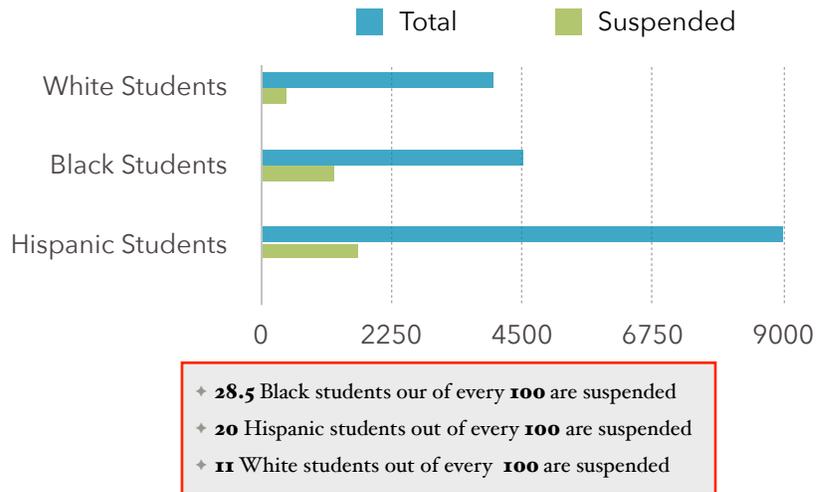


# TRouBLING TREnDS WITH THE WAYS SChOOLS DEAL WITH TRouBLE

## RADICAL ADVOCATES for CROSS-CULTURAL EDUCATION-R.A.C.C.E.

### R.A.C.C.E. RECOMMENDS

- Mandate schools institute a memorandum of agreement with police to negotiate a graduated response to discipline in schools. These agreements would delineate the roles of the school professionals and police in the disciplinary process. *(Done by Police Chief Riddick and Superintendent Ouellette in conjunction with Waterbury Youth Services -04/15) We still support the implementation of Connecticut SB 6834 and all of its mandates.*
- Require low performing school districts to develop de-escalation techniques to fit the district's current behavioral environment. Create professional development for all school staff that informs and trains them on new procedures and policies. This will prevent students from entering school discipline programs or the judicial system.
- Refine statistical reporting on disciplinary matters, while disaggregating all student data along racial and gender lines.
- Develop a set of robust protocols for school professionals, which would require them to identify useful interventions that aren't punitive in nature.
- Create a task force that examines and identifies which school discipline policies are currently administered properly, those that work to increase or decrease instructional time, and those policies that need to be supported or rescinded. *The W.T.A., S.A.W. and our Police Chief will need to contribute for this to be successful. Specifically, this task force should also include principles, teachers, social workers, school psychologists, police and parents. Because as we know, our current policies are not preventing but accelerating the school to prison pipeline process. R.A.C.C.E would be a willing volunteer, as a participant and/or facilitator.*



### WHY RACE MATTERS?

**National:** The Department of Education report on Intra-gender Suspension Ratios (2011) revealed that Black boys (3x's) and Black girls (6x's) are more likely to be suspended than their white counterparts-even though whites outnumbered black students 3 to 1. The ACLU also reported that students who were suspended are 3 times more likely to be placed into juvenile justice systems. Students who get suspended are less likely to graduate, less likely to go to college, and more likely to end up in prison.

### In Waterbury it Really Matters...

**Waterbury:** The White student and Black student population is nearly 1 to 1 and Hispanic student ratios are 2 to 1 for both Black and White students. However, Black students are 2.6 times more likely to be suspended than White. While Hispanic students are suspended at twice the rate of Whites (*CSDE 3/2015 Report*). This data suggests that either an implicit bias towards Black and Hispanic students exists and/or our school system lacks the culturally competent professionals to accommodate the diversity of the district. The National Education Association (NEA), the largest teachers union, states "racist perceptions create a stereotype that students of color are disrespectful and disruptive, which zero tolerance policies exploit." According to the NEA, the only way to prevent this phenomenon is to make sure discipline policies are "fair, non-discriminatory, and effective." We need to act now. We also believe zero-tolerance policies should be eliminated immediately for all behavioral problems except for violent ones that lead to bodily harm.