

WHIEEAA – EDUCATION & AA STUDENTS W/ DISABILITIES

- Idea of diversity and inclusion starts in school
- Mainstream long term effects
 - Increase in self confidence, self-esteem, socialization
 - Ability to compete in a non-disabled world
- Outcomes of students in segregated classrooms
 - Held to lower expectations, less academic rigor, lack the ability to analyze and think critically
 - Leading to increase dropouts, lower employment status and wages, lower rates of self sufficiency



WHIEEAA – EDUCATION & AA STUDENTS W/ DISABILITIES

- The role of parents and family is vital for African American students with disabilities
- Most families do not understand the process – start by understanding IDEA and the basic rights of children with disabilities
- Then engage the school system in a more meaningful and informed conversation
- The implications of receiving a mainstream education and parental and family supports – better educational and employment outcomes

WORKFORCE & LEADERSHIP DEVELOPMENT

- Focus areas include working with college students with disabilities
- Train employers on disability inclusion strategies
- Host college tours for high school students with disabilities



www.wrightchoice.org



WHIEEAA – EDUCATION & AA STUDENTS W/ DISABILITIES

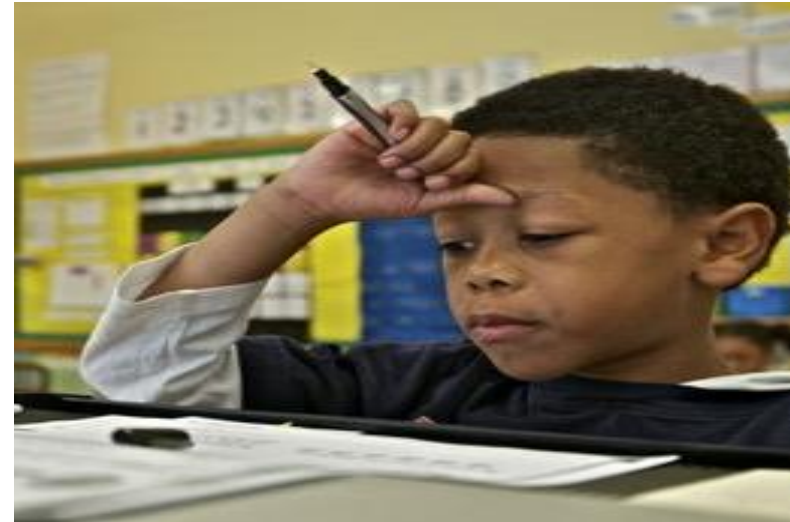
- More than 1.6 million college students with disabilities and a disproportionately low number are African American
- Mainstream education is the foundation for college and career readiness
- Quality education leads to self sufficiency and higher quality of life

It Really Does Take a Village!

Networks of Support Make A Difference

African American Students with Disabilities

- Leadership matters at all levels
 - Inclusive
 - Knowledgeable
 - Adaptive
 - Culturally astute
- Strong teams = strong outcomes
 - Consistent
 - Focused
 - Prepared
- Student-centered programming requires adult engagement
 - Accountable
 - Responsive



Communication is Key!

Parent(s)/Caregivers

- ☐ Do I know what my child needs are now?
- ☐ Who is responsible for what service for my child?
- ☐ Do I know what to do if I am not satisfied with the level of service?
- ☐ What do I do if there is a problem?
- ☐ Where are my child's records? What do they say about her?
- ☐ What are other options of support?
- ☐ Where can I get additional help or information?

School Teams/District

- ☐ How are we going to meet the needs of the student?
- ☐ Who is responsible for what services the student receives?
- ☐ How will challenges/conflicts be addressed?
- ☐ What is in the student's file? What do we know about the student now?
- ☐ What interventions and supports are available to the student?
- ☐ What other sources of information can be provided?

The Supportive School Discipline Initiative (SSDI)

Kristen Harper

U.S. Department of Education,
Office of Special Education and Rehabilitative Services (OSERS)

What We Know

⇒ Overuse of punitive discipline:

The majority of public school students in Texas were suspended or expelled at least once between 7th-12th grade.

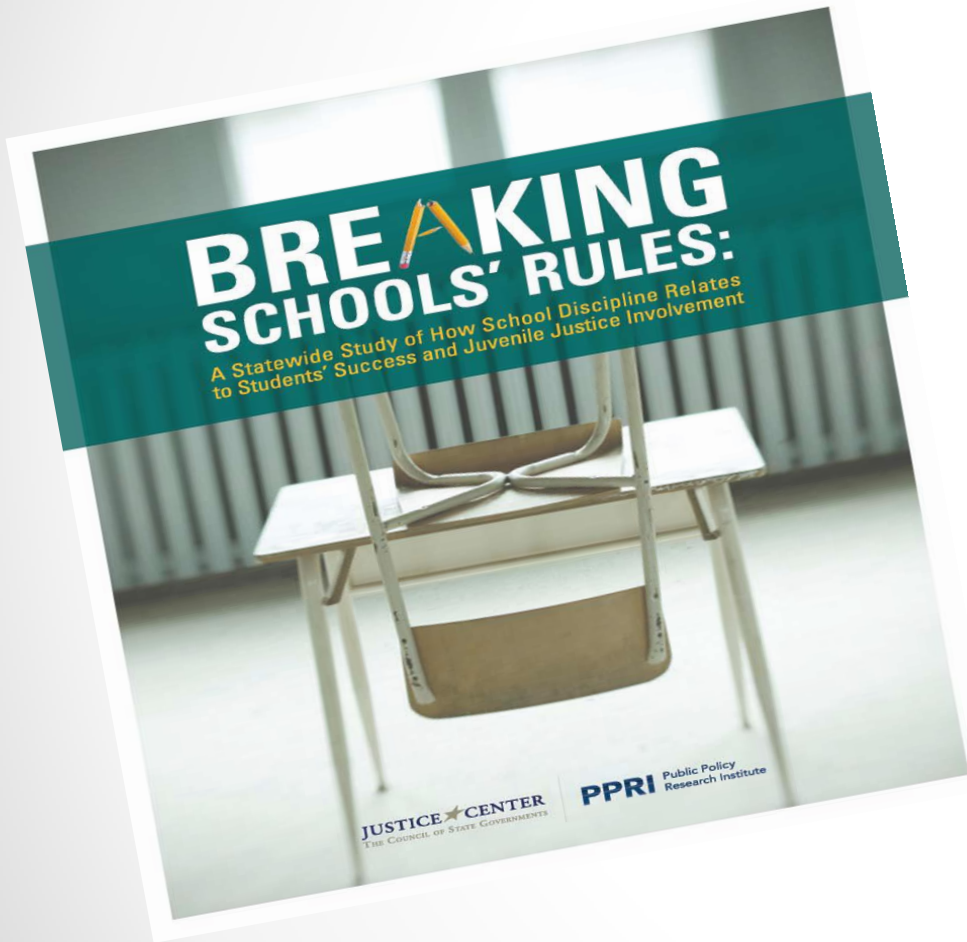
⇒ Discipline disparities:

Black students had a **31 percent higher** likelihood of being disciplined for the same discretionary violation as white students.

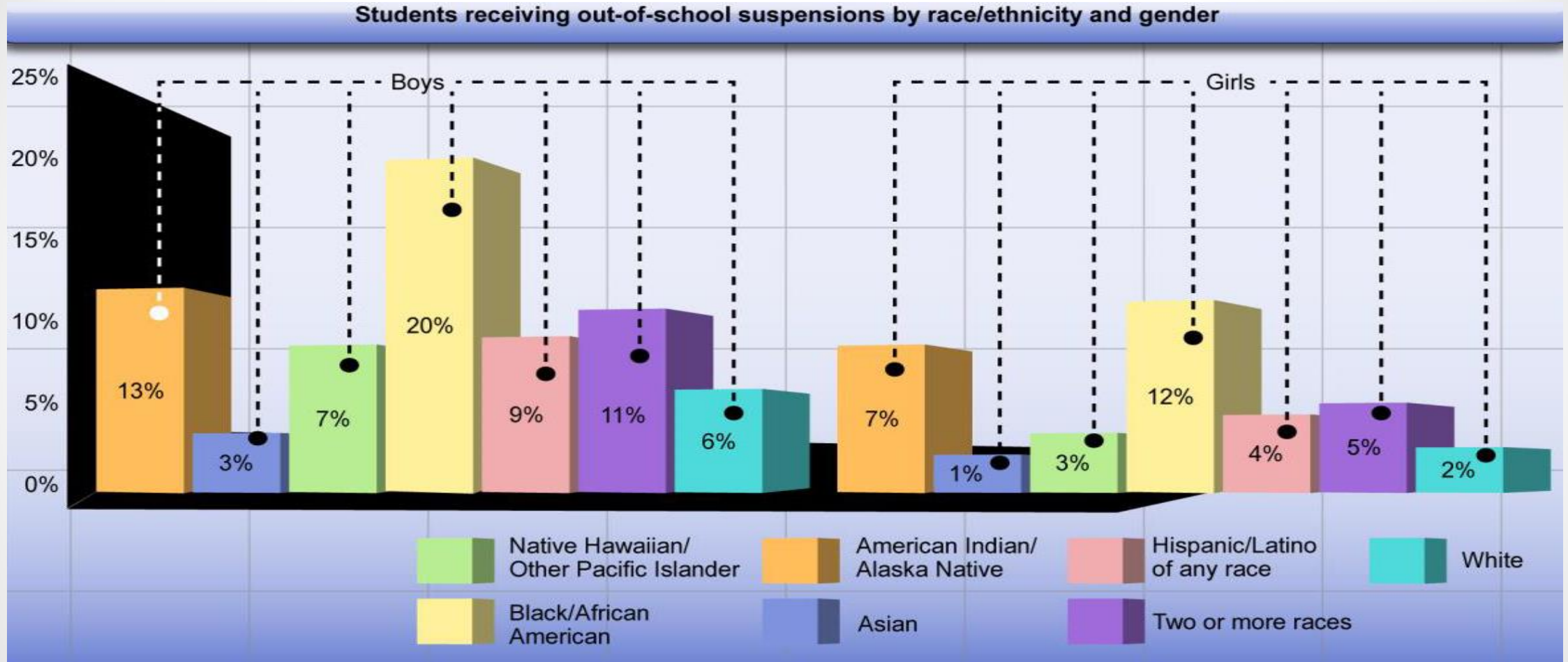
Nearly 3/4 of students qualified for special education services were suspended or expelled at least once.

⇒ Justice system involvement:

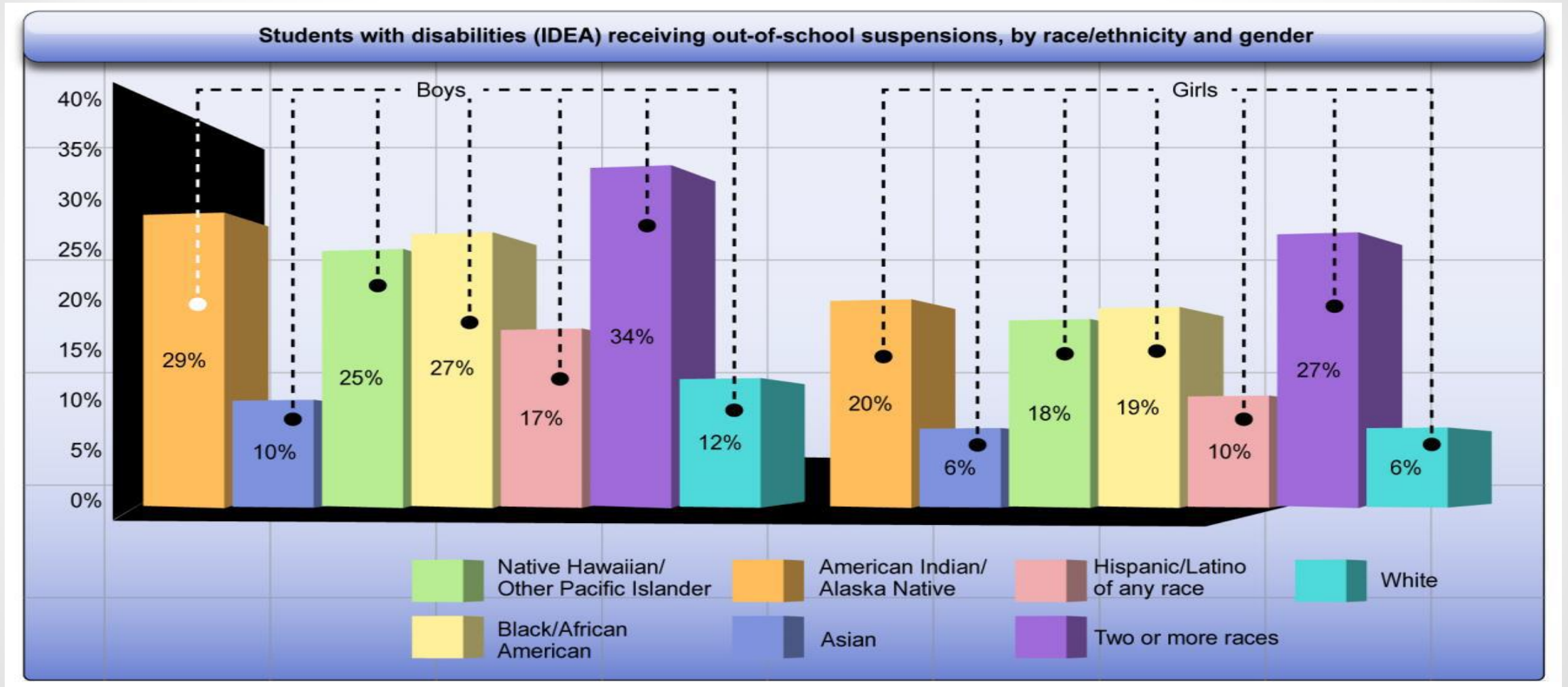
Students suspended or expelled for a discretionary incident were nearly **3 TIMES** as likely to be in contact with the juvenile justice system in the next year.



Civil Rights Data Collection (CRDC)



Civil Rights Data Collection (CRDC)



ED-DOJ School Discipline Guidance Package

**Dear Colleague Letter (DCL):
Nondiscriminatory Administration of School Discipline**

**Guiding Principles:
A Resource Guide for Improving School Climate and Discipline**

**Appendix 1:
Directory of Federal School Climate and Discipline Resources**

**Appendix 2:
Compendium of School Discipline Laws and Regulations**

School Discipline Guidance Package

– Guiding Principles

A resource guide outlining **three priorities** for policymakers, district officials, school leaders, and **stakeholders** to consider as they work to improve school climate and discipline.

Principle #1:

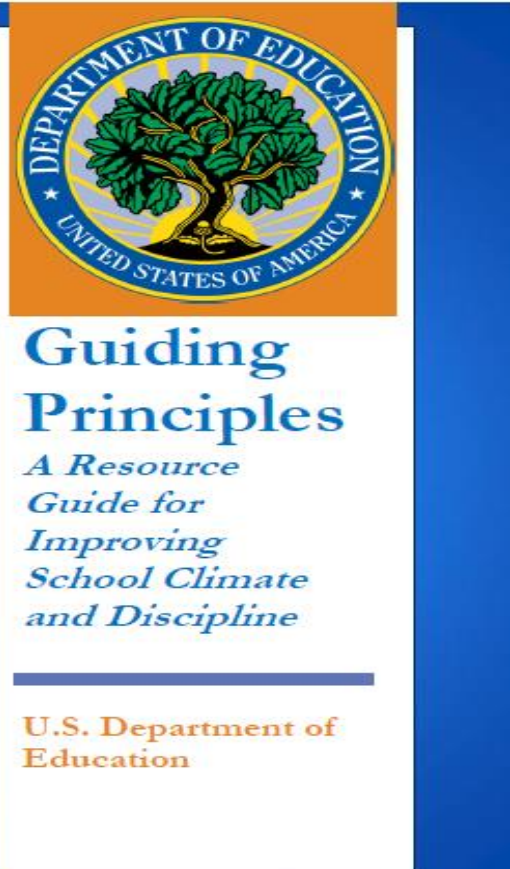
Climate and Prevention

Principle #2:

Expectations & Consequences

Principle #3:

Equity, Fairness & Continuous Improvement



Correctional Education Guidance Package



Attorney General Holder and Secretary of Education Duncan at Dec. 8, 2014 release of package.

Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings

Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities

Dear Colleague Letter on the Civil Rights of Students in Juvenile Justice Residential Facilities

Dear Colleague Letter on Access to Pell Grants for Students in Juvenile Justice

Package & other resources at <http://www.ojjdp.gov/correctionaled>

An Educator's Action Planning Guide

- Includes excel-based Disciplinary Disparities Risk Assessment Tool, and...***

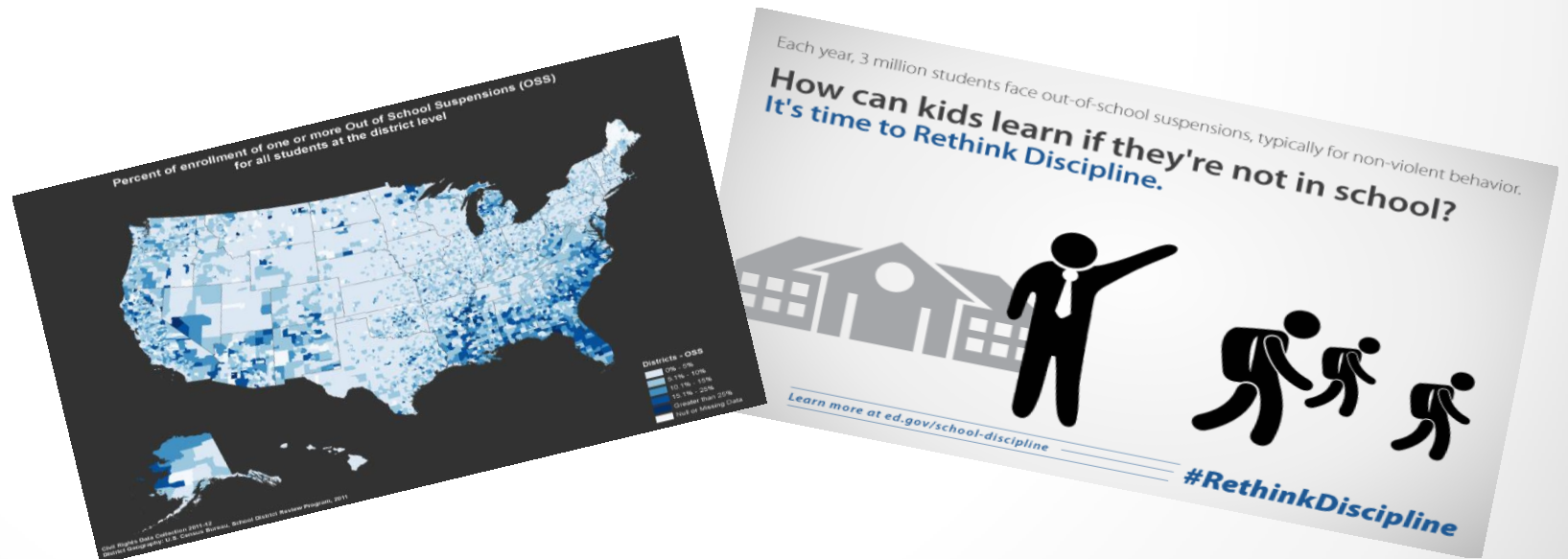
- | PHYSICAL STATUS: Enter demographic data for all elements recorded during the reporting period. Enter data in all but the gray cells. Data in the gray cells are auto-generated and should not be entered. Do not exceed the 100 character limit. Conditional formatting has been applied to denote potentially missing (yellow) OR duplicate (blue) or erroneous (red) data to be addressed during MFL. (yellow OR duplicate) | | | | | | | | | | | | | |
|---|-----------|------------|---------------|-------|---------------------------|--------|---------------|-----------------|-------------------|----------------------|------------------------|----------------------|--------------------|
| Student ID | Last Name | First Name | Date of Birth | Grade | Race/Ethnicity | Gender | EL/IEP Status | Enrollment Date | Disability Status | Enrolling Disability | Number of Disabilities | Disability Type I | Disability Type II |
| 1204 | Roberts | Roger | 7/13/2003 | 6 | Black or African-American | Male | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1205 | Kelly | Emily | 9/13/2003 | 6 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1207 | Harris | John | 3/7/2003 | 7 | Black or African-American | Male | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1208 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1209 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1210 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1211 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1212 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1213 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1214 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1215 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1216 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1217 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1218 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1219 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1220 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1221 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1222 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1223 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1224 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1225 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1226 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1227 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1228 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1229 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1230 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1231 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1232 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1233 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1234 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | Emotional/Behavioral | Disability |
| 1235 | Salinas | Theresa | 3/7/2003 | 7 | Black or African-American | Female | Yes | NO | YES | NO | 0 | | |

#RethinkDiscipline

Social media campaign – twitter & google hangouts -- to raise awareness by:

- Highlighting national data on discipline;
- Clarify the impact of removal;
- Share info in effective approaches.

Look out for our
Google hangouts!





LAWS & GUIDANCE / GENERAL

School Climate and Discipline: Know the Data

Home >

Know the Data

Know the Law >

Support School Staff >

Federal Efforts >

Connect >

Of the 49 million students enrolled in public schools in 2011-2012:

- 3.5 million students were suspended in-school;
- 3.45 million students were suspended out-of-school;
- 130,000 students were expelled.

Various data sources show clearly that students with disabilities and students of color are disproportionately impacted practices. According to the Civil Rights Data Collection, black students are suspended and expelled at a rate three times than white students, while students with disabilities are twice as likely to receive an out-of-school suspension as their peers. Sources of discipline data and research can be found here.

Featured

- **The Hidden Cost of Suspension:
How can kids learn if they're not in school?**

Explore two maps illustrating out-of-school suspensions across the country.

Demographic	Map	Description
All Students		Percentage of All Students who Have Received One or More Out of School Suspensions by District (2011-12) Data Tables: [Excel, 1.7MB]
All Students with Disabilities		Percentage of All Students With Disabilities (IDEA) who Have Received One School Suspensions by District (2011-12) Data Tables: [Excel, 1.7MB]
All Black Students		Percentage of Black Students who Have Received One or More Out of School Suspensions by District (2011-12) Data Tables: [Excel, 1.6MB]
Black Male Students with Disabilities		Percentage of Black Male Students with Disabilities (IDEA) who Have Received One or More Out of School Suspensions by District (2011-12) Data Tables: [Excel, 1.9MB]
Black Female Students with Disabilities		Percentage of Black Female Students with Disabilities (IDEA) who Have Received One or More Out of School Suspensions by District (2011-12) Data Tables: [Excel, 1.9MB]
All Hispanic Students		Percentage of Hispanic Students who Have Received One or More Out of School Suspensions by District (2011-12) Data Tables: [Excel, 1.6MB]



LAWS & GUIDANCE / GENERAL

School Climate and Discipline: Federal Efforts

Home >

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In Summer 2011, Education Secretary Duncan and Attorney General Holder announced the launch of a collaborative project—the Supportive School Discipline Initiative (Initiative)—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. Below are a few of the major milestones achieved since the initiative launched.

ED and HHS Policy Statement of Expulsion and Suspension Practices in Early Learning Settings

- **ED and HHS Policy Statement on Expulsion and Suspension Practices in Early Learning Settings**
Includes recommendations from federal agencies to support families, early childhood programs, and states in preventing and severely limiting expulsion and suspension practices in early childhood settings.
[PDF, 1.3MB]
- **Joint Letter from Secretaries Burwell and Duncan on Suspension and Expulsion Policy**
[PDF, 49KB]
- **Civil Rights Data Collection: Early Childhood Education Snapshot**
[PDF, 1.6MB]

Council of State Governments School Discipline Consensus Project

- **School Discipline Consensus Project.**
Includes recommendations to dismantle the school-to-prison pipeline through improved cross-agency efforts involving behavioral health, education, juvenile justice, social services, law enforcement, and child welfare.

ED-DOJ School Discipline Guidance Package



- **Rethinking School Discipline.**
Remarks of U.S. Secretary of Education Arne Duncan at the Release of the Joint ED-DOJ School Discipline Guidance Package Release, January 8, 2014. Please review the remarks of U.S. Attorney General Eric Holder at the release event.
 - **Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline.**
Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.
English [PDF, 587KB] | En español [PDF, 644KB]
 - **Guiding Principles.** [PDF, 1MB]
 - **Prólogo de Secretario Arne Duncan. (En español)** [PDF, 314KB]
- This guidance document draws from emerging research and best practices to describe three key principles and related action steps that can help guide state- and locally-controlled efforts to improve school climate and school discipline.
- **Directory of Federal School Climate and Discipline Resources.**
Index of the extensive federal technical assistance and other resources on school discipline and climate available to schools

How Do I Find...

- Student loans, forgiveness
- College accreditation
- No Child Left Behind
- FERPA
- FAESA
- 2015 Budget Proposal

More >

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning
- K-12 Reforms

More >

Connect



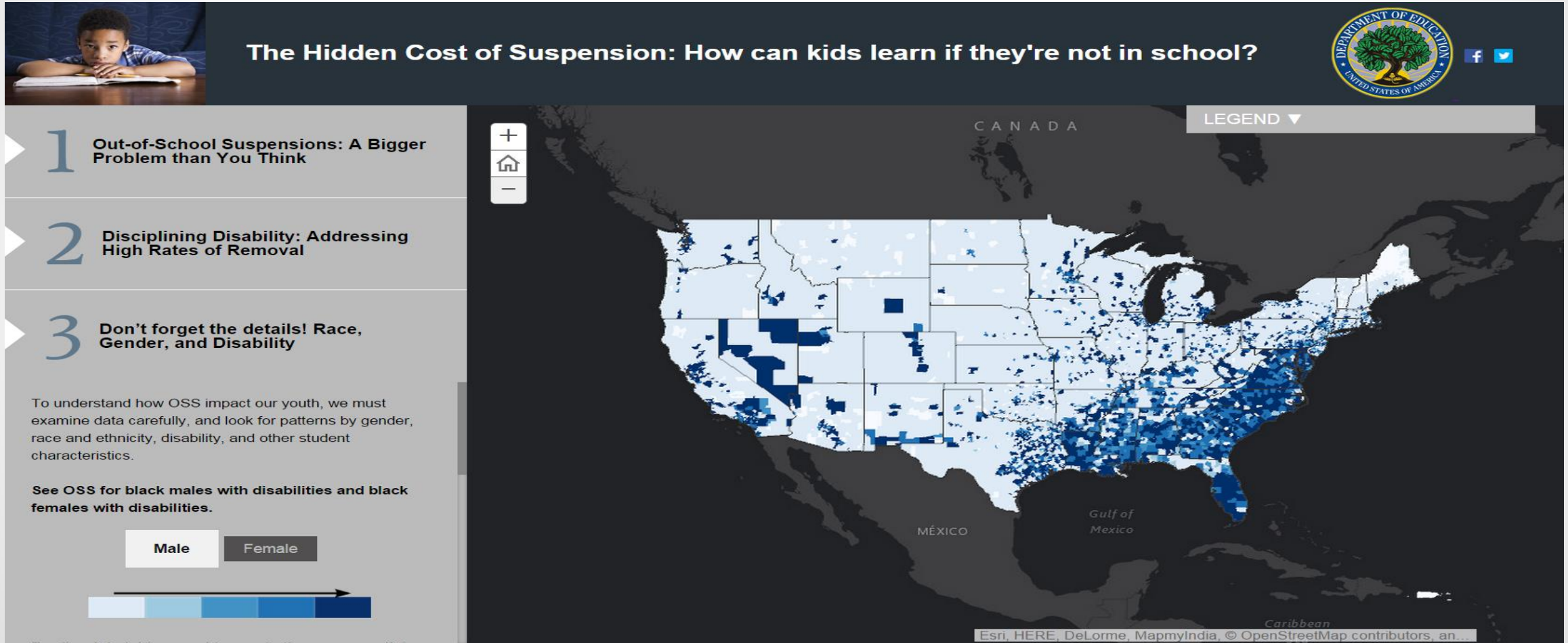
More >

Related Topics

- Key Policy Letters

www.ed.gov/rethinkdiscipline

New Data Tool!



SUPPORTING STUDENTS WITH DISABILITIES AND THEIR FAMILIES

Patrick Cokley, Program Director, Workforce
Recruitment Program
Office of Disability Employment Policy



GUIDEPOSTS FOR SUCCESS

- ODEP and NCWD/Youth identified five elements as essential for all youth, including youth with disabilities, to effectively transition into postsecondary education and employment.



GUIDEPOSTS FOR SUCCESS

The five Guideposts are as follows:

- School-Based Preparatory Experiences
- Career Preparation and Work-Based Learning Experiences
- Youth Development and Leadership
- Connecting Activities
- Family Involvement and Supports



CAREER PREPARATION AND WORK-BASED LEARNING EXPERIENCES

- Exposure to career opportunities that ultimately lead to information about educational requirements, entry requirements, income and benefits potential, and asset accumulation, and
- Training designed to improve job-seeking skills and work-place basic skills (sometimes called soft skills).



YOUTH DEVELOPMENT AND LEADERSHIP

- Mentoring activities designed to establish strong relationships with adults through formal and informal settings
- Peer-to-peer mentoring opportunities
- Exposure to role models in a variety of contexts
- Training in skills such as self-advocacy and conflict resolution
- Exposure to personal leadership and youth development activities, including community service, and
- Opportunities that allow youth to exercise leadership and build self-esteem.



WHAT IS EFFECTIVE (WHAT IS BEING DONE)

- Executive level engagement
- Mentoring
- Accessible tech at work
- Inclusive programs
- Affinity Groups



IMPORTANCE OF WORKPLACE INCLUSION

- A culture of inclusion is the key element in supporting individuals with disabilities in the workplace
- Organizations that value and appreciate each person for their individual differences and experiences benefit from diverse perspectives. Creating such an inclusive culture isn't difficult, but does require some forethought.



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