective. Community agencies can support these efforts through strategies such as streamlining the application process; reserving slots for youth referred by schools; or partnering with schools on grant applications to bring in targeted services.



Equally important, these alternative interventions include no cost, low cost, and subsidized options.

Preventive Measures	Alternative Consequences
Data-driven intervention	Restorative Justice
Positive Behavioral Interventions and Supports (PBIS)	Cool Down options
Active teaching of social skills and bullying prevention	Reflective essays, apologies & responsible thinking classrooms
Mentoring	Parent meetings
Classroom management training	Community service
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Personalizing the school experience	Withdrawal of privileges
Academic supports: algebra lab, credit recovery, alternative programs	Detention
Supports to address social, emotional and behavioral needs	In-school suspensions
More effective use of Functional Behavioral Assessments and Behavior Intervention Plans	

## New Approaches to School Discipline: Six Comparisons

The following vignettes pair a traditional suspension-based approach to school discipline with a solutions-based approach to school discipline to highlight the differences in these approaches as well as to identify model alternatives.



### Disciplinary interventions should also lead to solutions.

	
<p>Sam had frequently been suspended for minor infractions. Over the past three years, he had been suspended for more than 25 days. When he was caught wearing his hat while walking down a bustling school hallway and instructed by the principal to remove it, Sam continued to walk down the hall ignoring the request. At the suspension hearing on the charge of insubordination, information about Sam's IQ came out. Sam has cognitive skills that border on mental retardation. Consequently, he gets confused easily, especially in situations where there is a lot of commotion.</p>	<p>Ben had a series of 3-day suspensions. When his behavior caused another incident, he was suspended by the Superintendent. In this district, notification of all possible long-term suspensions is sent to the Director of Pupil Personnel Services (who is also the Director of Special Education) as an added precaution. After speaking to the teacher about the behavioral issues and Ben's learning style, the Director of Special Education initiated a CSE evaluation. Through this process, Ben's Attention Deficit Disorder was identified which led to a new approach to Ben's behavior. In other cases, the Director of Pupil Personnel Services is able to meet with families and direct them to other community services.</p>

In a 'solutions' school environment, behavioral problems, especially when they continue to occur, trigger early interventions and proactive approaches such as Stop and Think (Project ACHIEVE) and Positive Behavioral Interventions and Supports (PBIS). Ruling out a disability can be a critical part of this process; repeated behavioral problems can trigger Child Find, which is part of the Individuals with Disabilities Education Act (IDEA). Child Find is the obligation for schools to identify children who have disabilities that affect their education. Adults also need to be sensitive to the specific challenges that a student faces in his/her particular community and culture; a solution for one student might be a disaster for another.





**Discipline should promote the engagement of troubled students, especially since engagement prevents school violence.**

	
<p>Connor had a tough year. His older brother had been arrested and his parents got divorced. He began to hang out with a group of kids who often got drunk and sprayed graffiti. When he was caught at school with alcohol in a water bottle, Connor was suspended for six months.</p> <p>Connor is at a key juncture in his young life. One road leads back to school, emotional stability and a future. The other leads out of school and into the juvenile justice system. Connor needs help managing enormous upheavals in his life, which means more engagement. Instead, an out-of-school suspension ensures that he spends more time unsupervised and less focused on school. Moreover, when Connor returns to school in six months, he will return less trusting, angrier, likely behind in his studies and often without any additional interventions.</p>	<p>Alternately, at Conard High School in West Hartford, students are released from school early on Wednesday except for students who have received detention. Those students participate in a psycho-educational group session facilitated by HopeWorks, a local counseling and outreach organization. HopeWorks helps students reflect on their behavior and their values. Facilitators attempt to understand the issues causing students' behavior. Students also participate in school-based community service.</p> <p>This program rewards students for behaving appropriately while teaching those who do not new patterns of acceptable behavior in a healthy, educational environment.</p>

A suspension-based approach appears to escalate problems: A study in Yonkers on the factors that contribute to involvement in the juvenile justice system found that suspensions and attendance problems are the two leading precursors of involvement in juvenile crime. A suspension-based approach also discourages engagement of troubled students. Friends of troubled students are less likely to seek the

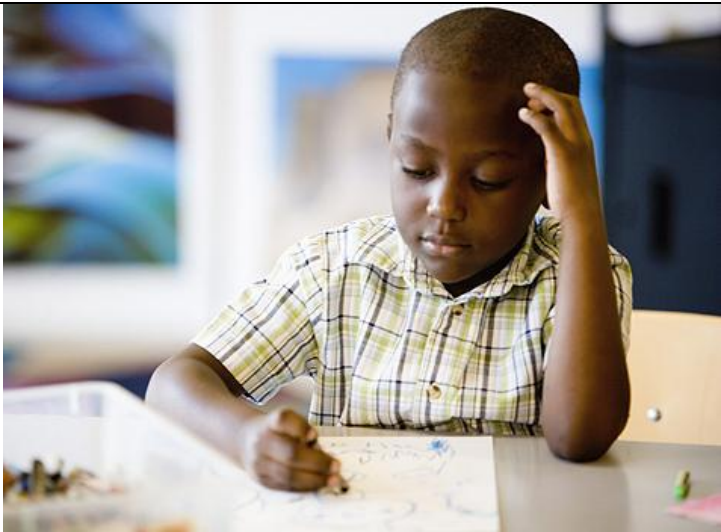

help of school staff if they anticipate that their friend will only end up in a suspension. And the troubled student is less likely to engage with staff if the only result is punishment. This is particularly problematic given findings by the Secret Service regarding the risks of school violence. While there is not a typical profile for a violent student, there is a typical path to violence. A student must be engaged in order for schools to ascertain if a student has started down this path. In one failed school shooting incident, a friend of the troubled student felt confident in going to the school principal who was able to intervene and prevent the school shooting.

**Discipline should teach a lesson or change behavior.**



		
<p>Malcolm was caught smoking outside the cafeteria. The principal sent him to in-school detention. Malcolm stopped off in the school cafeteria first to eat lunch. Malcolm ended up at a Superintendent's Suspension hearing charged with insubordination. He was suspended from school for three months.</p> <p>He doesn't understand what he did wrong. In his words, "What's the big deal? I was just getting some food before I went to the detention room. Was I supposed to be bored and starve?" Malcolm hasn't learned from the suspension and is unlikely to learn from the principal's interventions in the future, now that he believes that the principal is an unreasonable person.</p>		<p>At Ansonia Middle School in Connecticut, students who violate school policies meet with their parents and the Assistant Principal to discuss and create a community service program for the student to participate in as an alternative to an out-of-school suspension. The parent becomes involved, the student understands what the violation was, academic time is not lost, and the student learns from the time in community service. In this one school alone, suspensions went from over 600 down to less than 10 over the course of the program.</p> <p>With dramatically lower suspension rates, there are far fewer kids who are spending time during the school day out of school and often unsupervised. This promotes better safety for all students.</p>

Another effective approach, being used in more than twenty 'Quality Schools' is William Glasser's Choice Theory. In these schools, students like Malcolm would have been assigned to work with a teacher to develop a personal mission statement. Then he would have worked with that teacher to discuss a) how his behavior fits into his personal mission statement and b) how to modify his behavior so that it could better meet his goals. This would also include writing reflective essays and generally spending time thinking about and expressing what was happening in his life and how to handle issues so that his behavior was better at getting him closer to his self-proclaimed goals. In Corning New York, the superintendent indicates that his schools have had fewer suspensions since the Choice Theory project began.

**Suspensions are often inappropriate to the child's age, disability or circumstances.**

	
<p>From the moment that Ray started Kindergarten, he had a difficult time. He didn't like dealing with so many kids. He got angry when the teacher told him to stop an activity that he liked. He often seemed out of control. When Ray started screaming in the classroom, he was suspended. Ray is 5 years old and doesn't understand why he is in trouble. After an evaluation by the Committee on Special Education, Ray was identified as a student with an emotional disability. Ray's mom can't understand why Ray is being treated as a bad student when he has problems.</p>	<p>Sean also had a difficult time in Kindergarten; he acted out and frequently interrupted in class. His teacher referred him to the First Step to Success Program which is a modified version of the CLASS Program for the Acting-Out Child that is used with students in elementary school with behavioral issues. The 30-day program allows a consultant to come into the classroom and work with the targeted student and the rest of the class. This program allowed Sean to correct his behavior while developing social skills in a comfortable setting and remain in school.</p>



Suspension is often motivated by adults need for respect.

	
<p>Andy had a contentious relationship with the Assistant Principal at his high school. Andy was loud and had a brazen attitude which the Assistant Principal didn't like. After an interchange in which Andy's cell phone was confiscated, Andy walked away, muttering: "I'd like to kill that guy." He was suspended for threatening school staff.</p>	<p>Districts in Hartford, CT have implemented the Responsible Thinking Classrooms program where students get referred to the Responsible Thinking Center after a behavioral incident. There, they assess their behavior and how similar situations could be addressed in the future.</p> <p>This model has been proven to decrease disorderly conduct, fighting, harassment, insubordination, threats, profanity, truancy, vandalism, and assaults in schools.</p>

In Student Advocacy's cases, we often hear school staff members talk about students earning respect. The argument made is that kids shouldn't automatically be treated with respect; they have to earn it. An alternative approach to the issue of respect comes from the North Dakota State Highway Patrol, whose philosophy is: **'We treat people like ladies and gentlemen not because they are, but because we are.'** Another way to look at this comes from anti-bullying trainers who argue that adults and students need to distinguish between action and words. If the other person has complied with what you have asked them to do, realize that you have gotten what you want and grant them the ability to save face. Or, in their short hand phrase: When I have the last act, I can give you the last word.



**Suspension undermines partnerships with parents.**

	
<p>Dylan's descent into substance abuse was of grave concern to his parents. They desperately searched for interventions that worked but Dylan had yet to turn around. Finally, Dylan was suspended from school when he was found with marijuana in his locker. His parents asked the principal if they should hire an attorney. The principal replied that he would be there and would speak on Dylan's behalf. At the suspension hearing, the principal only reported on how he found the marijuana. Dylan was suspended for one year. When he returned to school, his parents had an extremely cautious relationship with the principal, fearing that any information that they shared about Dylan's problems would be used to keep him out of school.</p>	<p>Several schools in New Jersey have adopted the Sanctuary in Schools model. This model is a school climate model that uses a toolkit for each member of the school community to ensure safe behavior, open communication and respect for all. The model is evidenced-based for residential students and is a promising practice for day schools. Organizations using the Sanctuary Model experienced significant decreases in the number of critical incidents in their programs. Over a seven year period, Andrus, in Yonkers, NY, experienced an 88% drop in the number of critical incidents (from 7,518 to 842). Organizations serving more than 100 children at a given time experienced about a 30% decrease from baseline to the end of the first year of implementation. Organizations serving less than 100 children at a time had an even greater decrease of 60% of critical incidents.</p>

Programs like Sanctuary in Schools are also likely to build a better relationship between parents and schools. At the very least, suspensions erode communication and partnership between parents and schools. At worst, some parents actually lose their jobs due to repeated disciplinary hearings or out-of-school suspensions which require the parent to take off from work.

## Solutions Not Suspensions: What would this approach look like?

It is time to adopt an approach to school discipline that focuses on *Solutions Not Suspensions*. Towards that goal, we recommend that every school district in Westchester adopt disciplinary policies and practices that focus on solutions and severely restrict the use of out-of-school suspensions. This approach to school discipline must:

1. **Lead to Solutions** - helping troubled students to resolve underlying problems so that educational continuity can be maintained.
2. **Promote Engagement of All Students** – recognizing that student engagement is key to prevention and effective intervention.
3. **Ensure that Disciplinary Interventions Teach Students** – better behavior, responsibility and compassion for others.
4. **Utilize a Range of Disciplinary Interventions** that are appropriate to the student's age, disability, the circumstances of the incident AND that limit use of out-of-school suspensions to incidents that pose an immediate safety threat.
5. **Promote Communication and Partnership with Parents**

To change the culture of school discipline within a school community—including philosophy, policies and practices—involves many steps and strategies that are better planned by each community. But effective change to a Solutions Not Suspensions approach to school discipline will be evidenced by policies, practices and a code of conduct that follow these principles:

1. School discipline must begin with student engagement. Schools must be structured to promote a positive school climate; support academic and social growth; provide a range of positive behavioral supports; and provide meaningful opportunities for social emotional learning. Philosophy, policy and practice for school discipline must be a continuum addressing student engagement, prevention, intervention and consequences.
2. Strategies to enforce discipline should rely primarily on positive and preventive interventions. Positive and preventive approaches to discipline create safe, supportive and positive school climates and respond to misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, repairing harm done, restoring relationships, reintegrating students into the school community, meeting students' needs, keeping students in school and learning, and preventing inappropriate behavior in the future. The effectiveness of this approach will be reflected in declining rates of out-of-school suspensions.
3. There are clear expectations for the respective roles of all school partners—students, parents/guardians, and school staff. Students, parents/guardians and school staff are all considered key partners in creating a safe and supportive school environment.

Students should promote a strong school community and place of learning by:

- a. following school rules and
- b. treating staff and peers with dignity.

Parents should be role models and actively collaborate by:

- a. sharing issues that affect student behavior,
- b. identifying effective strategies for working with the student and
- c. treating all members of the school community with dignity.

Educators should be role models, inform parents and nurture students' skills by:

- a. promoting optimal learning,
- b. promoting positive behavior,
- c. establishing positive relationships with students,
- d. treating parents and students with dignity, and
- e. addressing behaviors which disrupt learning.

4. School staff strives to understand behavior rather than simply react to it. Rather than simply control or punish inappropriate behavior, there must first be an effort to understand the behavior, explore it as a symptom of other issues which need to be addressed, and recognize critical factors such as age, disability, bullying, trauma, etc. Understanding should be followed by appropriate intervention. School administrators must consider whether other factors contribute to the problem behavior and whether such behavior could be alleviated by helping the student deal with the factors causing the behavior. If such factors exist, the school administrator must refer the student to appropriate services or interventions before the child may be excluded from school. Examples of such factors include, but are not limited to:

- a. Mental illness or undiagnosed disabilities, especially given Child Find requirements under the federal Individuals with Disabilities Education Act (IDEA);
- b. Appropriateness of the student's placement or setting;
- c. Whether the student is or has been a victim of bullying;
- d. Family situations such as involvement in foster care, domestic violence, homelessness, poverty, recent death of a loved one, or immigration status;
- e. Substance abuse or addiction;
- f. The student's disciplinary history;
- g. The student's age and ability to understand consequences;
- h. The student's expression of remorse;
- i. Intent such as whether the student was acting in self-defense;

- j. Whether the school district made any effort to address the student's behavior using positive, preventive methods prior to the incident at issue; and
  - k. The egregiousness of the student's conduct and whether it placed students or staff at serious risk of emotional or physical harm.
- 5. Responses to inappropriate behavior are graduated. Create clear expectations for behavior. Provide graduated levels of support and intervention for all students with consequences for misbehavior that are individualized, consistent, reasonable, fair, impartial, and age-appropriate. It should also emphasize the student's ability to grow in self-discipline.
- 6. Alternative interventions to out-of-school suspension should be used in all cases except for incidents that could cause imminent death or serious bodily injury. Extreme caution should be taken to avoid out-of-school suspension for children in elementary school. The length of the suspension should be as limited as possible, so that the suspension does not become an obstacle to addressing the underlying problem. When an out-of-school suspension is necessary, there should be a plan to facilitate the child's return to school.
- 7. The right to continue education during exclusion is upheld in a timely manner. If students under the compulsory school-age are suspended from school, they have a right to continue to access and complete regular academic work during the suspension.
  - a. Schools must provide quality instruction in an alternative classroom or setting or place students in an alternative school that provides the same quality instruction.
  - b. Quality instruction is defined as instruction by a certified teacher with grade and class appropriate material that allows students to earn equal credits and receive parallel education as if they had been in their regular class and allows them to join their regular class after the term of the exclusion on pace with their classroom peers.
  - c. The school shall ensure the instructor receives all the assignments for the time the students are not in class.
- 8. Collection and review of data on school discipline is essential. Progress and outcome data documenting the use of a range of strategies, progressive use of consequences and impact on exclusion should be regularly collected and analyzed. The annual analysis should be presented to the school community and also used to modify school policies and practices.
- 9. The revised approach to school discipline is supported by a strong dissemination and training plan. Plans to disseminate information about the new disciplinary philosophy, procedures and code of conduct should include written and audio versions, multilingual versions and low-literacy versions. Age-appropriate versions must be available for students. These must be in paper form and easily accessible on school district websites. Ongoing training for staff must be provided until the culture for discipline aligns with the new disciplinary philosophy.



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## Appendix B: Resource List for the Development of New Programs and Practices

1. Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members. April 2013 This resource was developed collaboratively by the National School Boards Association (NSBA), the Council of Urban Boards of Educations, the National Opportunities to Learn Campaign, the Solutions not Suspensions Campaign and Opportunity Action. The authors obtained “strategic advice” from the American Federation of Teachers (AFT), the National Education Association (NEA), the National Association of Elementary School Principals (NEASP) and the National Association of Secondary School Principals (NASSP). It includes “Game-changing community strategies” organized into four groups with references to states and localities that have taken action. The four groups are: building the capacity of students, teachers and principals; improving data collection and reporting; advocating for comprehensive approaches; and reducing suspensions and promoting attendance. <http://www.nsba.org/www.nsba.org/suspensions>
2. Alliance for Excellent Education. Climate Change: Implementing School Discipline Practices That Create a Positive School Climate. September 2013. This paper discusses the state of school discipline policies nationwide, including school discipline data, ineffective school discipline policies, consequences of these ineffective policies, and recommendations for more effective and equitable practices that keep students in school. <http://all4ed.org>
3. Alternative to Suspensions. 2010 This report was prepared by the North Carolina Family Impact Seminar and the Center for Child and Family Policy at Duke University. It includes brief descriptions of programs under these categories: preventing disruptive behaviors; alternatives to suspension; mitigating the impact of suspension; offsetting the effects of suspension; and reducing racial disparities. [http://www.childandfamilypolicy.duke.edu/engagement/ncfis\\_2010.php](http://www.childandfamilypolicy.duke.edu/engagement/ncfis_2010.php)
4. Alternatives to Suspension: 15 Strategies to Use Right Now April 2013 This document was prepared by LRP and is specifically related to students with special needs. <http://www.lrp.com>
5. Civil Rights Project at UCLA. "A Summary of New Research: Closing the School Discipline Gap: Research to Policy." School Discipline Conference. Washington, DC. 10 Jan. 2013. This conference was jointly sponsored by Education Week, Gallup and The Equity Project at Indiana University. This report explores the impacts of exclusionary school-discipline practices, research-based approaches to reducing the discipline gap and efforts to end the school-to-prison pipeline. <http://civilrightsproject.ucla.edu/events/2013>
6. The Dignity in Schools Campaign. This campaign challenges the systemic problem of pushout in our nation's schools and advocates for the human right of every child to a quality education and to be treated with dignity. The DSC unites parents, youth, educators and advocates in a campaign to promote local and national alternatives to a culture of zero-tolerance, punishment and removal. This website includes a searchable database of research on pushout, school discipline and positive alternatives. [www.dignityinschools.org](http://www.dignityinschools.org).

7. Fix School Discipline. This is a California-based organization that has created two toolkits on How We Can Fix School Discipline. One toolkit is for educators and one is for parents, students and other school community members. The toolkits describe how to implement proven, effective alternatives to ineffective harsh disciplinary practices. [www.fixschooldiscipline.org](http://www.fixschooldiscipline.org).
8. National School Climate Center. The goal of the Center is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical and academic skills. The organization translates research into practices by establishing meaningful and relevant guidelines, programs and services that support a model for whole school improvement with a focus on school climate. [www.schoolclimate.org](http://www.schoolclimate.org).
9. Sensible Solutions for Safe Schools: A Collaborative Report from the Members of the VIVA National Education Association IDEA Exchange April 2013 This report includes 7 recommendations for improving school and classroom safety. <http://vivateachers.org>
10. Solutions Not Suspensions. Solutions Not Suspensions is a call for a moratorium on out-of-school suspensions and for schools to adopt more constructive disciplinary policies that benefit students, classrooms and communities. The website includes updates on activities from around the country that reduce the use of out-of-school suspensions. <http://stopsuspensions.org/>
11. Teaching Discipline: A Toolkit for Educators on Positive Alternatives to Out-of-School Suspensions June 2010 This guide was prepared by Connecticut Voices for Children after Connecticut passed legislation limiting the use of out-of-school suspensions. It includes descriptions of “preventative measures” and “alternative punishments for disciplinary offenses.”  
<http://www.ctvoices.org/publications/teaching-discipline-toolkit-educators-positive-alternatives-out-school-suspensions>
12. Ten Alternatives to Suspension This document prepared by Reece Peterson in conjunction with the University of Minnesota focuses specifically on students with emotional/behavioral disorders. <http://ici.umn.edu/products/impact/182/over5.html>

## **Appendix C: Model Codes of Conduct**

Buffalo Public Schools revised code of conduct strictly limits out-of-school suspensions and promotes student engagement.

<http://www.buffaloschools.org/StudentServices.cfm?subpage=57596>

Dignity in Schools Campaign offers a wide range of documents to support alternatives to harsh discipline.

<http://www.dignityinschools.org/policy-alternatives>

## Appendix D: New York State Data on Out-of-School Suspensions

*Note: For ease of reading, this appendix includes all of the data reported earlier plus detailed information on the accompanying data analysis.*

### The Need for a New Approach to School Discipline: *What the Data Tells Us*

With excessive reliance on out-of-school suspensions and community support for zero tolerance in some areas, schools fail to explore, consider and develop other responses to behavioral problems. Notably, after Connecticut passed a law severely limiting the use of out-of-school suspensions, many school districts began to explore a wide range of alternative approaches that a) emphasized prevention and early intervention, b) were often designed in response to a data analysis of problems, and c) were appropriate to the student's age, disability and circumstances.

By contrast, data on suspensions in New York State shows a very different picture. The most recent complete data set from the New York State Education Department is for the 2010-2011 school year. Therefore to look at data over three years, this data analysis covers the 2008-09 school year referred to as 2009, the 2009-10 school year referred to as 2010 and the 2010-11 school year referred to as 2011.

**More than 5,000 Westchester students are suspended each year. Although the rate dipped slightly in 2010, it then *nearly doubled* in 2011 with 9,082 students suspended that school year.**

YEAR	Enrolled	Number of Students Suspended	Percent Suspended
2009	149,007	6,655	4.5%
2010	149,674	5,834	3.9%
2011	150,459	9,082	6.0%

NYS data only reports on the number of students suspended. The number of times that each student is suspended and the number of days the student is suspended is not available. Students can be suspended for one day to more than a year. Among the families seeking Student Advocacy's assistance with a suspension, a six month or longer suspension occurs frequently, no matter the age of the student and despite infractions that are not violent or dangerous. [Note: some districts have told us that this data reports on the number of suspensions. However, the State Education Department's Description of Data clearly lists this as the number of students suspended therefore we report the data according to the state information.]

**On average, 9% of the students who are suspended each year are in elementary school. Over three years, this amounts to more than 1,500 elementary suspensions.**

Suspension data by grade level is not available. However, data for both grade range and suspensions is available by school building. Grade ranges within buildings vary throughout Westchester. However, over 70% of the schools fall into one of these groups:

- Elementary including grades PreK through 5<sup>th</sup> and Ungraded Elementary
- Middle including grades 6 through 8 and Ungraded Elementary and/or Ungraded Secondary
- High including grades 9 through 12 and Ungraded Secondary

Among those suspended at these schools, suspension is spread out over grade levels as follows:

<b>Schools By Grade Level</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>3 Year Average</b>
<b>Elementary</b>	9.8%	12.8%	4.8%	9.1%
<b>Middle</b>	25.9%	28.8%	23.6%	26.1%
<b>High</b>	64.3%	58.4%	71.7%	64.8%

This data above represents only 70% of the schools in Westchester. The other 30% have mixed grades within a building and do not easily assign to the elementary, middle or high school grouping used above.

To estimate the elementary suspension rate for all schools, the above rates for elementary schools were applied to the total number of suspended students to estimate the total number of elementary suspensions:

<b>Westchester:</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Total # Suspended</b>	6655	5834	9082
<b>Elementary Suspension Rate</b>	9.8%	12.8%	4.8%
<b>Estimated # of Elementary Suspensions</b>	652	747	436

**The vast majority of suspended students, an estimated 95% of the 9,082 suspensions that occurred in 2011, were suspended even though their behavior was not violent.**

Although NYS collects data from school districts regarding violent incidents, it is difficult to compare this data to the data on school suspensions. The data on violent incidents is collected annually through the Violent and Disruptive Incident Report (VADIR). School districts report on the number of incidents regardless of whether or not the incident resulted in a disciplinary action. In some cases, an incident is reported even if the offender is not known such as in a bomb threat. Consequently, 249 Westchester schools made VADIR reports in 2011. Among them, 45% had more VADIR incident reports than the total number of students suspended. This suggests that the VADIR data is a less than ideal indicator of the number of students who were suspended for violent incidents.

A comparison of VADIR data and suspension data is also complicated by the different basis for reporting. VADIR reports on incidents. Suspension data reports on suspended students. So, for example, one student who was suspended multiple times for incidents that warranted multiple VADIR reports would show up in the suspension data as one suspended student. Also, one incident report on VADIR that involved multiple students is still reported as one incident.

These two data sets are the only available information on violent incidents and school suspensions. So despite their problematic comparison, they provide at least a general sense about the relationship between school violence and suspensions. The VADIR incidents are reported in one of 36 categories, listed in the chart to the right. The NYS Education Department identifies some of these categories as violent and some as disruptive or nonviolent in the School Violence Index (SVI). In our analysis of the VADIR data, we followed the SVI categories which rank the VADIR categories as violent or nonviolent except for category #31 – Riot Without Weapon – which we categorized as violent.\*

VADIR Reporting Categories		NYS SVI
1	Homicide With Weapon	Violent
2	Homicide Without Weapon	Violent
3	Forcible Sex Offenses With Weapon	Violent
4	Forcible Sex Offenses Without Weapon	Violent
5	Other Sex Offenses With Weapon	Violent
6	Other Sex Offenses Without Weapon	Violent
7	Robbery With Weapon	Violent
8	Robbery Without Weapon	Violent
9	Assault with Serious Physical Injury With Weapon	Violent
10	Assault with Serious Physical Injury Without Weapon	Violent
11	Arson	Violent
12	Kidnapping With Weapon	Violent
13	Kidnapping Without Weapon	Violent
14	Assault with Physical With Weapon	Violent
15	Assault with Physical Without Weapon	Violent
16	Reckless Endangerment With Weapon	Violent
17	Reckless Endangerment Without Weapon	Violent
18	Minor Altercations With Weapon	Violent
19	Minor Altercations Without Weapon	Nonviolent
20	Intimidation With Weapon	Violent
21	Intimidation Without Weapon	Nonviolent
22	Burglary With Weapon	Violent
23	Burglary Without Weapon	Nonviolent
24	Criminal Mischief With Weapon	Violent
25	Criminal Mischief Without Weapon	Nonviolent
26	Larceny or Other Theft With Weapon	Violent
27	Larceny or Other Theft Without Weapon	Nonviolent
28	Bomb Threat	Nonviolent
29	False Alarm	Nonviolent
30	Riot With Weapon	Violent
31	Riot Without Weapon	Nonviolent*
32	Weapon Possession Through Screening	Violent
33	Weapon Possession Under Other Circumstances	Violent
34	Drug Possession	Nonviolent
35	Alcohol Possession	Nonviolent
36	Other Disruptive	Nonviolent



Using our slightly more conservative standard, the VADIR data was analyzed to determine the number of incidents that are violent as opposed to disruptive. In 2011, 93% of all 8,454 VADIR reports were categorized as disruptive, or nonviolent, and the remaining 7% were categorized as violent. When comparing the VADIR data to suspension data, we took a conservative approach and assumed that every violent VADIR incident report represents a different student. If the number of violent VADIR reports exceeded the number of suspended students, we assumed that all suspended students engaged in violent incidents. It is likely that this overstates the number of students suspended for violent incidents. Among Westchester schools in 2011, the data is as follows:

District	School	Grade Organization	2011 Enrollment	Number Suspended	VADIR Violent Incident Reports	Estimated Number Nonviolent Suspensions	Percent Suspended for Nonviolent Incident
	CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE	Elementary	457	38	15	23	60.5%
Ardsley Union Free School District	ARDSLEY HIGH SCHOOL	Senior High	721	31	2	29	93.5%
Ardsley Union Free School District	ARDSLEY MIDDLE SCHOOL	Middle School	643	11	1	10	90.9%
Ardsley Union Free School District	CONCORD ROAD ELEMENTARY SCHOOL	Elementary	678	4	0	4	100.0%
Bedford Central School District	BEDFORD HILLS ELEMENTARY SCHOOL	Elementary	291	0	0	0	0.0%
Bedford Central School District	BEDFORD VILLAGE ELEMENTARY SCHOOL	Elementary	420	3	1	2	66.7%
Bedford Central School District	FOX LANE HIGH SCHOOL	Senior High	1359	58	9	49	84.5%
Bedford Central School District	FOX LANE MIDDLE SCHOOL	Middle School	992	21	1	20	95.2%
Bedford Central School District	MOUNT KISCO ELEMENTARY SCHOOL	Elementary	592	3	0	3	100.0%
Bedford Central School District	POUND RIDGE ELEMENTARY SCHOOL	Elementary	408	2	0	2	100.0%
Bedford Central School District	WEST PATENT ELEMENTARY SCHOOL	Elementary	357	2	1	1	50.0%
Blind Brook-Rye Union Free School District	BLIND BROOK HIGH SCHOOL	Senior High	408	5	0	5	100.0%
Blind Brook-Rye Union Free School District	BLIND BROOK-RYE MIDDLE SCHOOL	Middle School	385	4	0	4	100.0%
Blind Brook-Rye Union Free School District	BRUNO M PONTERIO RIDGE STREET SCHOOL	Elementary	729	0	0	0	0.0%
Briarcliff Manor Union Free School District	BRIARCLIFF HIGH SCHOOL	Senior High	566	14	0	14	100.0%
Briarcliff Manor Union Free School District	BRIARCLIFF MIDDLE SCHOOL	Middle School	402	10	0	10	100.0%
Briarcliff Manor Union Free School District	TODD ELEMENTARY SCHOOL	Elementary	663	0	0	0	0.0%
Bronxville Union Free School District	BRONXVILLE ELEMENTARY SCHOOL	Elementary	737	0	0	0	0.0%

Bronxville Union Free School District	BRONXVILLE HIGH SCHOOL	Senior High	455	4	0	4	100.0%
Bronxville Union Free School District	BRONXVILLE MIDDLE SCHOOL	Middle School	347	10	0	10	100.0%
Byram Hills Central School District	BYRAM HILLS HIGH SCHOOL	Senior High	858	3	0	3	100.0%
Byram Hills Central School District	COMAN HILL SCHOOL	Elementary	525	0	0	0	0.0%
Byram Hills Central School District	H C CRITTENDEN MIDDLE SCHOOL	Middle School	688	4	0	4	100.0%
Byram Hills Central School District	WAMPUS SCHOOL	Elementary	643	0	0	0	0.0%
Chappaqua Central School District	DOUGLAS G GRAFFLIN SCHOOL	Elementary	500	2	0	2	100.0%
Chappaqua Central School District	HORACE GREELEY HIGH SCHOOL	Senior High	1252	30	9	21	70.0%
Chappaqua Central School District	ROARING BROOK SCHOOL	Elementary	479	1	0	1	100.0%
Chappaqua Central School District	ROBERT E BELL SCHOOL	Middle School	731	1	0	1	100.0%
Chappaqua Central School District	SEVEN BRIDGES MIDDLE SCHOOL	Middle School	633	4	0	4	100.0%
Chappaqua Central School District	WESTORCHARD SCHOOL	Elementary	511	0	0	0	0.0%
Croton-Harmon Union Free School District	CARRIE E TOMPKINS SCHOOL	Elementary	613	1	0	1	100.0%
Croton-Harmon Union Free School District	CROTON-HARMON HIGH SCHOOL	Senior High	564	18	1	17	94.4%
Croton-Harmon Union Free School District	PIERRE VAN CORTLANDT SCHOOL	Middle School	549	7	0	7	100.0%
Dobbs Ferry Union Free School District	DOBBS FERRY HIGH SCHOOL	Senior High	449	16	2	14	87.5%
Dobbs Ferry Union Free School District	DOBBS FERRY MIDDLE SCHOOL	Middle School	314	7	1	6	85.7%
Dobbs Ferry Union Free School District	SPRINGHURST ELEMENTARY SCHOOL	Elementary	682	0	0	0	0.0%
Eastchester Union Free School District	ANNE HUTCHINSON SCHOOL	Elementary	465	0	0	0	0.0%
Eastchester Union Free School District	EASTCHESTER MIDDLE SCHOOL	Middle School	714	15	2	13	86.7%
Eastchester Union Free School District	EASTCHESTER SENIOR HIGH SCHOOL	Senior High	874	27	0	27	100.0%
Eastchester Union Free School District	GREENVALE SCHOOL	Elementary	530	1	0	1	100.0%
Eastchester Union Free School District	WAVERLY EARLY CHILDHOOD CENTER	Elementary	498	0	0	0	0.0%
Edgemont Union Free School District	EDGEMONT JUNIOR-SENIOR HIGH SCHOOL	Junior Senior School	914	3	0	3	100.0%
Edgemont Union Free School District	GREENVILLE SCHOOL	Elementary	495	2	0	2	100.0%
Edgemont Union Free School District	SEELY PLACE SCHOOL	Elementary	507	0	0	0	0.0%
Elmsford Union Free School District	ALEXANDER HAMILTON HIGH SCHOOL	Junior Senior School	397	27	5	22	81.5%
Elmsford Union Free School District	ALICE E GRADY ELEMENTARY SCHOOL	Elementary	386	13	0	13	100.0%
Elmsford Union Free School District	CARL L DIXSON ELEMENTARY SCHOOL	Elementary	195	0	0	0	0.0%

Greenburgh Central School District	HIGHVIEW SCHOOL	Elementary	249	2	0	2	100.0%
Greenburgh Central School District	LEE F JACKSON SCHOOL	Elementary	307	1	0	1	100.0%
Greenburgh Central School District	RICHARD J BAILEY SCHOOL	Elementary	328	5	0	5	100.0%
Greenburgh Central School District	WOODLANDS MIDDLE SCHOOL	Junior High School	251	13	0	13	100.0%
Greenburgh Central School District	WOODLANDS SENIOR HIGH SCHOOL	Senior High	495	17	2	15	88.2%
Greenburgh Eleven Union Free School District	GREENBURGH ELEVEN ELEMENTARY SCHOOL	Elementary	46	10	2	8	80.0%
Greenburgh Eleven Union Free School District	GREENBURGH ELEVEN HIGH SCHOOL	Senior High	235	25	7	18	72.0%
Greenburgh Eleven Union Free School District	GREENBURGH ELEVEN MIDDLE SCHOOL	Junior High School	51	10	2	8	80.0%
Greenburgh-Graham Union Free School District	MARTIN LUTHER KING JR HIGH SCHOOL	Senior High	214	8	1	7	87.5%
Greenburgh-Graham Union Free School District	ZICCOLELLA ELEMENTARY/MIDDLE SCHOOL	Elementary	138	0	1	0	0.0%
Greenburgh-North Castle Union Free School District	CLARK ACADEMY	Junior Senior School	165	121	0	121	100.0%
Greenburgh-North Castle Union Free School District	GREENBURGH ACADEMY	Junior Senior School	181	29	0	29	100.0%
Greenburgh-North Castle Union Free School District	THE REACH ACADEMY	Junior Senior School	50	0	0	0	0.0%
Harrison Central School District	HARRISON AVENUE ELEMENTARY SCHOOL	Elementary	460	6	1	5	83.3%
Harrison Central School District	HARRISON HIGH SCHOOL	Senior High	1037	41	3	38	92.7%
Harrison Central School District	LOUIS M KLEIN MIDDLE SCHOOL	Middle School	826	20	5	15	75.0%
Harrison Central School District	PARSONS MEMORIAL SCHOOL	Elementary	460	1	0	1	100.0%
Harrison Central School District	PURCHASE SCHOOL	Elementary	412	5	0	5	100.0%
Harrison Central School District	SAMUEL J PRESTON SCHOOL	Elementary	344	4	1	3	75.0%
Hastings-On-Hudson Union Free School District	FARRAGUT MIDDLE SCHOOL	Middle School	510	11	2	9	81.8%
Hastings-On-Hudson Union Free School District	HASTINGS HIGH SCHOOL	Senior High	537	11	2	9	81.8%
Hastings-On-Hudson Union Free School District	HILLSIDE ELEMENTARY SCHOOL	Elementary	562	1	0	1	100.0%
Hawthorne-Cedar Knolls Union Free School District	GELLER HOUSE SCHOOL	Junior Senior School	23	0	1	0	0.0%
Hawthorne-Cedar Knolls Union Free School District	HAWTHORNE CEDAR KNOLLS SR/JR HIGH SCHOOL	Junior Senior School	172	40	5	35	87.5%
Hawthorne-Cedar Knolls Union Free School District	LINDEN HILL SCHOOL	Junior Senior School	181	46	2	44	95.7%
Hawthorne-Cedar Knolls Union Free School District	LITTLE SCHOOL	Elementary	32	13	1	12	92.3%
Hendrick Hudson Central School District	BLUE MOUNTAIN MIDDLE SCHOOL	Middle School	648	29	16	13	44.8%
Hendrick Hudson Central School District	BUCHANAN-VERPLANCK ELEMENTARY SCHOOL	Elementary	351	5	0	5	100.0%

Hendrick Hudson Central School District	FRANK G LINDSEY ELEMENTARY SCHOOL	Elementary	443	0	0	0	0.0%
Hendrick Hudson Central School District	FURNACE WOODS ELEMENTARY SCHOOL	Elementary	325	1	0	1	100.0%
Hendrick Hudson Central School District	HENDRICK HUDSON HIGH SCHOOL	Senior High	854	53	0	53	100.0%
Irvington Union Free School District	DOWS LANE (K-3) SCHOOL	Elementary	496	1	0	1	100.0%
Irvington Union Free School District	IRVINGTON HIGH SCHOOL	Senior High	622	24	0	24	100.0%
Irvington Union Free School District	IRVINGTON MIDDLE SCHOOL	Middle School	434	4	0	4	100.0%
Irvington Union Free School District	MAIN STREET SCHOOL (4-5)	Elementary	247	0	0	0	0.0%
Katonah-Lewisboro Union Free School District	INCREASE MILLER ELEMENTARY SCHOOL	Elementary	371	2	1	1	50.0%
Katonah-Lewisboro Union Free School District	JOHN JAY HIGH SCHOOL	Senior High	1266	44	1	43	97.7%
Katonah-Lewisboro Union Free School District	JOHN JAY MIDDLE SCHOOL	Middle School	879	6	0	6	100.0%
Katonah-Lewisboro Union Free School District	KATONAH ELEMENTARY SCHOOL	Elementary	478	0	0	0	0.0%
Katonah-Lewisboro Union Free School District	LEWISBORO ELEMENTARY SCHOOL	Elementary	434	2	0	2	100.0%
Katonah-Lewisboro Union Free School District	MEADOW POND ELEMENTARY SCHOOL	Elementary	345	5	1	4	80.0%
Lakeland Central School District	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Elementary	615	2	0	2	100.0%
Lakeland Central School District	GEORGE WASHINGTON ELEMENTARY SCHOOL	Elementary	483	5	0	5	100.0%
Lakeland Central School District	LAKELAND ALTERNATIVE HIGH SCHOOL	Senior High	23	NA	1		NA
Lakeland Central School District	LAKELAND HIGH SCHOOL	Senior High	1175	55	1	54	98.2%
Lakeland Central School District	LAKELAND-COPPER BEECH MIDDLE SCHOOL	Middle School	1465	69	1	68	98.6%
Lakeland Central School District	LINCOLN TITUS ELEMENTARY SCHOOL	Elementary	468	2	0	2	100.0%
Lakeland Central School District	THOMAS JEFFERSON ELEMENTARY SCHOOL	Elementary	434	1	0	1	100.0%
Lakeland Central School District	VAN CORTLANDTville SCHOOL	Elementary	669	8	0	8	100.0%
Lakeland Central School District	WALTER PANAS HIGH SCHOOL	Senior High	1039	36	1	35	97.2%
Mamaroneck Union Free School District	CENTRAL SCHOOL	Elementary	485	0	0	0	0.0%
Mamaroneck Union Free School District	CHATSWORTH AVENUE SCHOOL	Elementary	643	1	1	0	0.0%
Mamaroneck Union Free School District	HOMMOCKS SCHOOL	Middle School	1111	38	0	38	100.0%
Mamaroneck Union Free School District	MAMARONECK AVENUE SCHOOL	Elementary	704	0	0	0	0.0%
Mamaroneck Union Free School District	MAMARONECK HIGH SCHOOL	Senior High	1501	37	0	37	100.0%
Mamaroneck Union Free School District	MURRAY AVENUE SCHOOL	Elementary	705	0	0	0	0.0%
Mount Pleasant Central School District	COLUMBUS ELEMENTARY SCHOOL	Elementary	470	1	0	1	100.0%
Mount Pleasant Central School District	HAWTHORNE ELEMENTARY SCHOOL	Elementary	448	0	0	0	0.0%

Mount Pleasant Central School District	WESTLAKE HIGH SCHOOL	Senior High	594	12	0	12	100.0%
Mount Pleasant Central School District	WESTLAKE MIDDLE SCHOOL	Middle School	500	3	1	2	66.7%
Mount Pleasant-Blythedale Union Free School District	BLYTHEDALE SCHOOL	K-12 School	103	0	0	0	0.0%
Mount Pleasant-Cottage Union Free School District	EDENWALD SCHOOL	Senior High	130	3	0	3	100.0%
Mount Pleasant-Cottage Union Free School District	MOUNT PLEASANT COTTAGE SCHOOL	Junior Senior School	208	73	0	73	100.0%
Mount Vernon School District	CECIL H PARKER SCHOOL	Elementary	333	6	0	6	100.0%
Mount Vernon School District	COLUMBUS SCHOOL AT THE FRANKO BUILDING	Elementary	563	39	0	39	100.0%
Mount Vernon School District	DAVIS MIDDLE SCHOOL	Junior High School	792	179	23	156	87.2%
Mount Vernon School District	EDWARD WILLIAMS SCHOOL	Elementary	493	521	2	519	99.6%
Mount Vernon School District	GRAHAM SCHOOL	Elementary	620	41	0	41	100.0%
Mount Vernon School District	GRIMES SCHOOL	Elementary	504	33	1	32	97.0%
Mount Vernon School District	HAMILTON SCHOOL	Elementary	350	12	0	12	100.0%
Mount Vernon School District	HOLMES SCHOOL	Elementary	411	0	0	0	0.0%
Mount Vernon School District	LINCOLN SCHOOL	Elementary	791	22	0	22	100.0%
Mount Vernon School District	LONGFELLOW MIDDLE SCHOOL	Junior High School	436	76	5	71	93.4%
Mount Vernon School District	LONGFELLOW SCHOOL	Elementary	392	0	2	0	0.0%
Mount Vernon School District	MOUNT VERNON HIGH SCHOOL	Senior High	1475	195	27	168	86.2%
Mount Vernon School District	NELSON MANDELA COMMUNITY HS AT COLUMBUS BLDG	Senior High	203	102	0	102	100.0%
Mount Vernon School District	PENNINGTON SCHOOL	Elementary	342	2	0	2	100.0%
Mount Vernon School District	THORNTON HIGH SCHOOL	Senior High	758	105	7	98	93.3%
Mount Vernon School District	TRAPHAGEN SCHOOL	Elementary	354	2	0	2	100.0%
New Rochelle City School District	ALBERT LEONARD MIDDLE SCHOOL	Middle School	1228	80	0	80	100.0%
New Rochelle City School District	COLUMBUS ELEMENTARY SCHOOL	Elementary	825	12	0	12	100.0%
New Rochelle City School District	DANIEL WEBSTER ELEMENTARY SCHOOL	Elementary	544	8	0	8	100.0%
New Rochelle City School District	GEORGE M DAVIS ELEMENTARY SCHOOL	Elementary	665	1	0	1	100.0%
New Rochelle City School District	HENRY BARNARD SCHOOL	Elementary	593	0	0	0	0.0%
New Rochelle City School District	ISAAC E YOUNG MIDDLE SCHOOL	Middle School	1153	138	0	138	100.0%
New Rochelle City School District	JEFFERSON ELEMENTARY SCHOOL	Elementary	601	1	0	1	100.0%
New Rochelle City School District	NEW ROCHELLE HIGH SCHOOL	Senior High	3413	240	6	234	97.5%
New Rochelle City School District	TRINITY ELEMENTARY SCHOOL	Elementary	856	14	1	13	92.9%

New Rochelle City School District	WILLIAM B WARD ELEMENTARY SCHOOL	Elementary	1011	8	0	8	100.0%
North Salem Central School District	NORTH SALEM MIDDLE SCHOOL/HIGH SCHOOL	Junior Senior School	750	12	5	7	58.3%
North Salem Central School District	PEQUENAKONCK ELEMENTARY SCHOOL	Elementary	575	2	0	2	100.0%
Ossining Union Free School District	ANNE M DORNER MIDDLE SCHOOL	Middle School	877	69	8	61	88.4%
Ossining Union Free School District	BROOKSIDE SCHOOL	Elementary	711	0	0	0	0.0%
Ossining Union Free School District	CLAREMONT SCHOOL	Elementary	667	7	1	6	85.7%
Ossining Union Free School District	OSSINING HIGH SCHOOL	Senior High	1323	62	0	62	100.0%
Ossining Union Free School District	PARK SCHOOL	Elementary	603	0	0	0	0.0%
Ossining Union Free School District	ROOSEVELT SCHOOL	Elementary	309	0	0	0	0.0%
Peekskill City School District	HILLCREST SCHOOL	Elementary	424	45	23	22	48.9%
Peekskill City School District	OAKSIDE SCHOOL	Elementary	491	14	0	14	100.0%
Peekskill City School District	PEEKSKILL HIGH SCHOOL	Senior High	869	171	4	167	97.7%
Peekskill City School District	PEEKSKILL MIDDLE SCHOOL	Middle School	580	238	2	236	99.2%
Peekskill City School District	WOODSIDE SCHOOL	Elementary	611	2	0	2	100.0%
Pelham Union Free School District	COLONIAL SCHOOL	Elementary	319	0	0	0	0.0%
Pelham Union Free School District	HUTCHINSON SCHOOL	Elementary	360	0	0	0	0.0%
Pelham Union Free School District	PELHAM MEMORIAL HIGH SCHOOL	Senior High	816	18	1	17	94.4%
Pelham Union Free School District	PELHAM MIDDLE SCHOOL	Middle School	663	3	1	2	66.7%
Pelham Union Free School District	PROSPECT HILL SCHOOL	Elementary	355	1	0	1	100.0%
Pelham Union Free School District	SIWANoy SCHOOL	Elementary	291	0	0	0	0.0%
Pleasantville Union Free School District	BEDFORD ROAD SCHOOL	Elementary	639	0	0	0	0.0%
Pleasantville Union Free School District	PLEASANTVILLE HIGH SCHOOL	Senior High	586	24	0	24	100.0%
Pleasantville Union Free School District	PLEASANTVILLE MIDDLE SCHOOL	Middle School	575	4	0	4	100.0%
Pocantico Hills Central School District	POCANTICO HILLS CENTRAL SCHOOL	Elementary	302	5	0	5	100.0%
Port Chester-Rye Union Free School District	JOHN F KENNEDY MAGNET SCHOOL	Elementary	771	8	0	8	100.0%
Port Chester-Rye Union Free School District	KING STREET SCHOOL	Elementary	443	8	0	8	100.0%
Port Chester-Rye Union Free School District	PARK AVENUE SCHOOL	Elementary	469	26	0	26	100.0%
Port Chester-Rye Union Free School District	PORT CHESTER MIDDLE SCHOOL	Middle School	884	48	0	48	100.0%
Port Chester-Rye Union Free School District	PORT CHESTER SENIOR HIGH SCHOOL	Senior High	1183	143	1	142	99.3%
Port Chester-Rye Union Free School District	THOMAS A EDISON SCHOOL	Elementary	433	9	0	9	100.0%

Rye City School District	MIDLAND SCHOOL	Elementary	547	0	0	0	0.0%
Rye City School District	MILTON SCHOOL	Elementary	415	0	0	0	0.0%
Rye City School District	OSBORN SCHOOL	Elementary	583	2	0	2	100.0%
Rye City School District	RYE HIGH SCHOOL	Senior High	871	12	0	12	100.0%
Rye City School District	RYE MIDDLE SCHOOL	Middle School	759	24	0	24	100.0%
Rye Neck Union Free School District	DANIEL WARREN ELEMENTARY SCHOOL	Elementary	405	4	0	4	100.0%
Rye Neck Union Free School District	F E BELLOWS ELEMENTARY SCHOOL	Elementary	345	1	0	1	100.0%
Rye Neck Union Free School District	RYE NECK MIDDLE SCHOOL	Middle School	347	6	1	5	83.3%
Rye Neck Union Free School District	RYE NECK SENIOR HIGH SCHOOL	Senior High	416	12	0	12	100.0%
Scarsdale Union Free School District	EDGEWOOD SCHOOL	Elementary	409	0	0	0	0.0%
Scarsdale Union Free School District	FOX MEADOW SCHOOL	Elementary	502	0	0	0	0.0%
Scarsdale Union Free School District	GREENACRES SCHOOL	Elementary	411	0	0	0	0.0%
Scarsdale Union Free School District	HEATHCOTE SCHOOL	Elementary	396	0	0	0	0.0%
Scarsdale Union Free School District	QUAKER RIDGE SCHOOL	Elementary	452	0	0	0	0.0%
Scarsdale Union Free School District	SCARSDALE MIDDLE SCHOOL	Middle School	1179	1	3	0	0.0%
Scarsdale Union Free School District	SCARSDALE SENIOR HIGH SCHOOL	Senior High	1417	4	0	4	100.0%
Somers Central School District	PRIMROSE SCHOOL	Elementary	744	0	0	0	0.0%
Somers Central School District	SOMERS INTERMEDIATE SCHOOL	Elementary	809	0	0	0	0.0%
Somers Central School District	SOMERS MIDDLE SCHOOL	Middle School	868	7	0	7	100.0%
Somers Central School District	SOMERS SENIOR HIGH SCHOOL	Senior High	1032	27	0	27	100.0%
Tuckahoe Union Free School District	TUCKAHOE HIGH SCHOOL	Senior High	307	11	1	10	90.9%
Tuckahoe Union Free School District	TUCKAHOE MIDDLE SCHOOL	Middle School	237	11	2	9	81.8%
Tuckahoe Union Free School District	WILLIAM E COTTLE SCHOOL	Elementary	512	1	0	1	100.0%
Union Free School District Of The Tarrytowns	JOHN PAULDING SCHOOL	Elementary	346	0	0	0	0.0%
Union Free School District Of The Tarrytowns	SLEEPY HOLLOW HIGH SCHOOL	Senior High	844	81	7	74	91.4%
Union Free School District Of The Tarrytowns	SLEEPY HOLLOW MIDDLE SCHOOL	Middle School	595	50	0	50	100.0%
Union Free School District Of The Tarrytowns	W L MORSE SCHOOL	Elementary	404	0	0	0	0.0%
Union Free School District Of The Tarrytowns	WASHINGTON IRVING INTERM SCHOOL	Elementary	561	0	0	0	0.0%
Valhalla Union Free School District	KENSICO SCHOOL	Elementary	399	6	0	6	100.0%
Valhalla Union Free School District	VALHALLA HIGH SCHOOL	Senior High	428	15	3	12	80.0%

Valhalla Union Free School District	VALHALLA MIDDLE SCHOOL	Middle School	399	9	0	9	100.0%
Valhalla Union Free School District	VIRGINIA ROAD ELEMENTARY SCHOOL	Elementary	347	1	0	1	100.0%
White Plains City School District	CHURCH STREET SCHOOL	Elementary	715	3	0	3	100.0%
White Plains City School District	GEORGE WASHINGTON SCHOOL	Elementary	732	2	0	2	100.0%
White Plains City School District	MAMARONECK AVENUE SCHOOL	Elementary	660	7	0	7	100.0%
White Plains City School District	NEW YORK HOSPITAL ANNEX	Senior High	18	NA	0		NA
White Plains City School District	POST ROAD SCHOOL	Elementary	599	9	4	5	55.6%
White Plains City School District	RIDGEWAY SCHOOL	Elementary	677	0	0	0	0.0%
White Plains City School District	WHITE PLAINS MIDDLE SCHOOL	Middle School	1522	72	10	62	86.1%
White Plains City School District	WHITE PLAINS SENIOR HIGH SCHOOL	Senior High	2211	98	3	95	96.9%
Yonkers City School District	CASIMIR PULASKI SCHOOL	Elementary	554	34	1	33	97.1%
Yonkers City School District	CEDAR PLACE ELEMENTARY SCHOOL	Elementary	478	5	1	4	80.0%
Yonkers City School District	CROSS HILL ACADEMY	Elementary	759	215	10	205	95.3%
Yonkers City School District	ENRICO FERMI SCHOOL FOR THE PERFORMING ARTS	Elementary	1007	159	5	154	96.9%
Yonkers City School District	EUGENIO MARIA DE HOSTOS MICROSOCIETY SCHOOL	Elementary	569	22	5	17	77.3%
Yonkers City School District	FAMILY SCHOOL 32	Elementary	586	207	13	194	93.7%
Yonkers City School District	FOXFIRE SCHOOL	Elementary	443	98	6	92	93.9%
Yonkers City School District	GORTON HIGH SCHOOL	Senior High	1219	441	4	437	99.1%
Yonkers City School District	KAHLIL GIBRAN SCHOOL	Elementary	431	44	7	37	84.1%
Yonkers City School District	LINCOLN HIGH SCHOOL	Senior High	1288	297	5	292	98.3%
Yonkers City School District	MLK JR HIGH TECH & COMPUTER MAGNET SCHOOL	Elementary	509	111	7	104	93.7%
Yonkers City School District	MONTESSORI SCHOOL 27	Elementary	411	5	0	5	100.0%
Yonkers City School District	MONTESSORI SCHOOL 31	Elementary	376	2	0	2	100.0%
Yonkers City School District	MUSEUM SCHOOL 25	Elementary	493	26	25	1	3.8%
Yonkers City School District	PAIDEIA SCHOOL 15	Elementary	621	24	0	24	100.0%
Yonkers City School District	PAIDEIA SCHOOL 24	Elementary	452	17	1	16	94.1%
Yonkers City School District	PALISADE PREPARATORY SCHOOL	Junior Senior School	396	117	7	110	94.0%
Yonkers City School District	PATRICIA A DICHIARO SCHOOL	Elementary	483	12	2	10	83.3%
Yonkers City School District	PEARLS HAWTHORNE SCHOOL	Elementary	1178	29	1	28	96.6%
Yonkers City School District	RIVERSIDE HIGH SCHOOL	Senior High	1006	1013	7	1006	99.3%
Yonkers City School District	ROBERT C DODSON SCHOOL	Elementary	834	76	3	73	96.1%

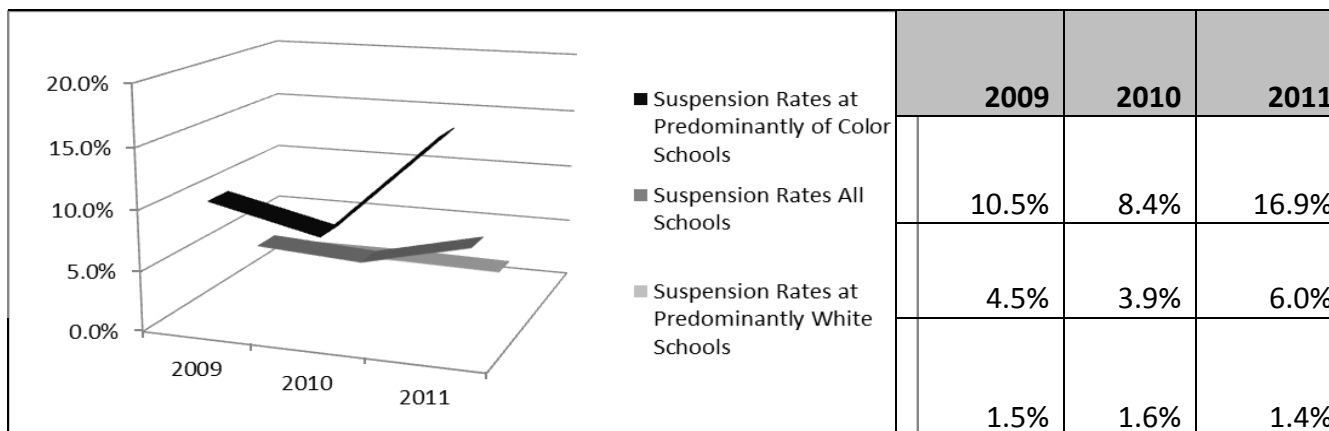


Yonkers City School District	ROOSEVELT HIGH SCHOOL	Senior High	871	419	8	411	98.1%
Yonkers City School District	ROSMARIE ANN SIRAGUSA SCHOOL	Elementary	514	3	0	3	100.0%
Yonkers City School District	SAUNDERS TRADES & TECHNICAL HIGH SCHOOL	Senior High	1172	135	5	130	96.3%
Yonkers City School District	SCHOLASTIC ACADEMY FOR ACADEMIC EXCELLENCE	Elementary	619	0	0	0	0.0%
Yonkers City School District	SCHOOL 13	Elementary	630	59	6	53	89.8%
Yonkers City School District	SCHOOL 16	Elementary	471	18	1	17	94.4%
Yonkers City School District	SCHOOL 17	Elementary	494	1	0	1	100.0%
Yonkers City School District	SCHOOL 21	Elementary	483	2	0	2	100.0%
Yonkers City School District	SCHOOL 22	Elementary	482	51	6	45	88.2%
Yonkers City School District	SCHOOL 23	Elementary	567	46	3	43	93.5%
Yonkers City School District	SCHOOL 29	Elementary	644	158	12	146	92.4%
Yonkers City School District	SCHOOL 30	Elementary	503	12	2	10	83.3%
Yonkers City School District	SCHOOL 5	Elementary	607	2	0	2	100.0%
Yonkers City School District	SCHOOL 9	Elementary	412	27	2	25	92.6%
Yonkers City School District	YONKERS HIGH SCHOOL	Senior High	1124	43	0	43	100.0%
Yonkers City School District	YONKERS MIDDLE SCHOOL	Junior High School	707	168	20	148	88.1%
Yonkers City School District	YONKERS MONTESSORI ACADEMY	Elementary	1175	360	2	358	99.4%
Yorktown Central School District	BROOKSIDE SCHOOL	Elementary	508	0	0	0	0.0%
Yorktown Central School District	CROMPOND SCHOOL	Elementary	613	2	0	2	100.0%
Yorktown Central School District	MILDRED E STRANG MIDDLE SCHOOL	Middle School	883	2	0	2	100.0%
Yorktown Central School District	MOHANSIC SCHOOL	Elementary	461	0	0	0	0.0%
Yorktown Central School District	YORKTOWN HIGH SCHOOL	Senior High	1331	24	0	24	100.0%

There are a few schools which had no suspensions in 2011. Among those that did suspend students, the estimated number suspended for non-violent incidents ranges from a low of 3.8% of all suspensions to a high of 100%.

**Students at schools in which the students are predominantly of color are 15 times more likely to be suspended than students at schools in which the students are predominantly white.**

Suspension data by race/ethnicity is not available. As an alternative method, suspensions rates among the Westchester schools in which 75% or more of the students are of color were compared to a set of Westchester schools in which 75% or more of the students are white. This comparison reveals the following:



**Suspension rates at predominantly white schools average 1.5%. By contrast, suspension rates at schools which have predominantly students of color average 12%.** Disturbingly, this data indicates that the recent spike in the suspension rate fell on students of color.

**Suspension Rates among Westchester School Districts Range from a High of 38% in a single year to a low of 0%.**

Eight districts have a three-year average of more than 10%. These are Mount Pleasant-Cottage UFSD, Greenburgh-North Castle UFSD, Hawthorne-Cedar Knolls UFSD, Greenburgh Eleven UFSD, Abbott UFSD, Mount Vernon SD, Peekskill City SD and Yonkers City SD. The following table presents three years of suspension rates for all Westchester districts and a three year average rate. Data is sorted from the highest 3 year average suspension rate to the lowest.

<b>Suspensions Rates By District (Special Act Districts are in the next table.)</b>		<b>Percent of Students Suspended</b>			
District		2009	2010	2011	Average
MOUNT VERNON SCHOOL DISTRICT		11.8%	11.0%	15.1%	12.63%
PEEKSKILL CITY SCHOOL DISTRICT		9.0%	8.5%	15.8%	11.10%
YONKERS CITY SCHOOL DISTRICT		9.5%	6.2%	17.4%	11.03%
PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT		5.9%	7.6%	5.8%	6.43%
ELMSFORD UNION FREE SCHOOL DISTRICT		6.3%	5.3%	4.1%	5.23%
NEW ROCHELLE CITY SCHOOL DISTRICT		5.1%	5.0%	4.6%	4.90%
UNION FREE SCHOOL DISTRICT OF THE TARRYTOWNS		3.9%	4.7%	4.8%	4.47%
OSSINING UNION FREE SCHOOL DISTRICT		4.6%	4.1%	3.1%	3.93%
HENDRICK HUDSON CENTRAL SCHOOL DISTRICT		3.4%	3.8%	3.4%	3.53%
LAKELAND CENTRAL SCHOOL DISTRICT		2.9%	4.1%	2.8%	3.27%
WHITE PLAINS CITY SCHOOL DISTRICT		3.8%	2.4%	2.7%	2.97%
GREENBURGH 7 CENTRAL SCHOOL DISTRICT		3.4%	2.2%	2.3%	2.63%
ARDSLEY UNION FREE SCHOOL DISTRICT		3.0%	2.5%	2.3%	2.60%
TUCKAHOE UNION FREE SCHOOL DISTRICT		1.6%	3.5%	2.2%	2.43%
DOBBS FERRY UNION FREE SCHOOL DISTRICT		2.8%	2.5%	1.6%	2.30%
BEDFORD CENTRAL SCHOOL DISTRICT		2.3%	2.6%	2.0%	2.30%
HARRISON CENTRAL SCHOOL DISTRICT		2.2%	2.2%	2.2%	2.20%
KATONAH-LEWISBORO UNION FREE SCHOOL DISTRICT		1.7%	2.4%	1.6%	1.90%
PLEASANTVILLE UNION FREE SCHOOL DISTRICT		1.4%	2.0%	1.6%	1.67%
VALHALLA UNION FREE SCHOOL DISTRICT		2.1%	0.7%	2.0%	1.60%
MAMARONECK UNION FREE SCHOOL DISTRICT		1.7%	1.4%	1.5%	1.53%

CROTON-HARMON UNION FREE SCHOOL DISTRICT	2.1%	0.8%	1.5%	1.47%
HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT	1.5%	1.5%	1.4%	1.47%
IRVINGTON UNION FREE SCHOOL DISTRICT	1.6%	1.1%	1.6%	1.43%
EASTCHESTER UNION FREE SCHOOL DISTRICT	1.1%	1.5%	1.4%	1.33%
BRONXVILLE UNION FREE SCHOOL DISTRICT	1.8%	1.2%	0.9%	1.30%
BRIARCLIFF MANOR UNION FREE SCHOOL DISTRICT	1.4%	1.0%	1.5%	1.30%
RYE NECK UNION FREE SCHOOL DISTRICT	1.2%	1.1%	1.5%	1.27%
PELHAM UNION FREE SCHOOL DISTRICT	1.7%	1.2%	0.8%	1.23%
SCARSDALE UNION FREE SCHOOL DISTRICT	1.2%	1.2%	1.0%	1.13%
SOMERS CENTRAL SCHOOL DISTRICT	1.2%	1.2%	1.0%	1.13%
POCANTICO HILLS CENTRAL SCHOOL DISTRICT	1.2%	0.3%	1.7%	1.07%
CHAPPAQUA CENTRAL SCHOOL DISTRICT	0.9%	1.2%	0.9%	1.00%
BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT	0.9%	1.4%	0.6%	0.97%
YORKTOWN CENTRAL SCHOOL DISTRICT	1.0%	1.0%	0.7%	0.90%
MOUNT PLEASANT CENTRAL SCHOOL DISTRICT	1.1%	0.8%	0.8%	0.90%
RYE CITY SCHOOL DISTRICT	0.5%	0.7%	1.2%	0.80%
NORTH SALEM CENTRAL SCHOOL DISTRICT	0.2%	0.7%	1.1%	0.67%
BYRAM HILLS CENTRAL SCHOOL DISTRICT	0.9%	0.3%	0.3%	0.50%
EDGEMONT UNION FREE SCHOOL DISTRICT	0.5%	0.2%	0.3%	0.33%

<b>Suspensions Rates By Special Act District</b>	<b>Percent of Students Suspended</b>			
District	2009	2010	2011	Average
MOUNT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT	30.1%	29.6%	22.5%	27.40%
GREENBURGH-NORTH CASTLE UNION FREE SCHOOL DISTRICT	5.4%	15.5%	37.9%	19.60%
HAWTHORNE-CEDAR KNOLLS UNION FREE SCHOOL DISTRICT	13.9%	16.7%	24.3%	18.30%
GREENBURGH ELEVEN UNION FREE SCHOOL DISTRICT	17.9%	11.3%	13.6%	14.27%
ABBOTT UNION FREE SCHOOL DISTRICT	6.9%	17.5%	NA	12.20%
GREENBURGH-GRAHAM UNION FREE SCHOOL DISTRICT	3.8%	7.3%	2.3%	4.47%
MOUNT PLEASANT-BLYTHEDALE UNION FREE SCHOOL DISTRICT	0.0%	0.0%	0.0%	0.00%

## Appendix E

The following individuals reviewed drafts of the report or responded to presentations about the data. They provided valuable comments that strengthened our analysis and presentation. Others chose to provide comments anonymously.

We thank all of them for their commitment to making this issue via this report as compelling as possible. Still, we are alone responsible for the final report.

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Rosemary T. Lee	Lee Educational Consulting Services, Inc.
Bert Littlejohn	Site Manager, Mount Vernon Family Ties Resource Center
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Patricia D. White	Network Planner, Westchester County Department of Community Mental Health