

# What Everyone Ought to Know about Suspension and Expulsion in North Carolina Public Schools



## Youth Justice Project

of the



SOUTHERN COALITION  
*for* SOCIAL JUSTICE

May 2017

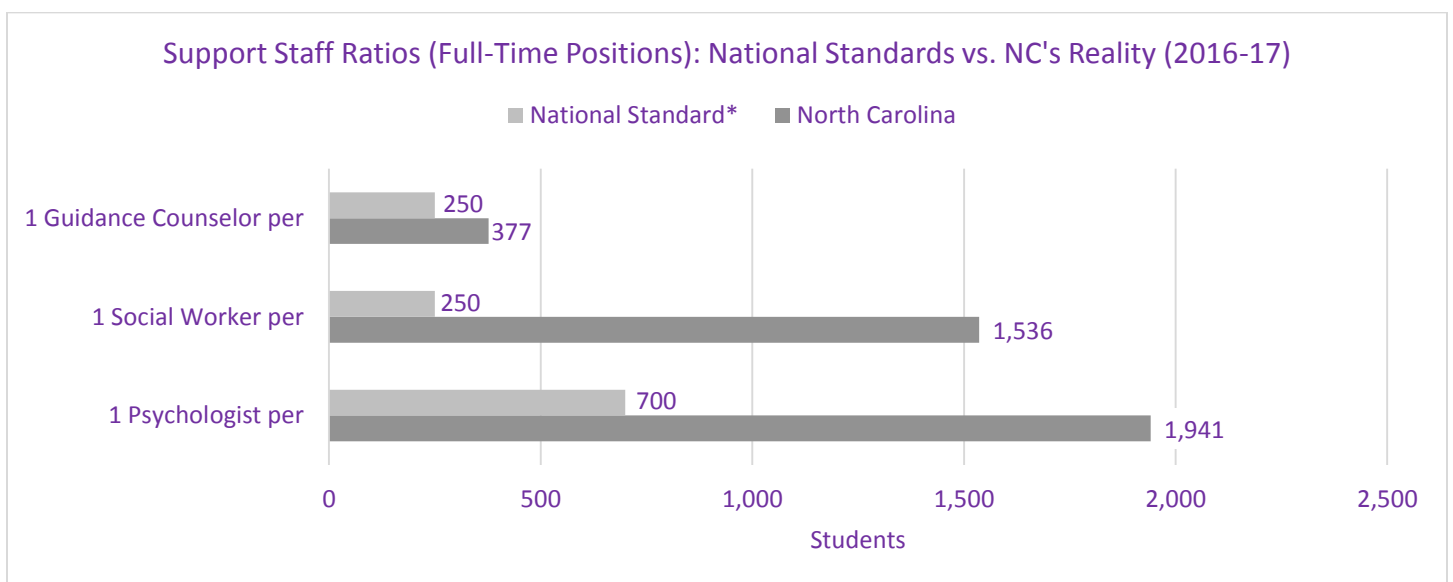
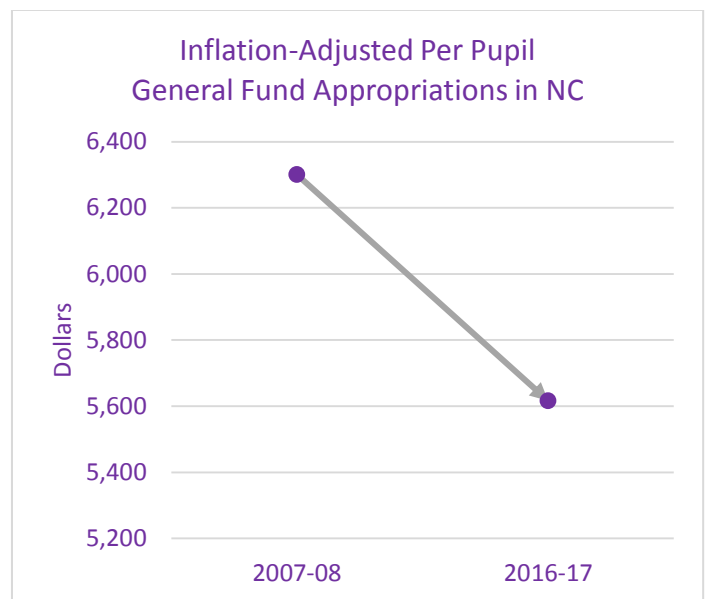
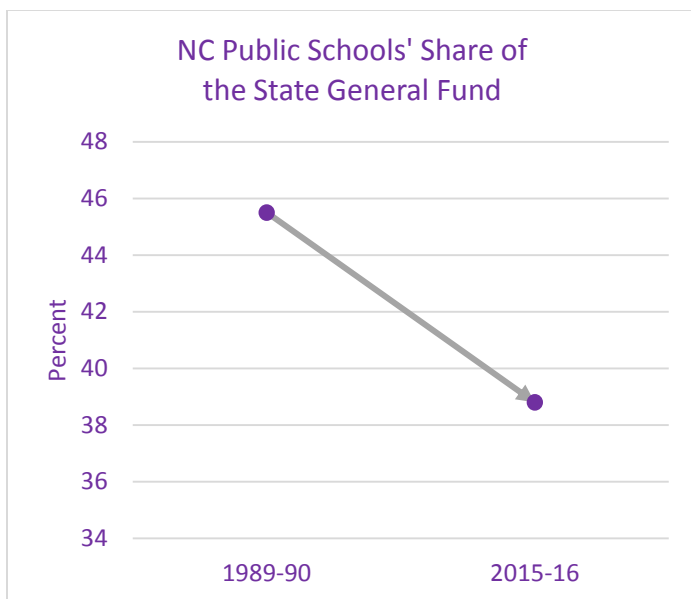
Written by Jason Langberg  
Edited by Jennifer Story

For more information, contact the Youth Justice Project:  
1415 W. Hwy 54, Ste. 101, Durham, NC 27707 • (919) 323-3380 • [youthjusticeproject@scsj.org](mailto:youthjusticeproject@scsj.org)  
[www.youthjusticenc.org](http://www.youthjusticenc.org) • [www.southerncoalition.org](http://www.southerncoalition.org)

# #1: North Carolina public schools lack the resources necessary to prevent and effectively address student misbehavior.

North Carolina:

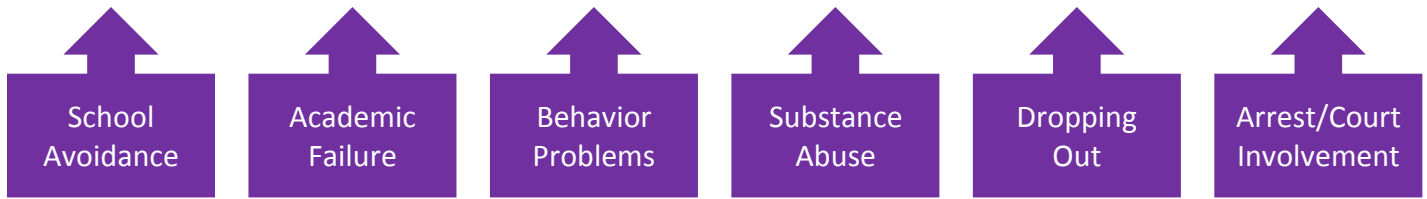
- **Ranked 44th** among states in per pupil expenditures for public K-12 schools, according to the National Education Association (2014-15)
- Had the **8th largest** percent decrease among states in state general funding for education (adjusted for inflation) from 2008 to 2017, according to the Center on Budget and Policy Priorities
- Received the **5<sup>th</sup> worst** school finance grade among states from *Education Week's* Quality Counts Report (2017)
- Received an **"F" grade** for its commitment to public education from the Network for Public Education (2016)
- Received an **"F" grade** for its efforts to fund public education from the Rutgers Graduate School of Education and the Education Law Center (2009-2013)



\* Standards from the Am. Sch. Counselor Ass'n, Sch. Social Work Ass'n of Am., and Nat. Ass'n of Sch. Psychologists

## #2: Suspension and expulsion harm students and schools.

Research has consistently shown that students who are suspended or expelled face an increased risk of...



The following experts have all issued statements\* about the adverse impact suspension and expulsion have on students and schools:

- American Academy of Pediatrics
- American Psychological Association (Zero Tolerance Task Force)
- U.S. Department of Health and Human Services and U.S. Department of Education
- U.S. Department of Education and U.S. Department of Justice
- North Carolina Department of Public Instruction (DPI)
- National Education Association
- American Federation of Teachers
- National Parent-Teacher Association
- National Association of School Psychologists
- National School Boards Association
- Duke University Center for Child and Family Policy

\*See Appendix for the full statements.

## #3: Over 100,000 North Carolina public school students received one or more suspensions or expulsions in 2015-16.

	Definition	# Issued	# of Students
Partial-day in-school suspensions (ISS)	State does not provide a definition*	32,493	19,752
Full-day ISS	State does not provide a definition*	223,729	114,311
Short-term suspensions (STS)	Exclusions for up to 10 school days	216,895	116,467
Long-term suspensions (LTS)	Exclusions for more than 10 school days	1,036	1,005
Expulsions	Indefinite exclusion	27	27

\* ISS are commonly understood to mean reassignments of students to an area of the school apart from the regular classroom for a relatively short period of time.

Worse yet, these numbers do not include:

- **Bus suspensions** that result in students being otherwise unable to get to school; or
- **Constructive suspensions** in which school administrators send students home early with a parent or guardian, but do not formally record the action as a short-term suspension.

#### #4: North Carolina public school students missed over 1,000,000 combined days of classroom instruction as a result of suspension in 2015-16.

223,729 full-day in-school suspensions (ISS) x 1.59 school days/ISS on avg. = 355,729 school days  
 216,895 short-term suspensions (STS) x 2.97 school days/STS on avg. = 644,178 school days  
 1,036 long-term suspensions (LTS) x 76.6 school days/LTS on avg. = 79,358 school days

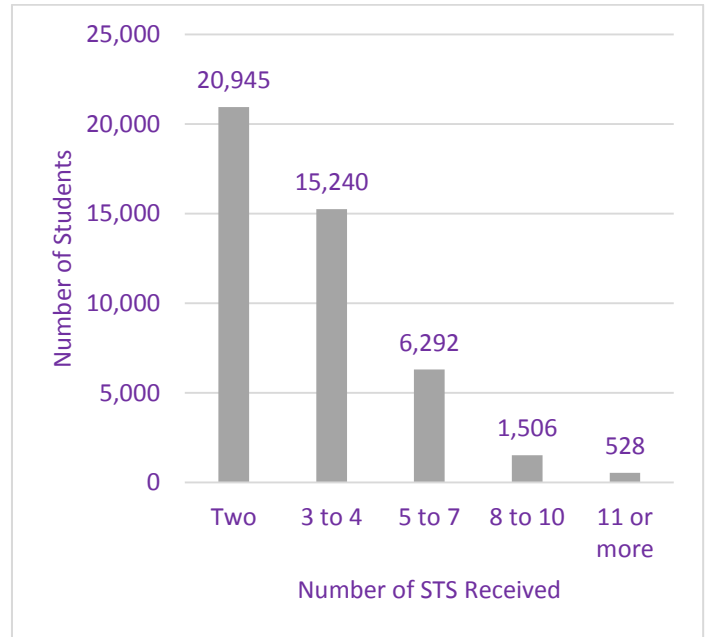
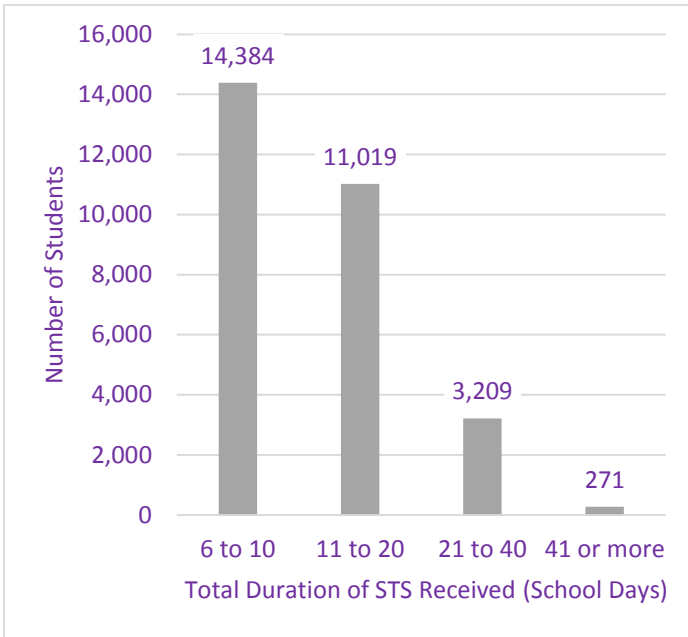
---

**Total: 1,079,265 school days**

Schools with the most school days lost to STS (2015-16):

School	District	STS Issued	School Days Missed Due to STS
Lumberton Senior High	Robeson	1,516	5,643
West Mecklenburg High	<b>Charlotte-Mecklenburg</b>	1,210	4,648
West Charlotte High	<b>Charlotte-Mecklenburg</b>	887	3,692
South Central High	Pitt	1,759	3,419
Garinger High	<b>Charlotte-Mecklenburg</b>	957	3,343
Rocky River High	<b>Charlotte-Mecklenburg</b>	702	3,249
Purnell Swett High	Robeson	1,229	3,197
Turning Point Academy	<b>Charlotte-Mecklenburg</b>	607	3,071
Rocky Mount High	Nash-Rocky Mount	784	2,815
James Martin <b>Middle</b>	<b>Charlotte-Mecklenburg</b>	644	2,643
James B. Dudley High	Guilford	524	2,616
Vance High	<b>Charlotte-Mecklenburg</b>	824	2,575
Ashbrook High	Gaston	844	2,441
Monroe <b>Middle</b>	Union	994	2,373
New Bern High	Craven	538	2,336
Ranson Middle	<b>Charlotte-Mecklenburg</b>	661	2,328
Hertford County High	Hertford	402	2,310

**#5: In North Carolina public schools during 2015-16, 44,511 students received multiple short-term suspensions (STS), with 14,499 students receiving more than 10 total school days worth of STS – the equivalent of a long-term suspension.**

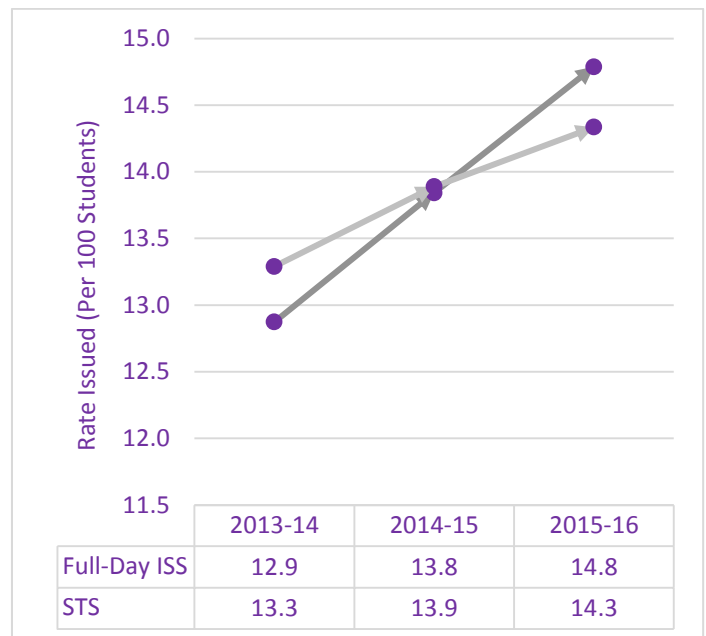
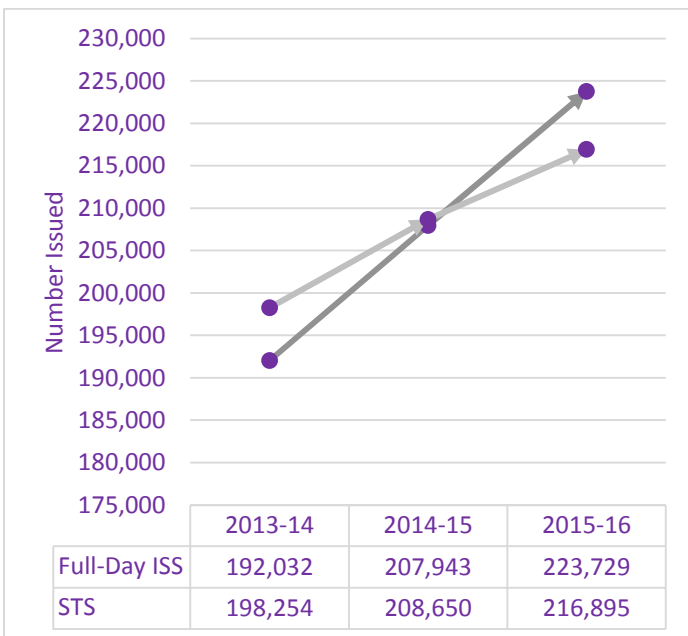


Under state law...

- Students who are repeatedly short-term suspended are not entitled to additional due process – *e.g.*, an appeal hearing.\*
- Schools are not required to implement interventions (*i.e.*, get at the root causes of misbehavior) for students are repeatedly short-term suspended.\*

} \* Exceptions apply for students with disabilities.

**#6: The number and rate of full-day in-school suspension (ISS) and short-term suspension (STS) issued are increasing in North Carolina public schools.**

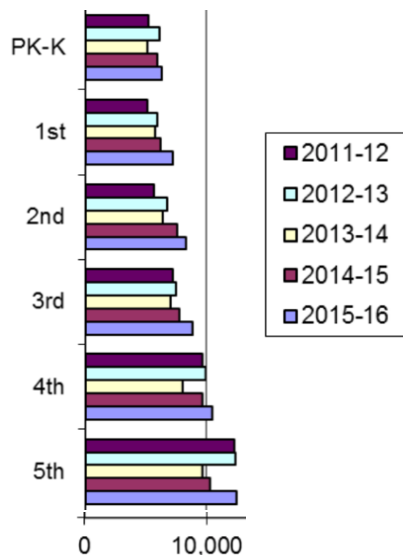


## #7: Every year, tens of thousands of short-term suspensions (STS) are issued to elementary school students in North Carolina public schools.

The NC Department of Public Instruction (DPI) does not publish the exact number of STS per grade; however, below are: (a) a table of the elementary schools with the highest rates of STS issued, which are disproportionately high poverty schools; and (b) a screenshot of DPI’s 2015-16 *Annual Report of Suspensions & Expulsions* showing the approximate number of STS issued in pre-kindergarten through fifth grade.

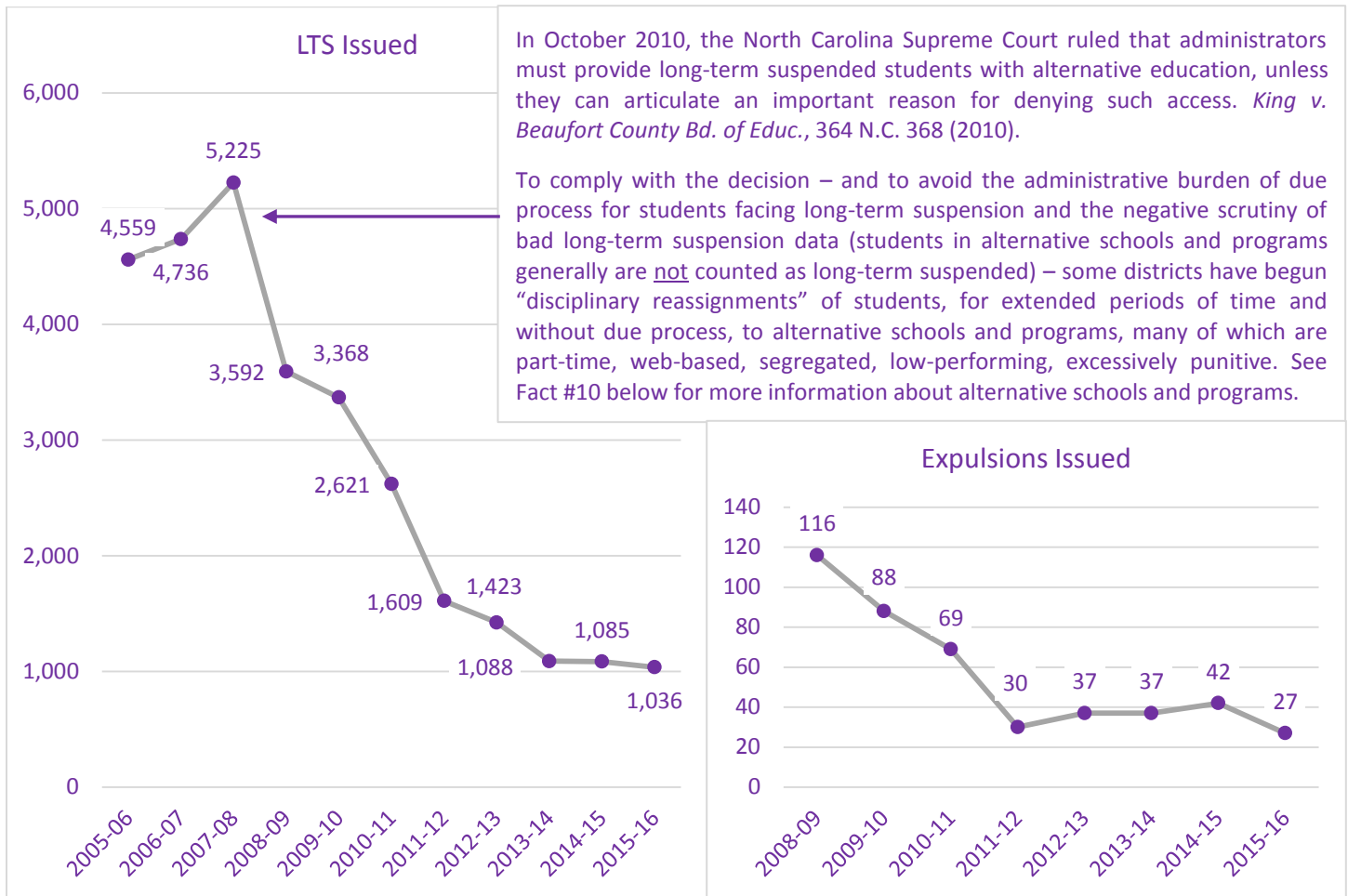
School	District	STS Issued	Rate of STS Issued (Per 100)	% of Student Population Considered Economically Disadvantaged
Wadesboro	Anson	217	176.42	65-70
D.S. Johnson	Nash-Rocky Mount	373	123.51	<b>75-80</b>
Falkland	Pitt	336	85.28	65-70
Northwest	Pitt	327	84.06	70-75
New Hope	Vance	124	72.52	<b>75-80</b>
Stocks	Edgecombe	348	69.19	<b>75-80</b>
Dawson	Halifax	155	67.98	50-55
South Greenville	Pitt	335	67.40	<b>80-85</b>
Everetts	Halifax	133	55.42	<b>80-85</b>
Fairview	Nash-Rocky Mount	216	54.68	<b>80-85</b>
Princeville	Edgecombe	115	51.80	<b>80-85</b>
Mineral Springs	Winston-Salem Forsyth	305	47.73	60-65
Carroll T. Overton	Rowan-Salisbury	177	47.58	50-55
L.B. Yancey	Vance	114	47.30	<b>80-85</b>
Vick	Wilson	149	47.30	<b>80-85</b>
C.C. Spaulding	Durham	118	44.53	<b>80-85</b>
E.J. Hayes	Martin	161	44.48	60-65
North	Person	129	44.18	<b>80-85</b>
Edward D. Sadler, Jr.	Gaston	203	41.60	<b>80-85</b>
Central	Northampton	94	40.17	<b>80-85</b>
Carver	Vance	81	40.10	65-70

STS issued in elementary school grades in each of the past five school years:

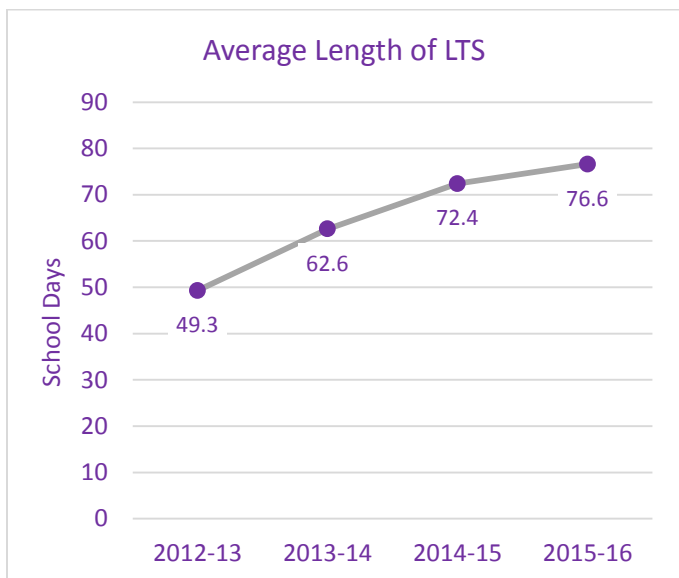


During 2015-16, North Carolina’s public elementary schools also issued 67 long-term suspensions to students in pre-kindergarten through fifth grade.

**#8: In recent years, long-term suspension (LTS) and expulsions have declined in North Carolina public schools.**



**#9: The average length of long-term suspension (LTS) in North Carolina public schools has increased in each of the last three years.**



**Facts about LTS in North Carolina**

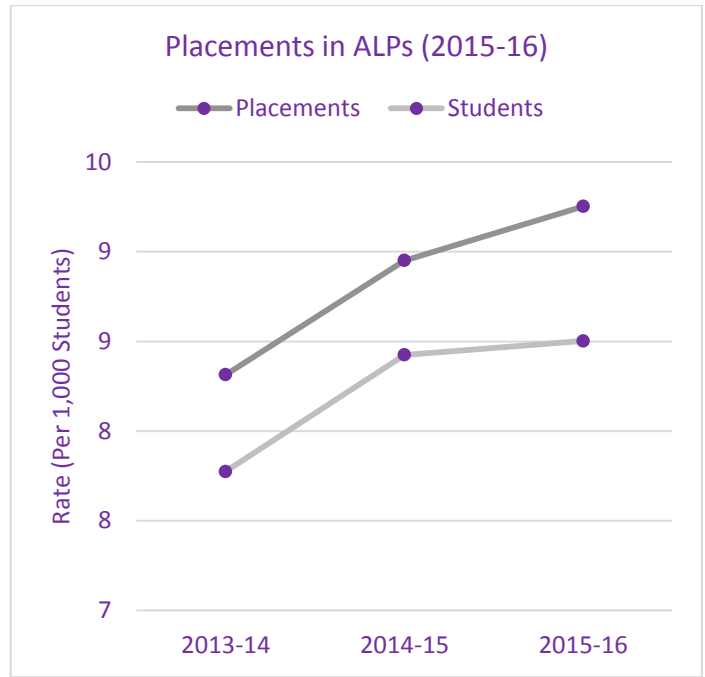
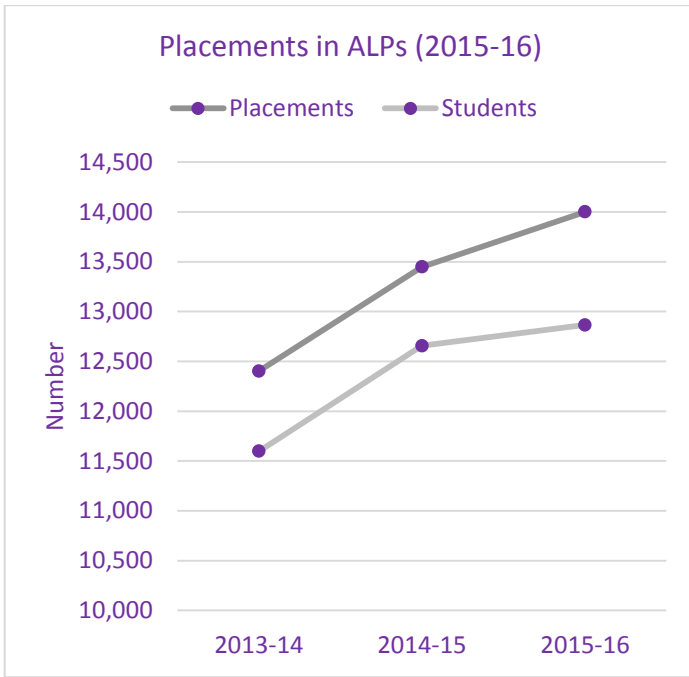
There are no statewide age limits on LTS. So, students may be long-term suspended as early as pre-kindergarten.

There are no statewide limits on offenses that may result in LTS. So, students may be long-term suspended for minor, nonviolent misbehavior.

LTS may last up to 179 school days.

LTS may carry over until the end of the first semester of the following school year, if the offense occurs during the final quarter of the school year.

**#10: The number and rate of placements in North Carolina’s Alternative Learning Programs and Schools (ALPs) are increasing.**



**#11: Many of the same North Carolina school districts issue a disproportionate share of suspensions every year.**

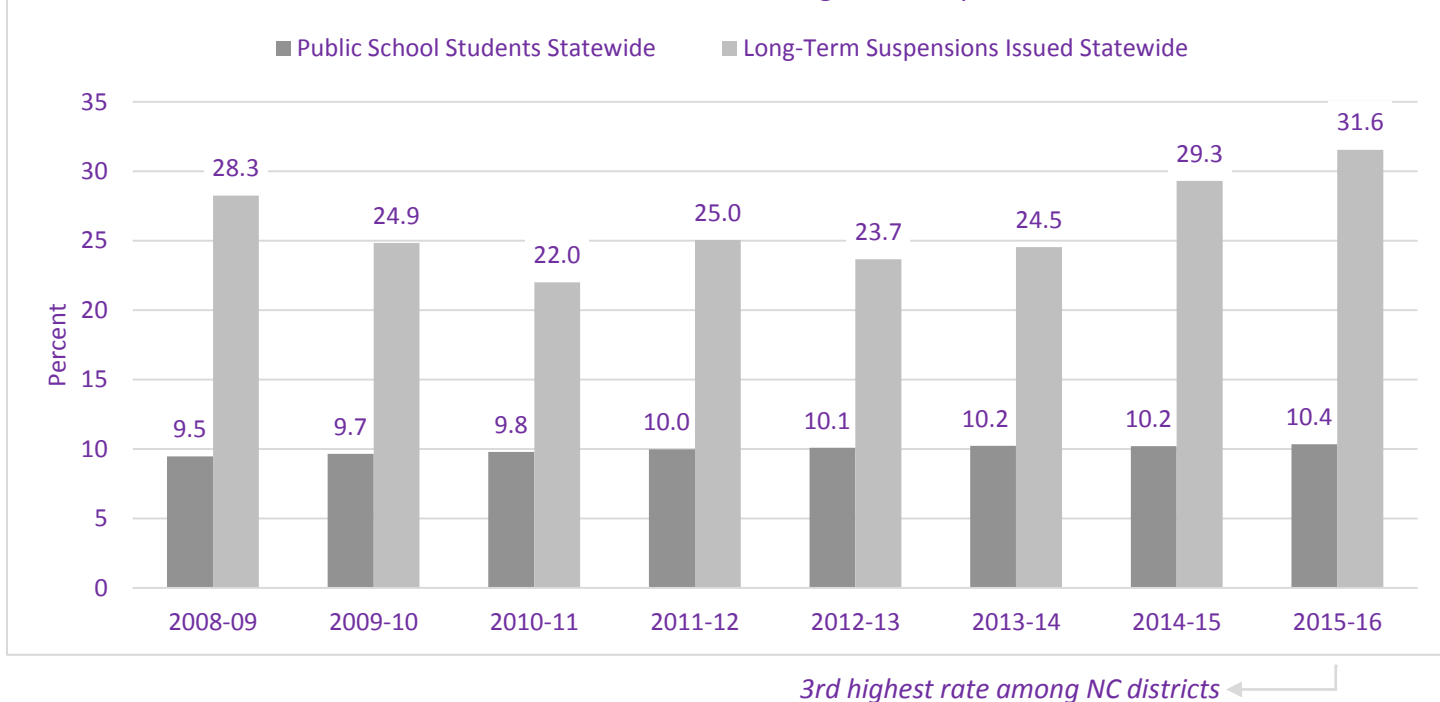
Since its 2007-08 *Annual Report of Suspensions & Expulsions*, the NC Department of Public Instruction (DPI) has published top 10 lists of districts with the highest rates of short-term suspension (STS) issued in high schools. Many of the districts that made the top 10 list in 2015-16 have consistently appeared in previous years’ lists. For instance, Robeson has made the top 10 list each of the last nine years; Halifax and Northampton eight of the last nine years; and Anson seven of the last nine years.

District	2015-16		Appearance in the top 10 districts with the highest rates of high school short-term suspensions during previous school years							
	#	Rate	14-15	13-14	12-13	11-12	10-11	09-10	08-09	07-08
<b>Anson</b>	1,272	121.84	•	•	•	•	•		•	
<b>Halifax</b>	664	88.18	•	•	•	•		•	•	•
Wilson	2,315	62.10								
Pitt	4,239	59.61								
<b>Robeson</b>	3,853	56.24	•	•	•	•	•	•	•	•
Hertford	439	52.39	•	•						•
<b>Northampton</b>	234	47.95	•		•	•	•	•	•	•
Martin	361	42.32		•		•	•			
Nash-Rocky Mt.	1,959	40.81					•	•		
<b>Thomasville</b>	276	39.94		•	•	•			•	•

Notably, many of the same districts have among the 10 lowest rates of STS issued in high schools year after year, including Chapel Hill-Carrboro City and Clay County in eight of the last nine school years; and Elkin City, Graham County, Lexington City, and Polk County in seven of the last nine school years.



### Wake County Public School System's Share of Students vs. Share of Long-Term Suspensions



In 2015-16, 12 districts had at least 20 long-term suspensions: Wake (327); Durham (67); Franklin (37); Robeson (35); Nash-Rocky Mount (31); Union (26); Anson (25); Pitt (25); New Hanover (24); Charlotte-Mecklenburg (23); Craven (22); and Davidson (22).

### #12: North Carolina’s alternative schools generally have the highest rates of short-term suspensions (STS) issued among schools across the state.

According to the NC Department of Public Instruction, ALPs are “caring and inviting learning environments that assist students with overcoming challenges that may place them ‘at-risk’ of academic failure.” Yet during the 2015-16 school year, alternative schools (in the white/non-gray rows below) made up 45 of the 59 North Carolina schools with a rate of at least 100 STS issued per 100 students.

School	District	# of STS	STS per 100 Students
Anson Academy	Anson	699	832.14
Henderson High School	Rowan-Salisbury	401	534.67
Pauline Jones Middle School	Cumberland	435	517.86
Shaw Academy	Scotland	290	453.13
Wayne Middle/High Academy	Wayne	413	439.36
Bragg Street Academy	Lee	201	436.96
Main Street Academy	Winston-Salem Forsyth	306	425.00
Ashley Chapel Educational Center	Richmond	329	396.39
South Providence	Union	503	381.06
Turning Point Academy	Cleveland	441	331.58
Asbury Academy	Lincoln	172	318.52
Kingswood School	Winston-Salem Forsyth	165	284.48

Turning Point Academy	Charlotte-Mecklenburg	607	283.65
Pressly School	Iredell-Statesville	141	276.47
STAR Academy	Harnett	209	271.43
Ramsey Street High School	Cumberland	282	266.04
H.L. Trigg Community School	Elizabeth City/Pasquotank	183	265.22
Stanly Academy Learning Center	Stanly	106	265.00
Center For Innovative Learning	Granville	71	244.83
Meadowbrook Academy	Stokes	161	217.57
Warlick Academy	Gaston	244	214.04
Lincoln Heights Academy	Charlotte-Mecklenburg	213	213.00
Community Learning Center at Pinckney	Moore	80	195.12
B C Ed Tech Center	Beaufort	145	193.33
South Campus Community Middle School	Johnston	44	191.30
The SCORE Center	Rockingham	94	177.36
Wadesboro Elementary School	Wadesboro	217	176.42
Central Davie Academy	Davie	37	176.19
Hallyburton Academy	Burke	217	175.00
Ray Street Academy	Alamance Burlington	166	174.74
Tar River Academy	Nash-Rocky Mount	187	161.21
SCALE School	Guilford	67	152.27
North Whiteville Academy	Whiteville	49	148.49
Monticello School	Iredell-Statesville	209	148.23
Rutherford Opportunity Center	Rutherford	179	146.72
South Campus Community High	Johnston	32	139.13
J.W. Turlington School	Hoke	114	139.02
Charles H. Darden Middle	Wilson	467	138.58
Dillard Middle School	Caswell	651	133.13
Philo-Hill Magnet Academy	Winston-Salem Forsyth	637	131.88
Community High School	Buncombe	168	127.27
Lakeview School	Durham	128	126.73
Ashley Park PreK-8 School	Charlotte-Mecklenburg	727	124.49
Brunswick County Academy	Brunswick	181	123.97
D.S. Johnson Elementary School	Nash-Rocky Mount	373	123.51
Weldon Middle School	Weldon	259	122.17
Cabarrus County Opportunity School	Cabarrus	106	120.46
Southeast Halifax High School	Halifax	356	118.27
Lumberton Junior High School	Robeson	531	116.45
Yadkin Success Academy	Yadkin	50	113.64
Lenoir County Learning Academy	Lenoir	67	109.84
Orrum Middle School	Robeson	332	109.57
Balfour Education Center	Henderson	169	109.03
South Central High School	Pitt	1,759	107.00
Bridges School	Carteret	35	106.06
Townsend Middle School	Robeson	223	105.69
William R. Davie Middle School	Halifax	357	103.18
D.C. Virgo Preparatory Academy	New Hanover	185	101.09
Phoenix Academy High School	Chapel Hill-Carrboro	37	100.00

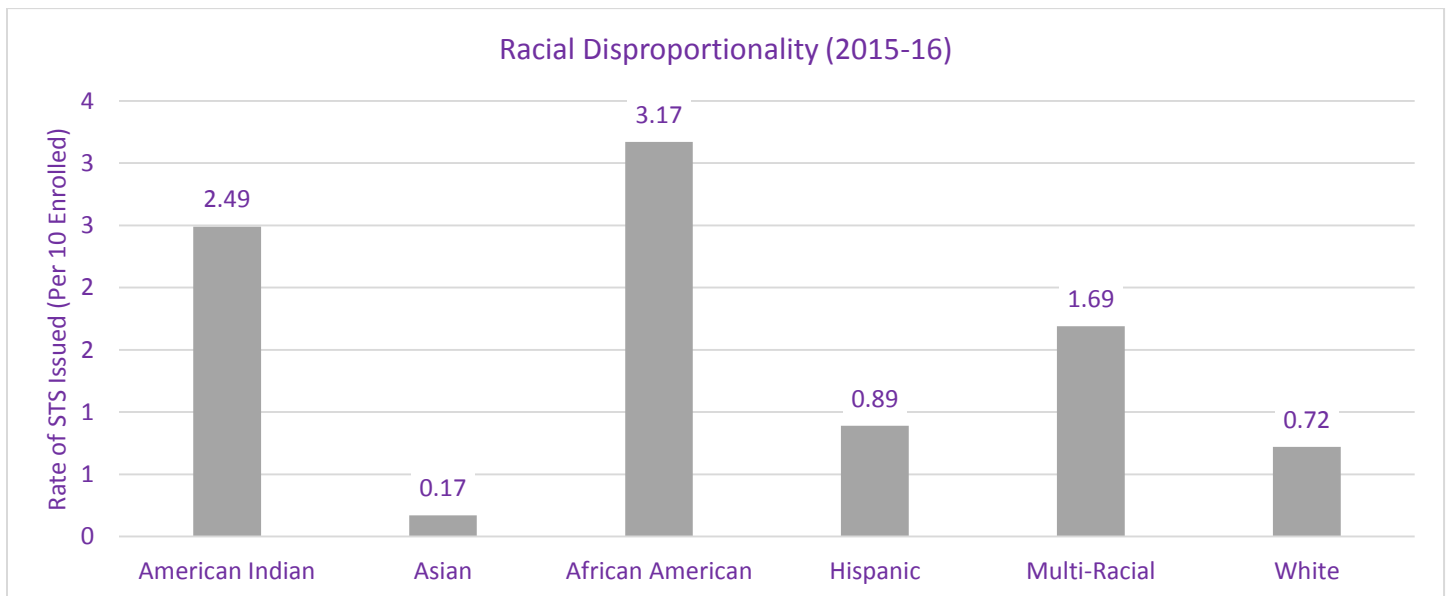
### #13: Many North Carolina charter schools also have high rates of short-term suspension.

North Carolina’s charter schools issued 5,816 short-term suspensions (STS) in 2015-16. Among the 159 active charter schools in the state, 18 issued at least 20 STS per 100 students. Two-thirds of the 18 charter schools were intensely segregated; that is, they served student populations that were at least 95% non-White.

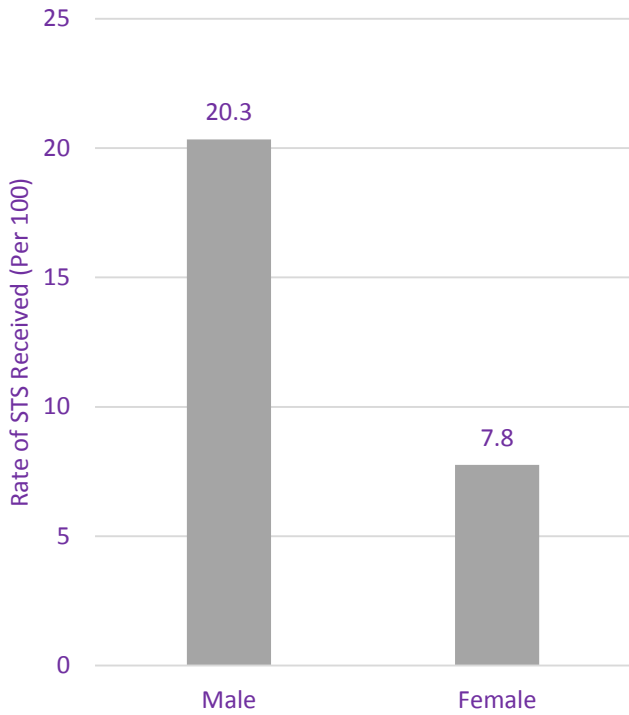
School	Location	STS Issued	Rate of STS Issued (Per 100)	Student Population % Non-White
Crossroads Charter High	Charlotte	228	149.02	100.0
Children's Village Academy	Kinston	131	74.43	99.5
Kennedy Charter	Charlotte	218	73.15	99.4
Washington Montessori	Washington	178	50.28	15.1
Hope Charter Leadership Academy	Raleigh	48	40.00	99.2
PreEminent Charter	Raleigh	236	36.70	96.9
Healthy Start Academy	Durham	120	35.61	98.9
Sallie B Howard School	Wilson	287	34.75	99.2
KIPP Charlotte	Charlotte	121	32.97	98.8
Global Scholars Academy	Durham	58	31.35	98.5
Mountain Island Charter School	Mount Holly	396	30.84	34.8
North East Carolina Prep	Tarboro	310	30.33	51.8
Flemington Academy	Lake Waccamaw	23	27.38	57.8
Charlotte Learning Academy	Charlotte	51	26.56	96.3
Charlotte Choice Charter	Charlotte	75	25.34	99.4
Piedmont Classical High School	Greensboro	30	24.39	42.6
Aristotle Preparatory Academy	Charlotte	38	21.84	95.6
Rocky Mount Preparatory	Rocky Mount	255	20.78	84.3

Also issued 14 LTS, which was 10 more than any other charter school

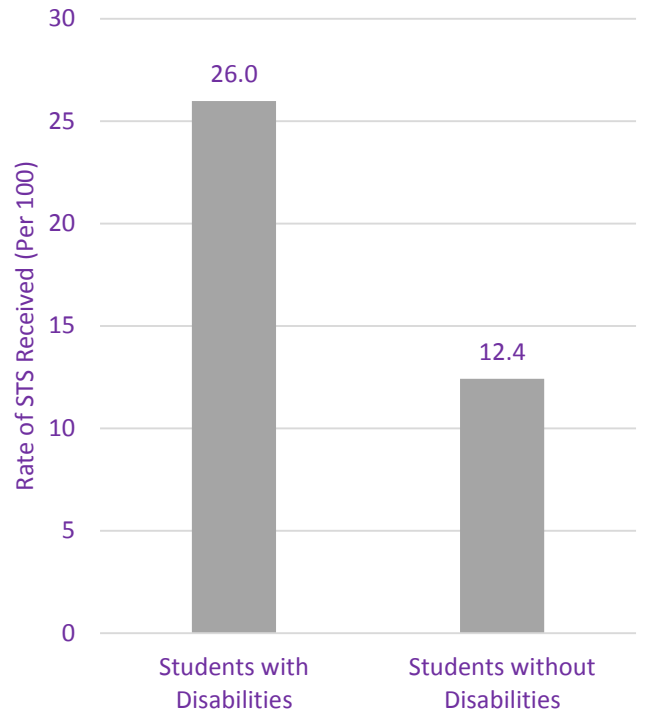
### #14: Male students, African American students, and students with disabilities are disproportionately suspended and expelled from North Carolina public schools.



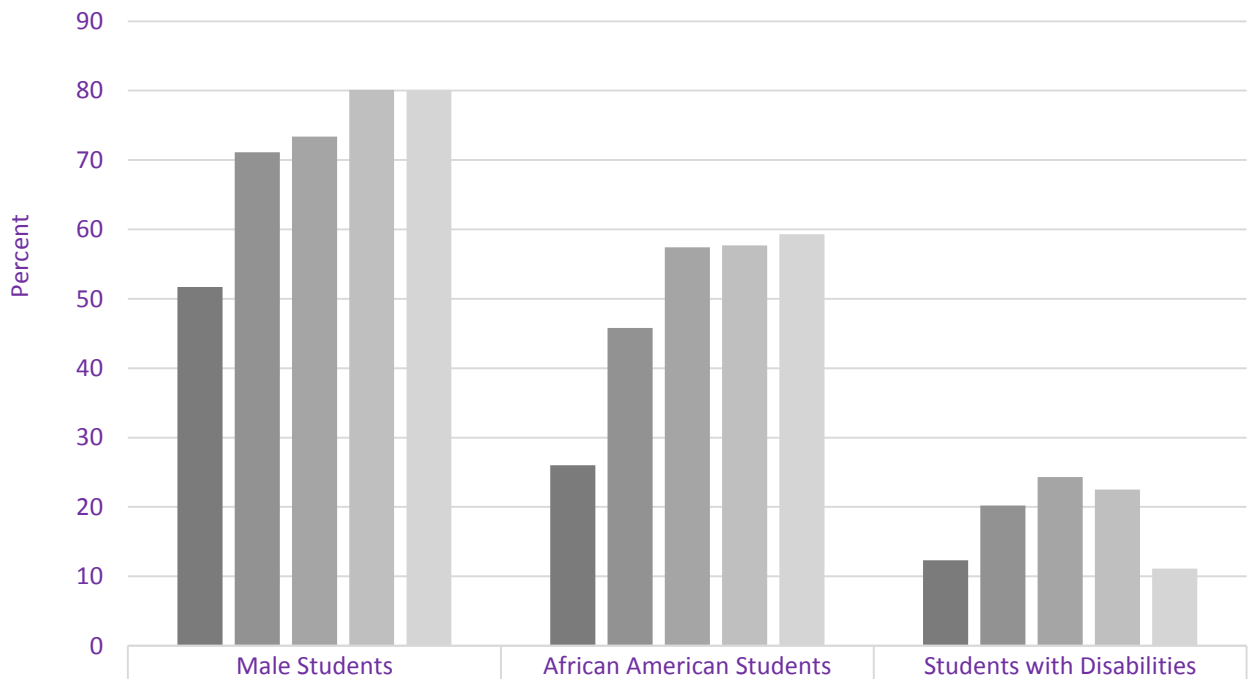
Sex Disproportionality (2015-16)



Disability Disproportionality (2015-16)

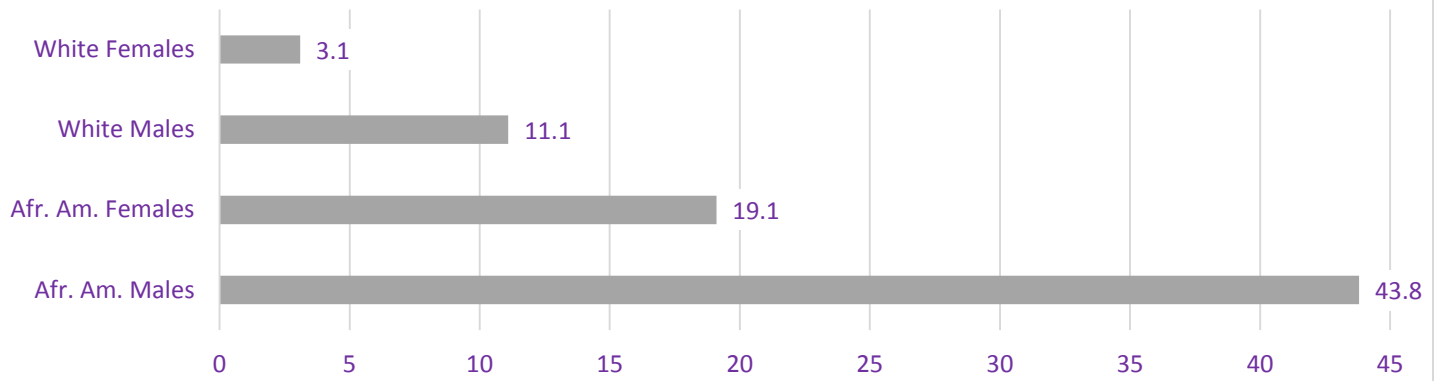


Sex, Race, and Disabilities Disproportionality Statewide (2015-2016)

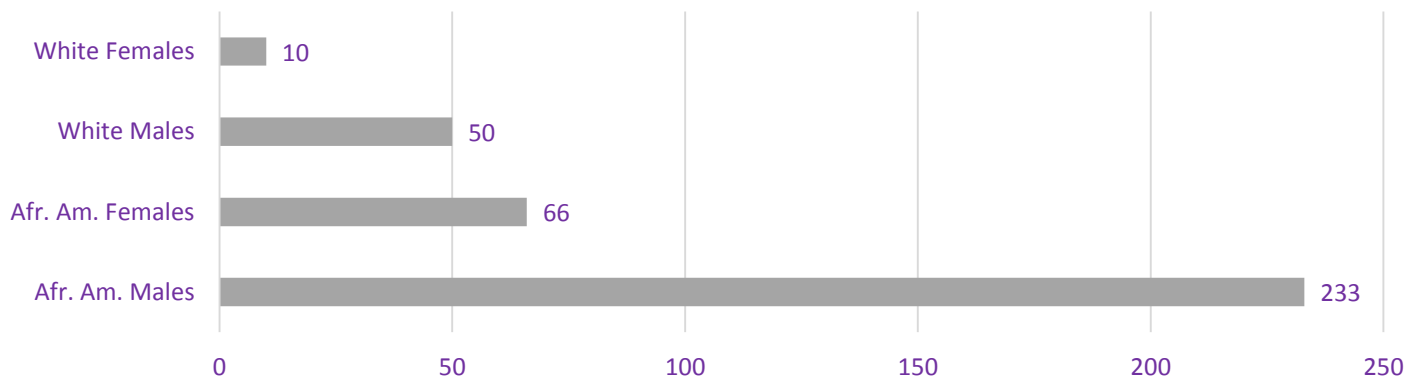


	Male Students	African American Students	Students with Disabilities
■ Student Population	51.7	26.0	12.3
■ Full-Day ISS Rec'd	71.1	45.8	20.2
■ STS Rec'd	73.4	57.4	24.3
■ LTS Rec'd	80.1	57.7	22.5
■ Expulsions Rec'd	80.0	59.3	11.1

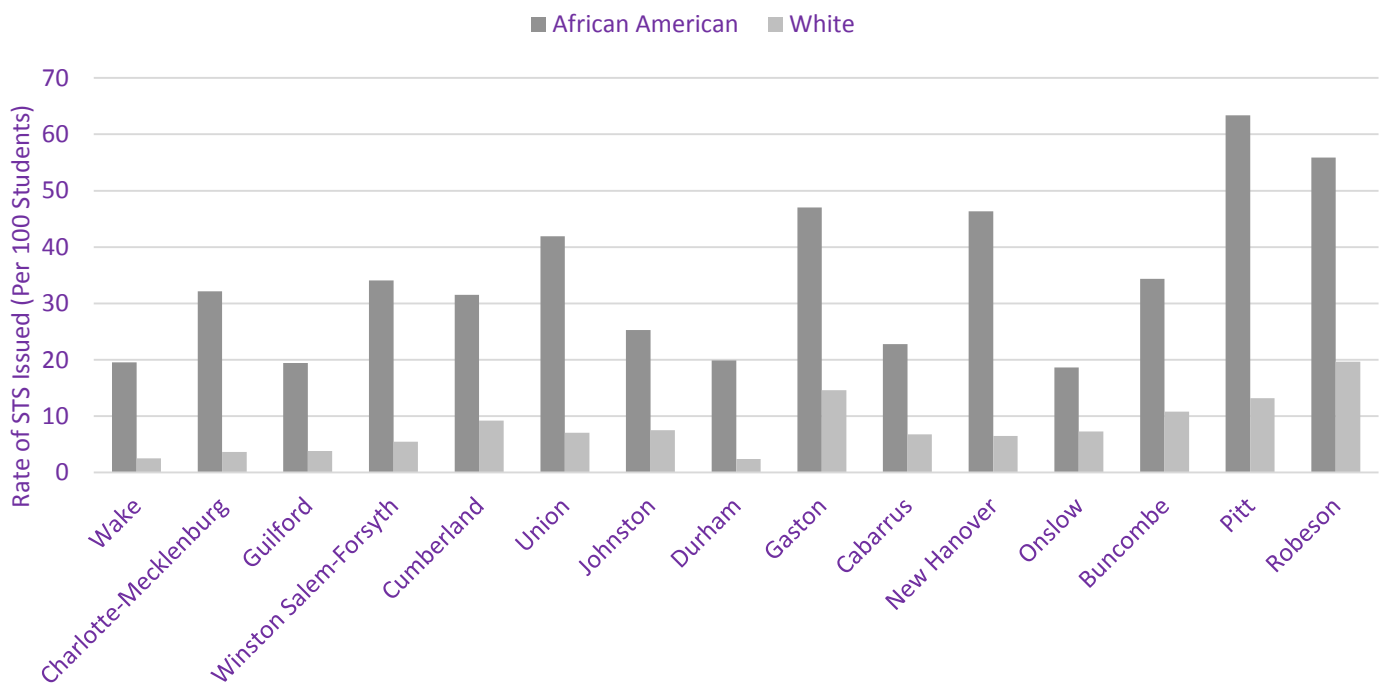
Statewide Rates of STS Issued Per 100 Students (2015-16)



Statewide Rates of LTS Issued Per 100,00 Students (2015-16)



Racial Disproportionality in NC's 15 Largest Districts (2015-16)

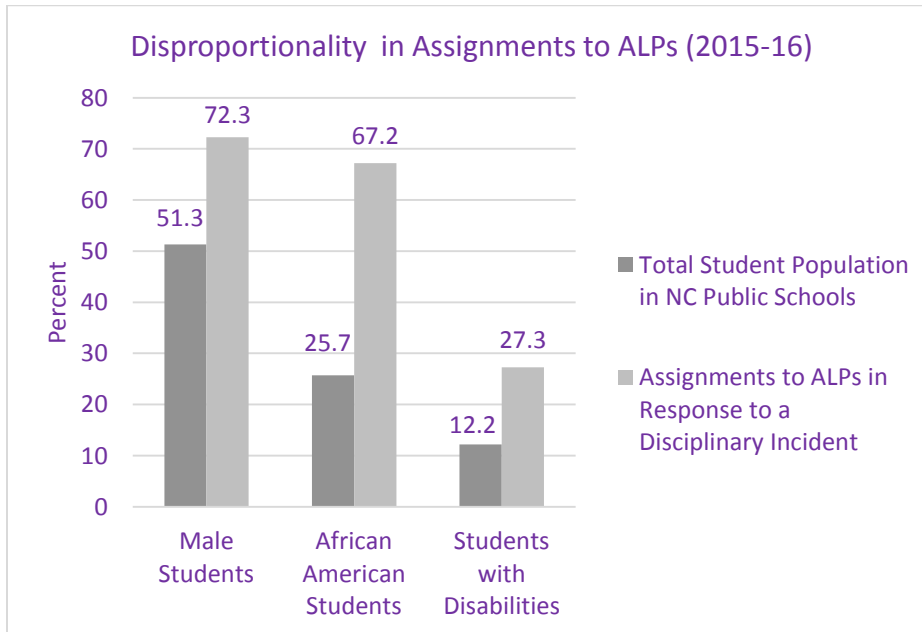


## #15: Male students, African American students, and students with disabilities are disproportionately subject to disciplinary assignments to Alternative Learning Programs (ALPs).

Students are assigned to ALPs for at least a grading period and sometimes for the remainder of the school year or longer. In 2015-16, schools reported 5,014 assignments of students to ALPs in response to a specific disciplinary incident – for example, instead of long-term suspension. Thousands more assignments of students to ALPs were made for other reasons related to discipline – such as demonstrating “chronic misbehavior” or having been *charged* with a felony off-campus.

149 assignments

4,186 assignments



### Facts about ALPs in NC

- Some are only part-time
- Some are all online
- Some do not offer elective or advanced classes
- Some do not provide free lunch to eligible students
- Some do not provide transportation to or from the program or school
- Many are very low-performing academically
- Many have very high suspension rates
- Many have high drop out rates

## #16: There is still too much we do not know about suspension, expulsion, and related discipline data in North Carolina public schools.

### EXAMPLES

#### DPI does not publish any information about:

- Alternatives to suspension and expulsion, such as restorative justice and counseling
- Bus suspensions
- Partial day out-of-school suspensions
- Students placed on homebound services (*e.g.*, four hours/week of instruction at the student’s home or a public library) for behavioral reasons
- Seclusion and restraint
- School-based referrals to law enforcement
- School-based delinquency complaints
- School-based criminal complaints
- School-related arrests
- Use of force (*e.g.*, pepper spray and TASERS)
- Discipline in private schools that receive vouchers

#### DPI does not publish any discipline data disaggregated by:

- Offense/infraction/violation
- Students’ socio-economic status
- Race and disability combined

#### DPI does not publish the following information:

- STS by grade (specific data)
- LTS by school (where privacy laws allow)
- Average length of LTS by district or charter school
- Length of expulsions
- Assignments to ALPs by district or charter school
- Disability disproportionality by school or district
- Numbers of students (*i.e.*, unduplicated) who are short- and long-term suspended by district, sex, race, or disability

## #17: There are steps that school districts can take to reduce suspensions and make school discipline more effective, fair, and equitable.

### PREVENTION

- Foster sense of community (*e.g.*, small classes and schools, caring staff, family engagement, mentors, etc.)
- Set clear, high expectations
- Ensure rigorous, engaging instruction
- Provide social skills training for students (*e.g.*, social and emotional learning, conflict resolution, character education, etc.)
- Offer meaningful professional development for staff (*e.g.*, racial equity, implicit bias, classroom management, etc.)

### INTERVENTIONS & ALTERNATIVES

- Provide individualized academic and behavioral services
- Ensure adequate support staff (*e.g.*, counselors, social workers, psychologists, nurses, teacher assistants, mentors, etc.)
- Offer productive consequences for misbehavior (*e.g.*, counseling, community service, restorative justice, substance abuse treatment, etc.)
- Collaborate with community resources
- Maintain high-quality alternative education programs and schools

### POLICY

- Develop Code of Conduct matrix with clear examples of prohibited conduct and a range of consequences for each offense
- Require consideration of mitigating factors
- Require in-school interventions for students with chronic misbehavior
- Prohibit out-of-school suspension in elementary school
- Prohibit suspensions, arrests, and court referrals for minor misconduct
- Limit length of suspension based on offense
- Provide clear guidelines and comprehensive training for SROs

### ACCOUNTABILITY

- Collect and publish comprehensive, disaggregated data on an annual basis
  - Include data on bus suspensions, in-school suspensions, short-term suspensions, long-term suspensions, expulsions, alternative education, school-based arrests and court referrals
  - Disaggregate by school, offense, grade, sex, race, disability, and SES
- Require corrective action for schools with high suspension rates or large disparities
- Convene community-based work groups and annual forums to review data

## Sources

### Funding for Education

Center on Budget and Policy Priorities, [www.cbpp.org/research/state-budget-and-tax/after-nearly-a-decade-school-investments-still-way-down-in-some-states](http://www.cbpp.org/research/state-budget-and-tax/after-nearly-a-decade-school-investments-still-way-down-in-some-states)

Education Law Center and Rutgers Graduate School of Education, School Funding Fairness, [www.schoolfundingfairness.org](http://www.schoolfundingfairness.org)

Education Week, Quality Counts 2017, [www.edweek.org/ew/toc/2017/01/04/](http://www.edweek.org/ew/toc/2017/01/04/)

National Education Association, Rankings of States and Estimates of School Statistics, [www.nea.org/home/44479.htm](http://www.nea.org/home/44479.htm)

The Network for Public Education, Valuing Public Education: A 50 State Report Card, <https://networkforpubliceducation.org/2016/01/valuing-public-education-a-50-state-report-card>

DPI, Highlights of the NC Public School Budget, [www.dpi.state.nc.us/fbs/resources/data/#highlights](http://www.dpi.state.nc.us/fbs/resources/data/#highlights)

North Carolina General Assembly, Program Evaluation Division, [www.ncleg.net/PED/Reports/2016/K12Funding.html](http://www.ncleg.net/PED/Reports/2016/K12Funding.html)

North Carolina Justice Center, Education and Law Project, <http://ncjustice.org/?q=education>

Public Schools First North Carolina, [www.publicschoolsfirstnc.org/resources/education-budget](http://www.publicschoolsfirstnc.org/resources/education-budget)

United States Census, Public Elementary – Secondary Education Finance Data, [www.census.gov/govs/school](http://www.census.gov/govs/school)

### Consequences of Suspension and Expulsion (Sampling of Publications)

American Academy of Pediatrics, *Policy Statement: Out-of-School Suspension and Expulsion*, Pediatrics, Vol. 112, Issue 5, pp. 1206-09 (Mar. 2013)

American Psychological Association Zero Tolerance Task Force, *Are Zero Tolerance Policies Effective in Schools?: An Evidentiary Review and Recommendations*, American Psychologist, Vol. 63, No. 9, pp. 852-62 (2008)

Emily Arcia, *Achievement and Enrollment Status of Suspended Students: Outcomes in a Large, Multicultural School District*, Vol. 38, Issue 3, pp. 359-69 (May 2006)

Robert Balfanz, Vaughn Byrnes, and Joanna Fox, *Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the 9th Grade*, in Daniel J. Losen (ed.), CLOSING THE DISCIPLINE GAP (2015)

Christine Bowditch, *Getting Rid of Troublemakers: High School Disciplinary Procedures and the Production of Dropouts*, Social Problems, Vol. 40, No. 4, pp. 493-509 (Nov. 1993)

Tara M. Brown, *Lost and Turned Out: Academic, Social, and Emotional Experiences of Students Excluded from School*, Urban Education, Vol. 42, No. 5, pp. 432-55 (2007)

Ronnie Casella, *Zero Tolerance Policy in Schools: Rationale, Consequences, and Alternatives*, Teachers College Record, Vol. 105, No. 5, pp. 872-92 (June 2003)

Greg Chen, *Communities, Students, Schools, and School Crime: A Confirmatory Study of Crime in U.S. High Schools*, Urban Education, Vol. 43, Issue 3, pp. 301-18 (2008)



- Christine A. Christle, Kristine Jolivette, and Michael C. Nelson, *Breaking the School to Prison Pipeline: Identifying School Risk and Protective Factors for Youth Delinquency, Exceptionality*, Vol. 13, No. 2, pp. 69-88 (2005)
- Civil Rights Project, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies*, Report from a National Summit on Zero Tolerance, Washington, DC (June 15-16, 2000)
- James Earl Davis and Will J. Jordan, *The Effects of School Context, Structure, and Experiences on African American Males in Middle and High School*, *The Journal of Negro Education*, Vol. 63, No. 4, pp. 570-87 (Fall 1994)
- Tony Fabelo, et al., *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, Council of State Governments Justice Center (2011)
- Sheryl A. Hemphill, et al., *The Effect of School Suspensions and Arrests on Subsequent Adolescent Antisocial Behavior in Australia and the United States*, *Journal of Adolescent Health*, Vol. 39, Issue 5, pp. 736-44 (Nov. 2006)
- Sheryl A. Hemphill, et al., *The Impact of School Suspension on Student Tobacco Use: A Longitudinal Study in Victoria, Australia, and Washington State, United States*, *Health Education & Behavior*, Vol. 39, Issue 1, pp. 45-56 (2012)
- Sheryl A. Hemphill, et al., *Pathways from School Suspension to Adolescent Nonviolent Antisocial Behavior in Students in Victoria, Australia and Washington State, United States*, *Journal of Community Psychology*, Vol. 40, Issue 3, pp. 301-18 (Apr. 2012)
- Aaron Kupchik and Thomas J. Catlaw, *Discipline and Participation: The Long-Term Effects of Suspension and School Security on the Political and Civic Engagement of Youth*, *Youth & Society*, Vol. 47, No. 1, pp. 95-124 (Jan. 2015)
- Talisha Lee, et al., *High Suspension Schools and Dropout Rates for Black and White Students*, *Education and Treatment of Children*, Vol. 34, No. 2, pp. 167-92 (May 2011)
- Chance W. Lewis, *African American Male Discipline Patterns and School District Responses Resulting Impact on Academic Achievement: Implications for Urban Educators and Policy Makers*, *Journal of African American Males in Education*, Vol. 1, Issue 1, pp. 7-25 (2010)
- Daniel J. Losen, *Discipline Policies, Successful Schools, and Racial Justice*, National Education Policy Center, pp. 8-11 (Oct. 2011)
- Miner P. Marchbanks III, et al., *The Economic Effects of Exclusionary Discipline on Grade Retention and High School Dropout*, in Daniel J. Losen (ed.), *CLOSING THE DISCIPLINE GAP* (2015)
- Patrick McCrystal, Andrew Percy, and Kathryn M. Higgins, *Exclusion and Marginalisation in Adolescence: The Experience of School Exclusion on Drug Use and Antisocial Behaviour*, *Journal of Youth Studies*, Vol. 10, No. 1, pp. 35-54 (Feb. 2007)
- Edward W. Morris and Brea L. Perry, *The Punishment Gap: School Suspension and Racial Disparities in Achievement*, *Social Problems*, Vol. 63, No. 1, pp. 68-86, (Jan. 2016)
- Gale M. Morrison, et al., *School Expulsion as a Process and an Event: Before and After Effects on Children at Risk for School Discipline*, *New Directions for Student Leadership*, Vol. 2001, Issue 92, pp. 45-71 (Winter 2001)
- Sean Nicholson-Crotty, Zachary Birchmeier, and David Valentine, *Exploring the Impact of School Discipline on Racial Disproportion in the Juvenile Justice System*, *Social Science Quarterly*, Vol. 90, Issue 4, pp. 1003-18 (Dec. 2009)

- Pedro A. Noguera, *Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices*, *Theory Into Practice*, Vol. 42, No. 4, pp. 341-350 (Nov. 2003)
- Brea L. Perry and Edward W. Morris, *Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools*, *American Sociological Review*, Vol. 79, Issue 6, pp. 1067-87 (Dec. 1, 2014)
- Linda M. Raffaele Mendez, *Predictors of Suspension and Negative School Outcomes: A Longitudinal Investigation*, *New Directions for Student Leadership*, Vol. 2003, Issue 99, pp. 17-33 (Fall 2003)
- Brenda Sautner, *Rethinking the Effectiveness of Suspensions*, *Reclaiming Children and Youth*, Vol. 9, No. 4, pp. 210-14 (Winter 2001)
- Tracey L. Shollenberger, *Racial Disparities in School Suspension and Subsequent Outcomes: Evidence from the National Longitudinal Survey of Youth*, in Daniel J. Losen (ed.), *CLOSING THE DISCIPLINE GAP* (2015)
- Russell J. Skiba, and M. Karega Rausch, *Reconsidering Exclusionary discipline: The Efficacy and Equity of Out-of-School Suspension and Expulsion*, in Edmund Emmer and Edward J. Sabornie (Eds.), *HANDBOOK OF CLASSROOM MANAGEMENT* (2nd. ed.) (2015)
- Frank H. Stetson and Betty J. Collins, *Rethinking Suspensions*, *Principal Leadership*, Vol. 11, No. 2, pp. 40-44 (Oct. 2010)
- Suhyun Suh and Jingyo Suh, *Risk Factors and Levels of Risk for High School Dropouts*, Vol. 10, No. 3, pp. 297-306 (Feb. 2007)
- Veronica Terriquez, Robert Chlala, and Jeff Sacha, *The Impact of Punitive High School Discipline Policies on the Postsecondary Trajectories of Young Men*, University of California All Campus Collaborative on Outreach, Research, and Dissemination (US ACCORD), *Pathways to Postsecondary Success* (July 2013)
- Andy Whisman and Patricia Cahape Hammer, *The Association Between School Discipline and Academic Performance: A Case for Positive Discipline Approaches*, West Virginia Department of Education, Office of Research (Sept. 2014)

## **Discipline Definitions**

North Carolina General Statutes § 115C-390.1

## **Discipline Data**

DPI, Annual Reports, [www.ncpublicschools.org/research/discipline/reports](http://www.ncpublicschools.org/research/discipline/reports)

## **Student Population Data**

DPI, Child Count, <http://ec.ncpublicschools.gov/reports-data/child-count>

DPI, Data & Reports – Student Accounting, [www.ncpublicschools.org/fbs/accounting/data](http://www.ncpublicschools.org/fbs/accounting/data)

## **Alternative Learning Programs and Schools**

DPI, Alternative Learning Programs, [www.dpi.state.nc.us/alp](http://www.dpi.state.nc.us/alp)

## **Charter Schools**

DPI, Office of Charter Schools, [www.dpi.state.nc.us/charterschools/](http://www.dpi.state.nc.us/charterschools/)

## Appendix

**American Academy of Pediatrics:** “[C]hildren most likely to be suspended or expelled are those most in need of adult supervision and professional help. ... For students with major home-life stresses, academic suspension in turn provides yet another life stress that, when compounded with what is already occurring in their lives, may predispose them to even higher risks of behavioral problems. ... [W]hen youth are not in school, they are more likely to become involved in a physical fight and to carry a weapon. Out-of-school adolescents are also more likely to smoke; use alcohol, marijuana, and cocaine; and engage in sexual intercourse. Suicidal ideation and behavior may be expected to occur more often at these times of isolation among susceptible youth. The lack of professional assistance at the time of exclusion from school, a time when a student most needs it, increases the risk of permanent school drop-out.” – *Policy Statement: Out-of-School Suspension and Expulsion*, p. 1207 (Nov. 2003)

**American Psychological Association (Zero Tolerance Task Force):** “Schools with higher rates of school suspension and expulsion appear to have less satisfactory ratings of school climate, to have less satisfactory school governance structures, and to spend a disproportionate amount of time on disciplinary matters. Perhaps more important, recent research indicates a negative relationship between the use of school suspension and expulsion and school-wide academic achievement, even when controlling for demographics such as socioeconomic status. ... Rather than reducing the likelihood of disruption, however, school suspension in general appears to predict higher future rates of misbehavior and suspension among those students who are suspended. In the long term, school suspension and expulsion are moderately associated with a higher likelihood of school dropout and failure to graduate on time.” – *Are Zero Tolerance Policies Effective in the Schools*, p. 854 (Dec. 2008)

**U.S. Department of Health and Human Services and U.S. Department of Education:** “Suspension and expulsion can influence a number of adverse outcomes across development, health, and education. Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not. ... Not only do these practices have the potential to hinder social-emotional and behavioral development, they also remove children from early learning environments and the corresponding cognitively enriching experiences that contribute to healthy development and academic success later in life. Expulsion and suspension practices may also delay or interfere with the process of identifying and addressing underlying issues, which may include disabilities or mental health issues. ... Finally, expulsions may contribute to increased family stress and burden. In many cases, families of children who are expelled do not receive assistance in identifying an alternative placement, leaving the burden of finding another program entirely to the family. There may be challenges accessing another program, particularly an affordable high-quality program. Even in cases where assistance is offered, often there is a lapse in service which leaves families, especially working families, in difficult situations.” – *Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings*, p. 3 (Dec. 10, 2014)

**U.S. Department of Education and U.S. Department of Justice:** “Studies have suggested a correlation between exclusionary discipline policies and practices and an array of serious educational, economic, and social problems, including school avoidance and diminished educational engagement; decreased academic achievement; increased behavior problems; increased likelihood of dropping out; substance abuse; and involvement with juvenile justice systems.” – *Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline*, pp. 4-5 (Jan. 8, 2014)

**North Carolina Department of Public Instruction (DPI):** “Those who are suspended and/or expelled and not placed in these or other programs, however, may go unsupervised and unserved. This may in turn result in negative academic consequences and may place those students at risk for crime and delinquency problems. ... [T]he removed student does not typically benefit from removal, nor does simply removing the student from school address the cause of the student’s misbehavior in any way. The more time a student spends out of school, the more her/his academic progress will likely suffer. As these students fall further behind in their academic progress, it increases the probability that they will not catch up with their schoolwork, or worse, that they may never return to school.” – *Annual Study of Suspensions and Expulsions: 2002-03*, p. 17 (Mar. 2004)

**National Education Association:** “Research from other states and school systems have reached similar conclusions linking school suspensions to students’ subsequent disengagement in school once they return, resulting in lower academic achievement and higher dropout rates. Although there is a widespread belief that the suspension of disruptive students will allow other students to focus and learn, that belief is not supported by research. ... Students who are suspended or expelled not only fall behind academically but are significantly more likely to drop out of school altogether, fail to secure a job, rely on social welfare programs and end up in prison.” – *Report of the NEA Committee on Discipline and the School-to-Prison Pipeline*, pp. 11, 26 (Apr. 24, 2016)

**American Federation of Teachers:** “Often students return [from a suspension or expulsion] even further behind than they were, and they have little or no support to catch up. Also, during a removal from school, students often engage in even more negative behavior, which results in contact with law enforcement and the juvenile justice system. ... Suspensions are also a predictor of students’ risk for dropping out. New research has shown that even a single suspension increases the likelihood of low achievement and of dropping out of school altogether.” – *Reclaiming the Promise: A New Path Forward on School Discipline Practices*

**National Parent-Teacher Association:** “Overly punitive discipline policies—including zero tolerance policies and automatic suspension and/or expulsion—are not effective in addressing or improving student behavior. Rather, recent research has revealed that such policies contribute to a host of negative consequences including an increase in problem behavior and engagement in risky and dangerous behavior, a less positive school climate, decreased academic achievement, increased risk of dropout and involvement in the juvenile justice system.” – *Position Statement - Positive School Discipline* (Jan. 2016)

**National Association of School Psychologists:** “Suspension and expulsion may set individuals who already display antisocial behavior on an accelerated course to delinquency by putting them in a situation in which there is a lack of parental supervision and a greater opportunity to socialize with other deviant peers. Further, expulsion results in the denial of educational services, presenting specific legal as well as ethical dilemmas for student with disabilities. Finally, there is no evidence that removing students from school makes a positive contribution to school safety.” – *Zero Tolerance and Alternative Strategies: A Fact Sheet for Educators and Policymakers* (2001)

**National School Boards Association:** “Out-of-school suspensions cannot by themselves make schools safer. In fact, the American Psychological Association has found that these practices harm academic achievement for all students while increasing the chances that those excluded will be held back, drop out and become involved with the juvenile and criminal justice systems.” – *Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members*, p. 1 (Apr. 2013)

**Duke University Center for Child and Family Policy:** “Schools with low suspension rates have higher rates of attendance. ... Schools with low suspension rates have more favorable ratings of overall school appearance (e.g., cleanliness, condition, order, ambiance). Schools with high suspension rates have more negative and hostile student-student relationships (e.g., frequent observed fights) than schools with low suspension rates.” – *Research on School Suspension*, p. 4 (Apr. 2010)