



COLORADO
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Alternatives to Zero Tolerance: Best Practice Summary

By:

Juliana Rosa

Research and Evaluation Specialist, Expelled and At-Risk Student Services

Kathleen Keelan

Senior Educational Consultant, Expelled and At-Risk Student Services

Janelle Krueger

Program Manager, Expelled and At-Risk Student Services

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Overview

Zero tolerance school policies typically refer to disciplinary policies which include predetermined consequences such as expulsions, suspensions, and referrals to law enforcement for specific offenses such as possession of firearms or other weapons, drug violations, or violent behaviors. In 2012, [Colorado House Bill 12-1345](#) was passed which eliminated zero tolerance policies in the state. The bill eliminated mandatory expulsions for drugs, weapons (except firearms), assaults, and robbery. The bill also promoted use of alternatives to discipline to decrease out-of-school suspensions, expulsions, and referrals to law enforcement (Colorado Department of Education, 2012). This brief report highlights several evidence-based, supportive disciplinary methods that serve as alternatives to suspensions and expulsions as well as recommendations on ways to help decrease Colorado's disciplinary gaps based on gender, race, and discipline.

Research on Zero Tolerance Policies

Although zero tolerance policies were originally aimed to improve school safety, there is little evidence to suggest that schools are safer due to these policies (Skiba, 2014). Limiting administrator's discretion to make decisions based on individual cases and mandating removal from school has created unexpected negative repercussions on the school environment (Skiba et al., 2006). Colorado's move away from zero tolerance to better support school administrator's discretion is aligned to this research.

Research has suggested that districts that used zero tolerance policies commonly had the following negative outcomes and challenges:

- **Increase in Expulsions and Suspensions**
According to the U.S. Department of Education, over 100,000 students were expelled and 3,300 students were suspended at least once in the 2005-2006 school year, representing a 15% increase in expulsions since the 2001-2002 school year when school enrollment increased by only 3% during the same period (Southern Poverty Law Center, 2009).
- **Negative Academic Outcomes**
Some academic outcomes include lower school wide achievement, higher risk of academic failure (Skiba & Rausch, 2006; Sundius & Farneth, 2008), and a higher drop-out rate (Sundius & Farneth, 2008).
- **Negative Systematic Outcomes**
Once a student is suspended or expelled, it increases the probability of repetitive expulsions and suspensions in the future (Osher et al., 2010). Repeated suspensions and expulsions can lead to decreased school bonding in students (Gregory et al., 2010).
- **School to Prison Pipeline**
Once a student is suspended or expelled, it increases the chances that students will become part of the juvenile justice system and become incarcerated (Hietzeg et al., 2009; Sundius & Farneth, 2008). A student's likelihood of being arrested is also highest while the student is suspended or expelled (Monahan et al., 2014).
- **Disproportionate Disciplinary Practices**
For many years, research has shown that there are higher occurrences of disproportionate disciplinary practices in several student populations such as minority students (Skiba et al., 2002; Sundius & Farneth, 2008), male students (Raffaele-Mendez & Knoff, 2003), students with disabilities (Leone et al., 2000; Sundius & Farneth, 2008), English Learners (U.S. Department of Education, 2014), and students with mental health problems (Blackorby, & Cameto, 2004).

For more information and studies related to the racial disparities in policies and practices with school discipline, visit the [Civil Rights Project](#), [U.S. Department of Education's Office for Civil Rights](#), and [Dear Colleague Letter](#).

Alternatives to Zero Tolerance

The goals of the Supportive School Discipline Initiative, (a collaboration between the U.S. departments of education and justice), are to build consensus for stakeholders and researchers and to develop guidance to ensure that school discipline policies and practices keep kids in school and improve the climate for learning (Department of Justice, 2013). Overall, reducing the use of punishment and increasing positive student experiences of schooling is essential to reach this goal (Gregory et al., 2010).

Below is a list of evidence-based approaches and strategies that can be used in place of zero tolerance policies. Overlap between these strategies is common and very rarely is just one approach or strategy used alone.

School Wide Prevention and Universal Interventions

Multi-Tiered System of Support (MTSS)

MTSS is a whole school prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. MTSS uses high quality evidence-based instruction, intervention, and assessment practices to help students receive the support needed. The MTSS framework has shown proven results at the elementary and middle school level as evidenced by decreased incidents of office discipline referrals and suspensions and increased access to instructional time. The components of the MTSS framework represent educational reform initiatives, Response to Intervention, and Positive Behavioral Interventions and Supports (PBIS). Example components of this framework consist of clearly defining behaviors to both staff and students, rewarding positive and appropriate behaviors, collecting and monitoring data to drive the process, providing targeted interventions for students who are at-risk for behavioral problems, and providing interventions for students with behavioral problems (CDE, 2014). *For more information visit [CDE MTSS](#).*

- **Positive Behavioral Interventions and Supports (PBIS)**

The Colorado School Wide Positive Behavioral Interventions Support initiative refers to the implementation of strategies and practices to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners (CDE, 2014). Several studies have found that PBIS can be an effective alternative to zero tolerance policies. For example, one study found that elementary schools who implemented PBIS had less suspensions and office referrals than schools who did not implement PBIS (Bradshaw, 2010). Another study found that PBIS was linked to decreased aggression and discipline referrals in middle school as well as an increase in positive school climate in middle school (Metzler et al., 2001). *For more information, visit [CDE PBIS](#) or [PBIS Office of Special Education Programs](#).*

- **Response to Intervention (RTI)**

RTI is a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched

“Fair and equitable discipline policies are an important component of creating an environment where all students feel safe and welcome. Schools are safer when all students feel comfortable and are engaged in the school community, and when teachers and administrators have the tools and training to prevent and address conflicts and challenges as they arise. Equipping school officials with an array of tools to support positive student behavior – thereby providing a range of options to prevent and address misconduct – will both promote safety and avoid the use of discipline policies that are discriminatory or inappropriate.”

- U.S. Department of Justice and U.S. Department of Education



to students' academic, social-emotional, and behavioral needs (CDE, 2014). RTI can be implemented in multiple areas at multiple tiers and research has shown that it can be an effective framework (Hughes & Dexter, 2011). *For more information, visit [CDE RTI](#) or [RTI Action Network](#).*

Restorative Justice Approaches

Restorative Justice, often referred to in school settings as Restorative Discipline, is a formal process facilitated by trained mediators in restorative justice that allows students to understand the harm caused, who it affected and how to repair it. It provides support and opportunity to resolve student conflicts and misconduct. In 2011, House Bill 1032 was enacted which encourages the use of restorative justice as a school's first consideration to remediate certain offenses. This law also encourages school districts to implement training and education for staff in the principles and practices of restorative justice. The goal of restorative justice is to help students build relationships with staff, teachers, and each other, to help students respect others, to encourage students to take responsibility for their actions, and to help students repair the negative effects of their behaviors (Gonzalez, 2012). Restorative Justice practices usually include peer mediation and/or youth courts (Teasley, 2014). To be successful, there needs to be effective collaboration with the justice system and law enforcement (Skiba, 2014). *For more information, visit [Restorative Justice Online](#) and [Restorative Justice Colorado](#).*

Social-Emotional Learning and Character Education

Both character education and social-emotional learning programs focus on improving students' own regulation and interaction with others to avoid negative behaviors. These programs not only help students directly but can also help improve the school climate (Skiba, 2014). Programs can be delivered in an individual setting, a group setting, or as class-wide lessons (Peterson 2005; Walker, 2009). There are several social-emotional learning and character education programs available to choose from. It is important to select programs that are research-based and evidence-based for best results. *For more information on possible programs, visit [Blueprints Programs](#), [SAMSHA's National Registry for Evidence Based Programs and Practices](#), and the [Collaborative for Academic, Social, and Emotional Learning](#).*

Build Positive School Climate and School Bonding

Programs that are successful tend to have support from students, parents, and the community (Osher et al., 2001); therefore, it is essential to build a positive school climate (Gregory et al., 2010; Peterson, 2006). Positive school climate has been linked with improved academic achievement and reduced discipline problems, and thus is often a target of school improvement initiatives (Mary, 2013; U.S. Department of Education, 2015). In addition to building school climate, promoting student bonding and sense of belongingness to school is also important for school achievement and prevention of youth violence, especially for at-risk youth (Catalano et al., 2004). Example programs that may positively influence school climate are bullying prevention and conflict resolution (APA, 2008). *For more information, visit the [National Center for School Engagement](#) and [National School Climate Center](#). Also see recommendations from the [U.S. Department of Education; A Resource Guide for Improving School Climate and Discipline](#). Find information on [school climate and culture and school climate surveys and assessments](#) in the bullying prevention section of the Colorado Department of Education's MTSS web page and at the [Readiness and Emergency Management for Schools Technical Assistance Center](#).*

Early Interventions

Programs that take a largely preventive approach have been more successful at helping reduce the need for harsh discipline. Strategies that focus on low level inappropriate behavior are effective at preventing problem behavior before it begins. School staff should observe students for any warning signs before the undesired behavior occurs. This may include signs of low school bonding such as attendance and truancy issues, reduced achievement, and worsening grades (Peterson, 2006). Some interventions start as early as pre-kindergarten to help identify problem behavior earlier on before it develops into chronic behavior.

“Teacher training in appropriate and culturally competent methods of classroom management is likely then to be the most pressing need in addressing racial disparities in school discipline.”

-Skiba, Michael, Narado

Professional Development Opportunities

Teachers and staff should be trained on any new alternative strategies that are implemented in the school (APA, 2008; U.S. Department of Education, 2014). This will increase commitment to these strategies and increased success in implementation. There are also several additional professional development opportunities that may be helpful for teachers:

- De-escalation and classroom behavior management training can help teachers better identify strategies to help reduce conflicts and power struggles with students and better manage problem behaviors in the classroom (APA, 2008; Peterson, 2006).
- Training in child and adolescent development can help teachers become more aware of practices that are developmentally appropriate or inappropriate for students (APA, 2008).
- Trainings related to building positive relationships with students can also help teachers in the classroom as well as improve student school bonding (Peterson, 2006).

Individual Student-Focused Alternatives

Mental Health Services and Counseling

The rates of suspension and expulsion of students with mental health problems is three times higher than those of their peers (Blackorby, & Cameto, 2004). Children with mental health problems also have lower achievement in the classroom and greater involvement with the criminal justice system than their peers (Blackorby, & Cameto, 2004). Several different types of counseling methods can be used to effectively help reduce problem behaviors. Schools are in key positions to help link these services to students. For example, counseling can be an avenue in which character education or social-emotional learning programs can be utilized. Counselors and/or therapists can conduct early screenings to help identify mental health problems which might lead to disruptive behaviors (Skiba, 2014). Individual counseling can also focus on understanding problem behaviors that students are exhibiting and help find solutions to prevent the unwanted behaviors (Walker, 2009). *For more information, visit, the [National Alliance on Mental Illness](#) and [National Association of School Psychologists](#).*

“Schools most frequently suspend those students with the greatest academic, economic, and emotional needs.” – Bruns et al., (2005)

Self-Management Plans, Behavioral Contracts, and Behavioral Monitoring Strategies

Targeted behavioral supports for at-risk students have been shown to reduce misbehavior in schools (Boccanfuso et al., 2011). Students can actively be involved in setting their own behavioral goals and both negative and positive consequences associated with these goals (CDE, 2014, Franklin et al., 2007; Peterson, 2006). This can assist in building students’ goal setting and problem solving skills (Franklin et al., 2007). Contracts and plans should be clearly set to state behavioral expectations for students and staff as well as consequences if a breach in contract occurs (Franklin et al., 2007). Students and staff must also clearly understand the contract for it to be an effective method (Franklin et al., 2007; Peterson, 2005). For students who need additional attention, behavioral monitoring strategies, where students are monitored on a consistent basis, may be needed (Franklin et al., 2007; Peterson, 2005). Strategies may include check-in systems such as daily behavioral report cards, charting of behaviors, and student-feedback sessions about their behaviors (Peterson, 2005). An intervention such as “Check and Connect,” that focuses on building positive relationships with a caring adult, can be used successfully. Strategies can also transition into self-monitoring strategies where students monitor their own behaviors and receive adult feedback on a regular basis. For the feedback to be effective, these strategies are best paired with an adult mentor who can harness a positive relationship with the student (Franklin et al., 2007; Peterson, 2006). *Visit*



the [National Education Association; Alternatives to Zero Tolerance](#) and [Check and Connect](#) for more information.

In-School Alternatives

Instead of removing a student from school, it may be beneficial to instead require detention, in-school suspension, or an alternative in-school environment such as administrative detention or Saturday school (Peterson, 2006; Skiba & Rausch, 2006). Although this method may still disrupt instruction time, it can be more effective when the time away from class is structured. For example, students may work on assignments or participate in mini learning sessions during in-school suspension. Intervention rooms can also be a way of removing a disruptive student from a classroom while still providing the students with the resources they need. These rooms can be a place where students go for help processing their behavior while still working on classroom assignments. Intervention rooms must be staffed with teachers or counselors who can work effectively with students to help with both the assignments as well as help a student process the incident and plan ways to prevent the behavior from happening again (Peterson, 2005; Skiba & Rausch, 2006). It is essential that limits on how long students can stay in these programs are set (e.g., 3 days) and that a plan and procedure with the classroom teacher is established for returning to the classroom. *For more information, visit [PBIS World; Alternatives to Suspension](#).*

Alternative Programs and Schools

Problem behavior may sometimes be avoided if a student's environment changes (Peterson, 2006). This may include a simple change in schedules and classes. Other solutions may include allowing students to be involved in independent study, work experience, and creative programs. It can also include having students attend school at an alternative location. This method is particularly useful for secondary students so the student can continue acquiring the credits required for graduation. *For more information, visit the [National Dropout Prevention Center Network](#).*

Positive Reinforcement

Disciplining students for undesired behaviors is only half of the equation. Focusing on positive behaviors is also important so that students are aware about the manner in which they should behave. Teachers and staff should find ways to positively reinforce desired behaviors. Consistency is essential. All teachers should know what behaviors to look for and how to reinforce those behaviors based on what is approved at the school level. Some examples of this strategy include positive office referral systems or academic recognition events (Peterson, 2006). *For more information, visit [Technical Assistance Center on Positive Behavioral Interventions and Supports](#).*

Adult Mentors and Positive Teacher-Student Relationships

Whenever possible, students should have access to mentors who can help them with various issues and concerns (e.g., academic motivation and success). Mentoring involves a caring and supportive relationship between a non-parental adult and youth. The positive effects of mentoring are generally thought to be derived from the support and role modeling (Rhodes et al., 2006). Having adults in the school who have positive relationships with students can help improve student school bonding and decrease undesired behaviors (NASP, 2002; Peterson, 2006). If a mentorship model is not possible, schools should try to foster positive teacher-student relationships (Townsend, 2000).

School and Community Collaborations

Threat Assessment

Instead of waiting for violent behaviors to occur, a threat assessment model can be used to prevent these behaviors (APA, 2008). This preventative approach can help identify students that may pose a threat. Interventions are then put in place for students before the threat develops into an incident. The main premise of this model is based on the idea that sometimes students may make threats before acting on more violent behaviors. Threat assessment teams can be formed to help evaluate the seriousness of these threats and what actions can be taken to prevent it. If the level of threat is high, then students can be referred to early intervention programs or more appropriate resources that focus on problem solving and conflict resolution (Osher et al., 2004).



For more information, visit the [Office of Community Oriented Policing Services \(COPS\), US Department of Justice](#), and the [Readiness and Emergency Management for Schools Technical Assistance Center](#). For tools and templates, visit the [Colorado School Safety Resource Center](#).

Parent/Family Involvement

With any strategy selected, the involvement of parents and families is recommended. Schools should maintain good communication with parents in which parents are well informed of what is occurring with their child and are aware of how they can participate in the disciplinary process. This may require constant contact with parents by teachers and administrators (Peterson, 2005). Some parents can even be involved in the behavioral consequences. For example, parents could help monitor the student at school or be present with the child during in-school suspensions (Peterson, 2006; Walker, 2009). If direct school involvement is not possible, parents and family members should be actively included in determining consequences for students and should be given the opportunity to actively collaborate with the school on both school and home interventions (CDE, 2014; Skiba 2014). Parent trainings and parent counseling may also be helpful so parents can acquire skills to help better manage their child and to improve the child's behavior both at home and at school (Walker, 2009). *For more information, visit [Family and Community Partnering Toolkit](#).*

Community Service/Restitution

When students are lacking in connectedness with their school or community, supervised community service outside of school hours may give students the opportunity to positively contribute to the community (Peterson, 2006; APA, 2008). Students could also be assigned to community service related to their infraction. For example, if a student is being disciplined for vandalism, he or she might be assigned to repair the damage caused. These activities may help increase students' feelings of belongingness in the community and in their school (Peterson, 2006). *For more information, visit [PBIS World](#).*

Additional Considerations

The aim of zero tolerance policies; in part, was to deliver equitable consequences across all student populations; however, there is research to suggest that these policies have led to disproportionate disciplinary actions taken across different populations (as mentioned above). It is possible to decrease disproportionate disciplinary practices by moving from zero tolerance policies to supportive school disciplinary practices. In addition to incorporating some of the alternatives listed above, additional recommended steps can be taken to help reduce the disciplinary gap for these populations:

- **Increase Awareness**
Schools should use school, district, or state data to investigate the disciplinary gap and bias in disciplinary referrals locally. Whenever possible, keep a local database of disciplinary incidents by student characteristics (Salend et al., 2002). Once results are available, share the results with administrators, teachers, and staff to help increase awareness of the issue (Noguera, 2007). *For state information, see the [Colorado Department of Education \(CDE\) K-12 Discipline Analysis for 2011-12 and 2012-13 school years](#).*
- **Understand the Problem, One Size Does Not Fit All**
Every student may behave in certain ways due to different issues they may be facing inside and outside of the school setting. Teachers and staff should try to understand the underlining reason for student behaviors before deciding on repercussions (Noguera, 2007).
- **Actions of Last Resort**
Expulsions and out-of-school suspensions that reduce classroom time should be used as a last resort and only for severe infractions (Noguera, 2007). *See section below on when disciplinary actions are needed.*

- **Develop a Diverse Discipline Team**
Any discipline team that is formed to review and create disciplinary procedures at the school or district level should be culturally and ethnically representative of the student population (Fenning & Rose, 2007). To accomplish this, recruiting and retaining culturally representative staff may be necessary (Salend et al., 2002).
- **Consider Several Solutions**
For each behavioral incident, consider multiple alternatives. Research has shown that implementing multiple strategies will lead to more effective outcomes for schools and for students (Peterson, 2006). It is also important to consider the grade, ability level, and developmental stage of each student before disciplinary actions are taken (Chin et al., 2012). Behavioral management strategies and disciplinary actions taken should also be culturally appropriate (Salend et al., 2002).
- **Reconnect**
Once an incident occurs, it is important to try to remind the student and the teacher/staff involved of the mission of the school. This may help both students and teachers feel more connected to the school (Noguera, 2007).
- **Promote Cultural Competency**
Cultural competency training can help build trusting and supportive relationships between students and educators and reduce inappropriate disciplinary referrals (APA, 2008; Long, 2014). These trainings should address cultural mismatch between teachers and students, possible cultural misunderstandings, implicit biases in the classroom, and negative classroom expectations (Gregory et al., 2010). These trainings can also be used as a universal intervention (Fenning & Rose, 2007; Long, 2014).

When Disciplinary Methods are Necessary

The APA Zero Tolerance Task Force (2008) made several recommendations when transitioning from zero tolerance or for when disciplinary methods are still necessary:

- **Examine Current School Policies**
Administrators, teachers, and staff should **work together** to determine which behaviors should lead to practices that may lead to serious consequences and which are not appropriate for such practices. It is recommended that only the most severe violations should be considered.
- **Set Clear Policies**
Definitions of all negative behaviors should be **clear and concise** and how each behavior will be disciplined should be clearly outlined. A graduated system of discipline is recommended at the student level.
- **Cap Discipline Days**
It may also be necessary to restrict the number of days students will stay away from the classroom to avoid prolonged interruption in learning (Fenning et al., 2012).

“Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.”

-U.S. Department of Education,
2015



- **Provide Training**

Training should be provided to **all staff** in the definition and disciplinary practice policies of the school. Additional training for law enforcement officers is also recommended to avoid unnecessary law enforcement involvement for routine disciplinary incidents (U.S. Department of Education, 2014).

- **Contact for Behavioral Incident**

When an incident does occur, the **first contact with parents should be made by the teacher and not by school administrators**. Teacher-parent relationships need to be positive for the most effective outcomes. It is also recommended that a **graduated system** of discipline be used at the student level as well as based on the severity of the incident.

Conclusion

When moving from zero tolerance policies to supportive school disciplinary practices, it is helpful to consider solutions at several levels. This report highlights the multiple strategies and approaches that can be implemented as an alternative to zero tolerance policies. Implement multiple strategies for best results (Peterson, 2006). Select the best strategies to use based on not only the incident, but student characteristics such as the student's developmental stage (Chin et al., 2012). For example, when selecting new practices and strategies, the culture of the school should be taken into account so that parents, staff, and students will support these strategies (Peterson, 2006). Not all alternatives may be appropriate for all schools. Disciplinary actions must be appropriate for these levels for it to be the most effective and to promote behavioral change. Research also highlights the importance of not just focusing on student discipline but to also focus on promoting school engagement, increase school bonding, and providing students with positive reinforcement for desired behaviors -especially when students are at-risk or are experiencing behavioral problems.

Additional Resources *(Note: Links are active at date of publication)*

- [2012 School Discipline Bill that Ended “Zero Tolerance” in Colorado](#) – The Office of Dropout Prevention's Expelled and At-Risk Student Services webpage focuses on “Policies and State Statutes.” It features an overview of the 2012 discipline bill.
- [Blueprints Programs](#)– Blueprints for Healthy Youth Development provides a registry of evidence-based positive youth development programs designed to promote the health and well-being of children and teens. Blueprints programs are family, school, and community-based and target all levels of need — from broad prevention programs that promote positive behaviors while decreasing negative behaviors, to highly-targeted programs for at-risk children and troubled teens that get them back on track.
- [Building Awareness, Capacity, and Leadership](#) – The Supportive School Discipline Webinar Series includes topics such as: youth courts, restorative justice practices, addressing truancy, and multi-tiered behavioral health frameworks. Additional webinars are also planned.
- [Civil Rights Project](#)- List of relevant studies related to the racial disparities in policies and practices related to school discipline. and the new initiative titled, Center for Civil Rights Remedies (CCRR).
- [Collaborative for Academic, Social and Emotional Learning](#) – Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation's leading organization advancing the development of academic, social and emotional competence for all students. Their mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. Through research,



practice and policy, CASEL collaborates to ensure all students become knowledgeable, responsible, caring and contributing members of society.

- [Colorado Department of Education \(CDE\) Dropout Prevention and Student Re-engagement Homepage](#) – Find information about grant funded programs, best practice guides, and additional resources.
- [Colorado Department of Education \(CDE\) K-12 Discipline Analysis for 2011-12 and 2012-13 School Years](#) – The Office of Dropout Prevention’s webpage includes Reports/Data such as the “Student Discipline Analysis”. It also features annual analyses, comparisons between school years, and a copy of charts and graphs.
- [Colorado Department of Education \(CDE\) Resources on Substance Abuse of Marijuana](#) – The Office of Dropout Prevention’s “Resources” webpage features a fact sheet on Marijuana related laws and penalties. Also posted are materials for schools and youth to get the facts about the effects of marijuana use.
- [Colorado Department of Education \(CDE\) School Discipline Data](#) – The data services webpage titled, “Suspensions and Expulsions Statistics” includes district-reported suspensions and expulsions by the “Type of Incident” and by the Race/Ethnicity and Gender of the students involved.
- [Colorado Department of Education \(CDE\) Special Education Home Page](#) – Listed under “Programs/Services,” this website provides links to behavior topics.
- [Colorado Department of Education \(CDE\) webpage on Bullying Prevention and Intervention](#) – The Multi-Tiered Systems of Support team provides an overview of related state statutes and resources to address bullying in schools.
- [Colorado School Safety Resource Center, Colorado Department of Public Safety](#) – The mission of the Colorado School Safety Resource Center (CSSRC) is to assist educators, emergency responders, community organizations, school mental health professionals, parents and students to create safe, positive and successful school environments for Colorado students in all pre K-12 and higher education schools. Numerous resources and training information is available at the Center’s website.
- [Investing in Research and Reinvigorated Civil Rights Data Collection \(CRDC\)](#) –The CRDC is important for administering and enforcing the civil rights statutes. The collection includes student enrollment, educational programs and services data that are disaggregated by race/ethnicity, sex, limited English proficiency, and disability.
- [National Alliance on Mental Illness \(NAMI\)](#) – NAMI is the nation’s largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.
- [National Association of School Psychologists](#) –The National Association of School Psychologists represents 22,500 school psychologists and related professionals who serve the education and mental health needs of children, adolescents, young adults, and families.
- [National Center for School Engagement \(NCSE\)](#) – NCSE collaborates with school districts, law enforcement agencies, courts, and state and federal agencies to support youth and their families to be engaged at school. They pay special attention to truancy, dropout, and bullying prevention.



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- [**National Initiative on Supportive School Discipline**](#) – This initiative is a collaborative project between the U.S. departments of education (ED) and justice (DOJ) to support the use of school discipline practices that foster safe, supportive, and productive learning environments while keeping students in school.
 - [**National School Climate Center**](#) – NSCC is an organization that helps schools integrate crucial social and emotional learning with academic instruction. In doing so, NSCC helps enhance student performance, prevent drop outs, reduce physical violence, bullying, and develop healthy and positively engaged adults. NSCC’s goal is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills.
 - [**National School Safety Center**](#). The National School Safety Center serves as an advocate for safe, secure and peaceful schools worldwide and as a catalyst for the prevention of school crime and violence. NSSC provides school communities and their school safety partners with information, resources, consultation, and training services. The National School Safety Center identifies and promotes strategies, promising practices and programs that support safe schools for all students as part of the total academic mission.
 - [**Positive Behavioral Interventions and Supports**](#) – This website includes more information on PBIS from the Colorado Department of Education.
 - [**Positive Behavioral Interventions and Supports World**](#) – PBIS World is a website containing links to hundreds of interventions, supports, resources, and data collection tools, all of which are organized into the tier 1 through 3 framework. It is designed to help guide users through the PBIS implementation process, starting with behavior identification and offering suggestions for interventions and data collection tools.
 - [**Readiness and Emergency Management Technical Assistance Center**](#) - The REMS TA Center offers a variety of additional resources to assist schools, school districts, and institutions of higher education with their emergency management efforts. Resources featured on this page include resources for K-12 schools, such as tools to address school climate and threat assessments.
 - [**Response to Intervention**](#) – This website includes more information on RTI from the Colorado Department of Education.
 - [**Response to Intervention Action Network**](#) – The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. The goal of RTI Action is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students – including those with learning and attention issues – are identified early and receive the necessary supports to be successful..
 - [**Restorative Justice Colorado**](#) – This website on Restorative Justice in Colorado includes a page on “Restorative Justice in Schools” and links to the Restorative Justice Council.
 - [**SAMSHA’s National Registry for Evidence Based Programs and Practices**](#) – NREPP is a searchable online registry of more than 340 substance abuse and mental health interventions. NREPP was developed to help the public learn more about evidence-based interventions that are available for implementation.
 - [**Technical Assistance Center on Positive Behavioral Interventions and Support**](#)- This website was created by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach. It includes technical assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework.



- [U.S. Department of Education’s Guiding Principle, A Resource Guide for Improving School Climate and Discipline](#) –This report highlights recommendations on how schools can improve school climate, set clear behavioral expectations, set clear disciplinary standards, and create a disciplinary approach that is equitable and continuously improving. The report also mentions how law enforcement can play a positive role in school safety.
- [U.S. Department of Education's Office for Civil Rights](#) (OCR). This website includes district or school reports and additional state by state data.
- [U.S Department of Justice and U.S. Department of Education](#). Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline.

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