

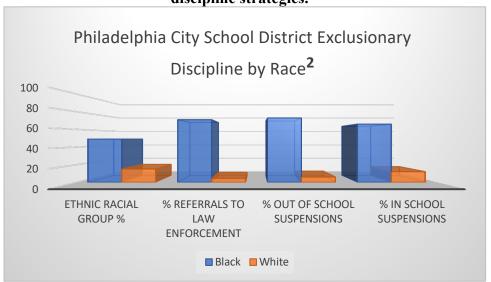
Pennsylvania's School Discipline Crisis Just Discipline: A Restorative Justice Solution

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- Starting as early as <u>preschool</u>, about <u>94,000 children were suspended</u> in Pennsylvania schools for the 2017 2018 school year.
- Black children in Pennsylvania are about 5 times more likely to be suspended than White children.¹
- ♦ Black children comprise 40% of out of school suspensions, and 32% of expulsions, yet they comprise about 15% of the school population.¹

Public schools with high proportions of Black children use more exclusionary and less reparative discipline strategies.⁴



- ♦ Black children are more likely to be disciplined for minor infractions than White children.⁵
- Exclusionary practices cause psychological harm. They also ignore and exacerbate Black children's traumatic responses from concurrent intergenerational and environmental racial stressors. 6,9,10
- ♦ Exclusionary practices are ineffective.⁵ They are associated with low academic performance even for non-suspended students, ^{12,13} increased behavior problems, ⁵ school drop-out, ¹³ arrests and incarceration. ⁷

Just Discipline

An Effective and Evidence-Based Restorative Justice Policy Solution

- A framework of restorative justice is a fundamental shift in thinking about school environments and discipline. Restorative practices promote:
 - School environments that focus on building strong relationships among teachers, staff, children, and families. 8,10
 - O Discipline strategies prioritizing accountability, communal decision-making, and restoring relationships over punitive and exclusionary discipline.¹¹
- The Just Discipline intervention has demonstrated success in:
 - Reducing behavior infractions and suspensions. 10
 - Improving academic performance.¹⁰
 - Improving student relationships, staff satisfaction, and school climate.¹⁰
- Implementing <u>Just Discipline</u> involves district buy -in, specialized staff and training, student therapeutic support, disaggregated data, and teacher collaboration.¹⁰



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