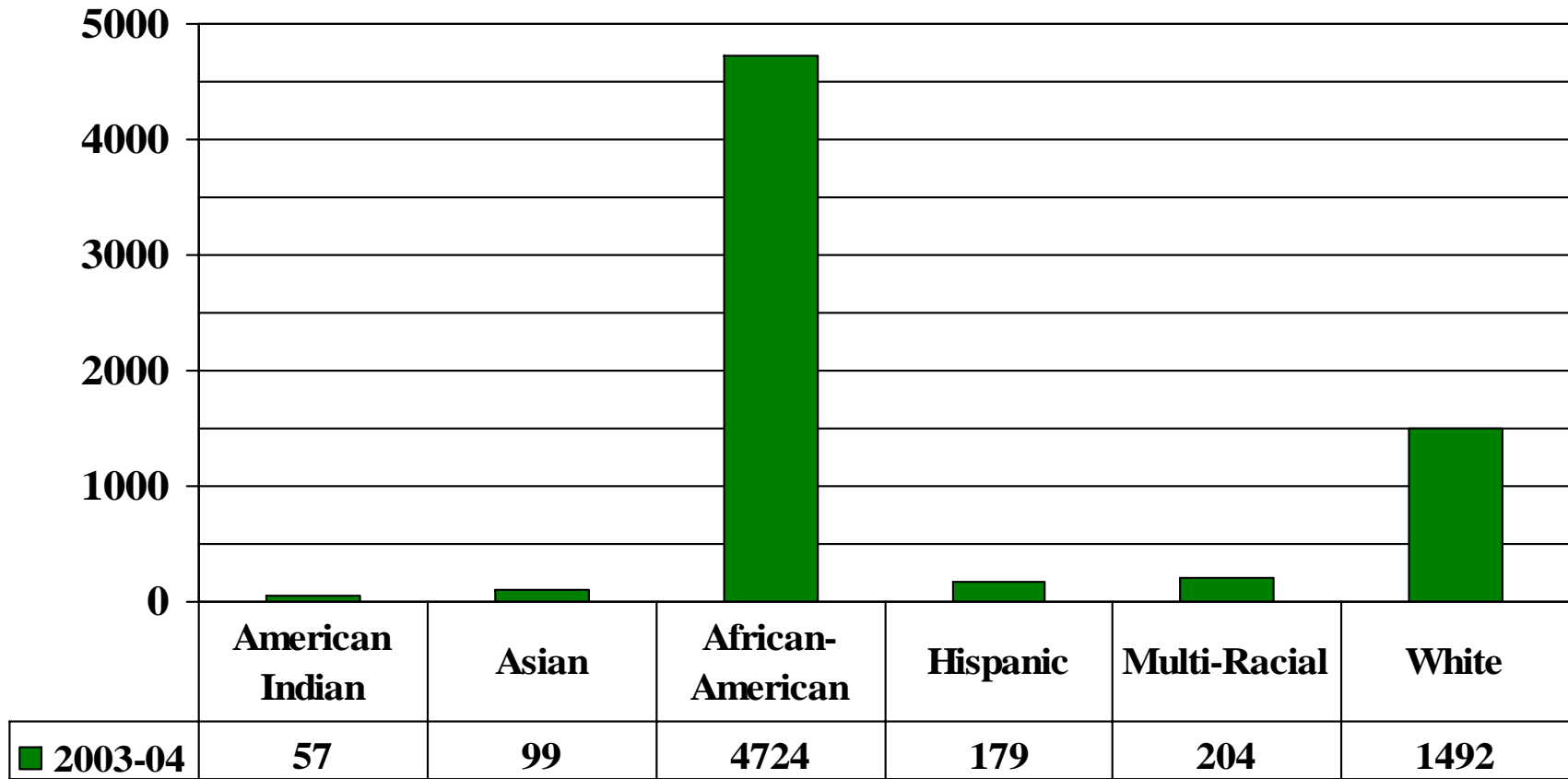
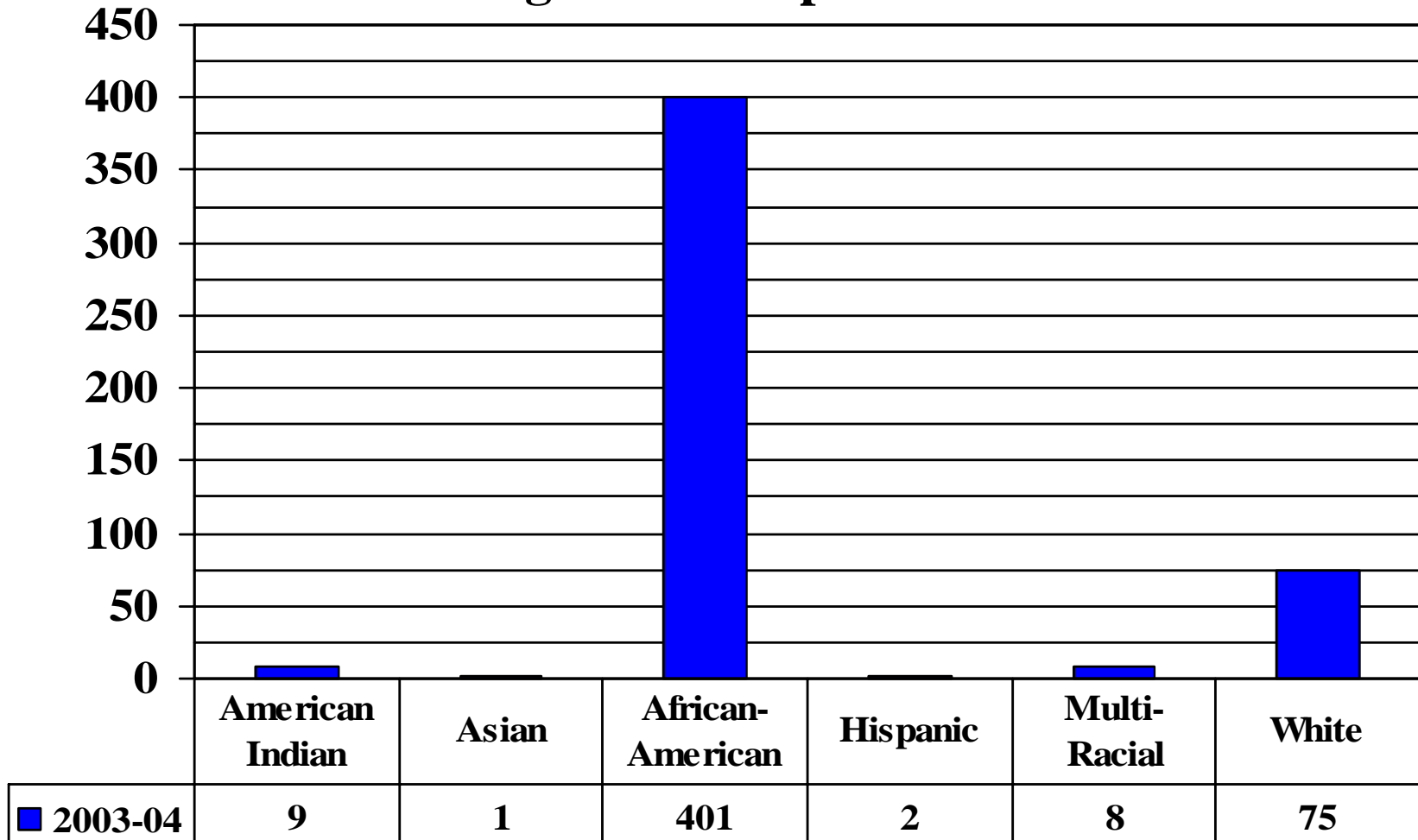


Guilford County Schools
2003-04
Short-Term Suspensions



Data Source: School Safety Software-SSP

Guilford County Schools
2003-04
Long-Term Suspensions



Data Source: School Safety Software-SSP

Short-Term Suspensions

Category	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Number of Students Short-Term (Ten Days or Less) Suspended from School</i>	7,160	7,272	6,950	7,436	6,755
<i>Number of African-American Students Short-Term (Ten Days or Less) Suspended from School</i>	4,682	4,724	4,800	5,182	4,724
<i>Number of American Indian Students Short-Term (Ten Days or Less) Suspended from School</i>	61	57	30	41	57
<i>Number of Asian Students Short-Term (Ten Days or Less) Suspended from School</i>	121	133	116	128	99

Short-Term Suspensions – con't

Category	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Number of Hispanic Students Short-Term (Ten Days or Less) Suspended from School</i>	95	173	178	170	179
<i>Number of White Students Short-Term (Ten Days or Less) Suspended from School</i>	2,060	2,027	1,690	1,753	1,492
<i>Number of Multi-Racial Students Short-Term (Ten Days or Less) Suspended from School</i>	141	158	136	162	204

Long-Term Suspensions

Category	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Number of Students Long-Term (More Than Ten Days) Suspended from School</i>	376	397	400	550	496
<i>Number of African-American Students Long-Term (More Than Ten Days) Suspended from School</i>	252	266	300	423	401
<i>Number of American Indian Students Long-Term (More Than Ten Days) Suspended from School</i>	5	3	3	4	9
<i>Number of Asian Students Long-Term (More Than 10 Days) Suspended from School</i>	10	8	11	6	1

Long-Term Suspensions – con't

Category	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Number of Hispanic Students</i> Long-Term (More Than Ten Days) Suspended from School	5	12	11	7	2
<i>Number of White Students</i> Long Term (More Than 10 Days) Suspended from School	97	100	69	101	75
<i>Number of Multi-Racial Students</i> Long Term (More Than Ten Days) Suspended from School	7	8	6	9	8

Top Three Reasons for Suspension

- Non Compliance with Directives from Principals, Teachers, and other school personnel (*Code of Conduct Rule #6 violation*).
- Insulting, Abusive, Harassing, Profane, Obscene, or Seriously Disrespectful Words, Acts or Touching, Gestures, Signs, Verbal Threats, or other Acts (*Code of Conduct Rule #8 violation*).
- Fighting Among Students (Code of Conduct Rule #14 violation).

District Strategies to Reduce Suspensions

Emphasis on the Development of School-Based Discipline Procedures

- Review of administrative procedures and how to be pro-active by establishing school level procedures to ensure adherence to code of conduct for all students.

Monthly Review and Analysis of School Discipline Data

- With establishment of the district's data warehouse, it will become easier to analyze data monthly to determine trends and work with principals and staff.

Responsible Discipline

- The Responsible Discipline Process (RDP) is designed to provide a participating school with a process to develop and implement a safer school over a three-to- four year period. RDP involves two components: 1. a process for developing and implementing school-wide discipline policies and practices. 2. training in effective classroom management techniques.

District Strategies to Reduce Suspensions

Leading Experts on Discipline and Classroom Management Will Work with District

- **Pedro Noguera** served as an elected member of the Berkeley School Board from 1990 to 1994. He has also served as a member of the US Public Health Service Centers for Disease Control Taskforce on Youth Violence, and as Chair of the Committee on Ethics in Research and Human Rights for the American Educational Research Association. Dr. Noguera was a K-12 classroom teacher for several years and continues to teach part-time in high schools. In 1995 he received an award from the Wellness Foundation for his research on youth violence, and in 1997 he was the recipient of the University of California's Distinguished Teaching Award.
- **Crystal Kuykendall**, author of “Developing Leadership for Parent/Citizen Groups” in 1976, Dr. Kuykendall authored “Improving Black Student Achievement through Enhancing Self-Image” in 1987 and a motivational calendar for parents, “You and Yours: Making the Most of this School Year” (1997 and 1989). Her well lauded book, “From Rage to Hope: Reclaiming Black and Hispanic Students”, published in 1992, is considered by many a “timeless treasure” and is a national best seller. In May 2004, the second edition of this national bestseller, “From Rage to Hope II”, was published. Her unique empowerment guide and character development planner, Dreaming of a P.H.A.T. Century, continues to be extolled by winners of all ages.
- **Daniel J. Losen** is a Legal and Policy Research Associate with The Civil Rights Project (CRP) at Harvard University (CRP). His work concerns the impact of federal, state, and local education law and policy on communities of color. Losen has written a number of articles on racial justice and education law and policy. In addition to this research and writing, Losen has also been engaged in transforming CRP's extensive research on dropouts, and on Title I of the Elementary and Secondary School Act, into research and policy guidance for members of Congress and community advocates. Upon graduating law school, Losen practiced education law for economically disadvantaged students as a legal services advocate with South Middlesex Legal Services. Before becoming a lawyer, Losen taught in public schools for nearly 10 years including work as a school founder of an alternative public school.

District Strategies to Reduce Suspensions – con't

Professional Development for Lateral Entry & First Year Teachers

- Professional development will be provided to all lateral entry and first year teachers on strategies to better work with at-risk students.

Totally Responsible Persons (TRP)

- TRP prepares individuals and organizations to deal with personal and collective problems in a unique way-no longer blaming and wasting time, but rather finding positive solutions. Some of the modules include: Recognizing Choice, the Victim Profile, Eliminating Negative Criticism, Guidelines for Solution-Focused Meetings, Avoiding “Enabling” Behavior, the Fostering of Good Character Traits. This model is for staff and students.

SCALE Program Revised

- An alternative school that provides educational services to middle and high school students who have been long-term suspended.

District Strategies to Reduce Suspensions – con't

Alternative to Suspension for Substance Abuse and Tobacco

- Alternative to suspension programs are provided to middle and high school students. These are provided through a contract with Alcohol and Drug Services. The Tobacco Alternative is a comprehensive tobacco prevention, intervention and referral program that supports and facilitates student focused programs and services for GCS 100% Tobacco-Free Schools.

In School Suspension Programs and other School-Based Initiatives Outlined in School Improvement Plans

- Each school improvement plan includes safe school strategies including parent involvement.

District Strategies to Reduce Suspensions – con't

Student Staff Support Teams

- The SSST model helps to provide intervention, pre-referral and support services to students. This model consists of team approach including consultation with teachers and staff.

Community Service Works

- A community service alternative for long-term middle and high school students. The purpose is to provide opportunities and challenges for students to work with others in the community to gain experiences that will encourage them to make more constructive and productive choices in the school setting.