

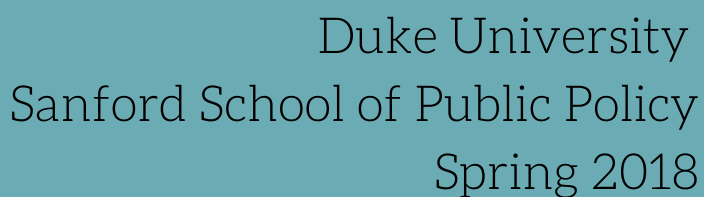


# ***State of Discipline:***

A Snapshot of School Discipline  
Allocation in North Carolina Public Schools



by: Ashley Arnold



Duke University  
Sanford School of Public Policy  
Spring 2018

# Executive Summary

This report provides a detailed picture of the state of discipline allocation in North Carolina public and, to an extent, charter schools up until the 2016-2017 school year. It specifically examines suspensions, expulsions, and instances of corporal punishment. It pays special attention to discipline gaps related to both exceptional students and those of racial/ethnic minority groups. It also offers insight on the discipline of early learners.

All the data in this report comes from the North Carolina Department of Public Instruction (DPI). Original data analysis was performed by the author. However, all raw data, including student population statistics and instances of exclusionary discipline/corporal punishment, were reported directly to DPI, as mandated by state law. This data is publicly available, which allowed for the calculation of discipline rates and gaps in allocation by student group.

As demonstrated by the data, North Carolina schools still over-utilize punitive disciplinary practices like suspensions, expulsions, and corporal punishment, despite compelling evidence that the practices negatively impact students' academic and social development.

The over-reliance on punitive discipline continues, despite a 2011 change in state-wide education legislation and is especially pronounced for black and American Indian students. Children with disabilities too are disproportionately disciplined. Elementary-aged students are subject to exclusionary discipline and corporal punishment at an alarming rate, as well.

To combat harmful trends in school discipline procedure and allocation, this report not only highlights areas of the state that would benefit most from interventions, but also offers specific, evidence-based recommendations.

# TABLE OF

# CONTENTS

- 3** Introduction
- 4** The Dangers of Exclusionary Discipline
- 5** Suspensions & Expulsions
- 10** Corporal Punishment
- 14** Early Childhood
- 16** Race & Discipline
- 20** Exceptional Children
- 24** Recommendations
- 25** References

# ◀ INTRODUCTION

In 2011, North Carolina's General Assembly followed the example of many other state governments and edited statutory language regarding school discipline policies. The rewrite of Article 27 signaled that lawmakers were, at least in part, aware of conversation within the educational community about the negative impact of punitive school discipline practices (S.115c-27 2011). The revision discourages school districts from over-utilizing exclusionary discipline (2011). It also advises local education agencies (LEAs) not to implement "zero-tolerance policies", which are punitive systems of discipline that do not consider the unique circumstances of a transgression and its offender when determining the appropriate punishment (2011). In zero-tolerance schools, punishments are instead determined by a strict set of absolute rules. The new version of Article 27 also encouraged schools to invest in alternative solutions to altering behavior, like peer mediation and restorative justice (S.115c-27 2011)

The changes took effect in the 2011-2012 school year. Yet, North Carolina has seen only a modest decrease in short-term suspensions given to public school students. Long-term suspensions, expulsions, and instances of corporal punishment have been steadily declining in recent years- since before the 2011 changes in state legislation (NC-DPI 2005-2011).

The revision has largely failed to address the staggering disproportionalities in discipline between students of color, specifically black and American Indian students, and their white peers. Disproportionalities in discipline allocation remain an issue for exceptional students as well.

North Carolina's allowance of corporal punishment in schools was not altered as a part of the revision to Article 27. Local school boards can still decide on whether to physically harm students for a disciplinary infraction (S.115c-27 2011). Throughout the state, students regardless of age or disability status are being subjected to corporal punishment (2011).

While the North Carolina General Assembly took a small step in 2011 to align school discipline policies with education research and best practices, further action may be necessary. Hence, this report, which sought to clarify how North Carolina's public schools have been disciplining students since the revision of Article 27 and found that both students and LEAs require additional support so as to close discipline gaps and create thriving school communities.

# ◀ THE DANGERS OF EXCLUSIONARY DISCIPLINE

Suspensions and expulsions, often referred to as exclusionary discipline, are associated with numerous negative outcomes for students; these effects are often referred to as collateral consequences (Jordan 2015). Suspending a student, just once, substantially increases his/her chances of becoming truant, falling behind in school, and dropping out of school. Reoccurring suspensions can also lead to lower levels of student achievement in math and reading (US-DOJ 2014).

Use of exclusionary discipline practices also contributes to the school-to-prison pipeline, a system of school policies that push kids out of school and into the juvenile or adult criminal justice systems (Jordan 2015). When a student is suspended or expelled his/her chances of developing mental health problems like low-esteem or suicidal thoughts and interacting with the juvenile or adult justice systems grow larger (American Academy of Pediatrics 2013). In short, decisions to exclude students from school for disciplinary infractions can have a lasting impact.

A number of education and health organizations across the country have published statements articulating support for alternatives to exclusionary discipline:

- American Academy of Pediatrics
- U.S. Department of Health and Human Services
- U.S. Department of Education
- U.S. Department of Justice
- American Federation of Teachers
- National Parent-Teacher Association

A number of North Carolina organizations have come out with similar statements:

- Duke University Child and Family Policy Center
- N.C. Child
- North Carolina Association of Educators
- North Carolina Department of Public Instruction

## SHORT-TERM SUSPENSIONS

Removing a student from school as a punitive measure for 10 days or less.

\*S.115c-27

## LONG-TERM SUSPENSIONS

Removing a student from school as a punitive measure for 11 days or more.

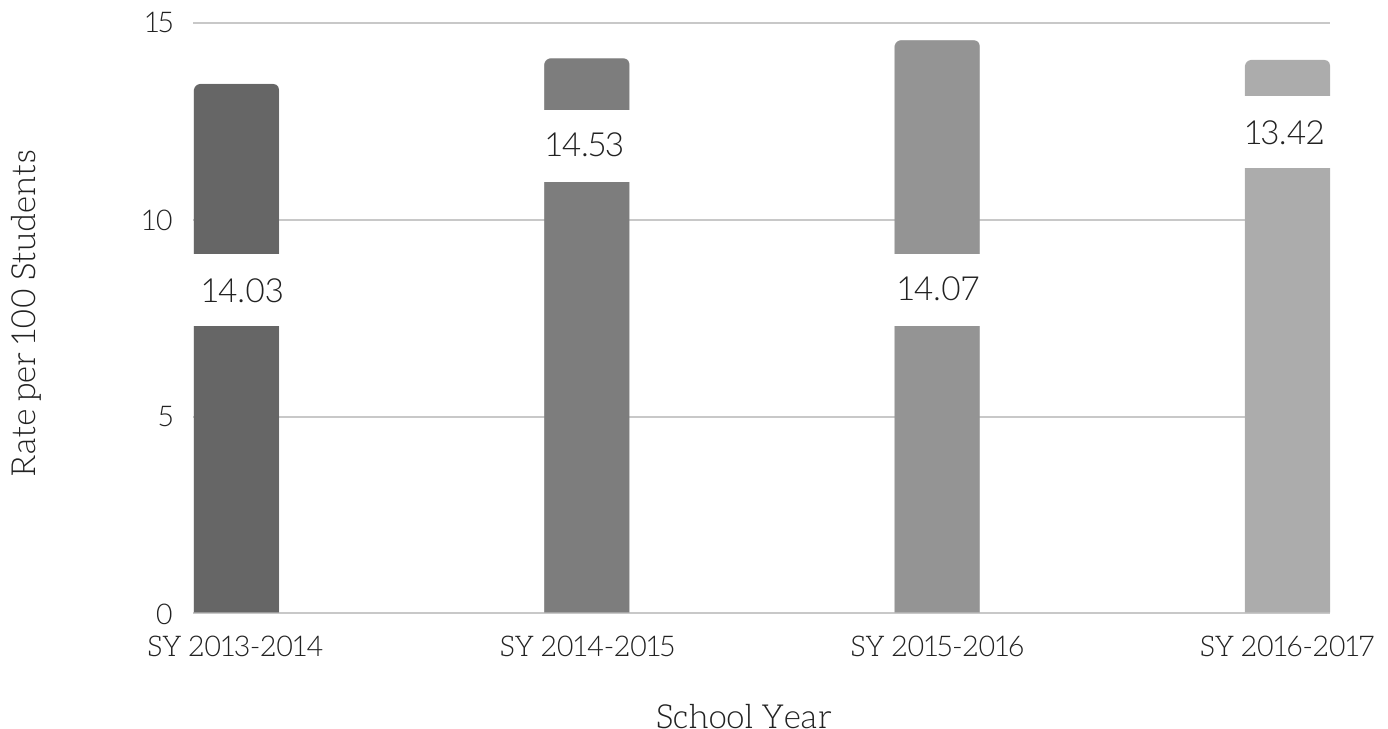
\*S.115c-27

# ◀ SUSPENSIONS AND EXPULSIONS

- Rural schools reported higher rates of suspensions.
- Charter schools in North Carolina rely less on exclusionary discipline in the form of suspensions.

Considering the toll exclusionary discipline practices can have on students' social and academic development, it is troubling to examine discipline allocation in North Carolina and find that exclusionary discipline is still so prevalent. In the 2015-2016 school year (SY2015-2016) North Carolina students missed 1,079,265 days of instruction and more than 100,000 students received long-term suspensions (Langberg & Story 2017, NC-DPI 2016). The average rate of suspension in North Carolina that year was 14.53 suspensions per 100 students. It is important to note that figure only applies to North Carolina's traditional public schools. Discipline in charter schools is in discussed subsequent sections.

Rate of Suspension per 100 Students by School Year



### Suspensions

The rate of suspension for the state of North Carolina has remained somewhat constant since SY2013-2014 (NC-DPI 2013-2017). After 2013-2014 the rate of suspension increased for both of the following years, SY2014-2015 and SY2015-2016 (NC-DPI 2016 & 2017).

The average rate of suspension throughout the state for 2016-2017 was 14.03 per 100 students, a decrease of approximately .5 from the following year.

Understanding what can drive rates of exclusionary discipline is imperative. The average suspension rate for the state can be driven up or down by the system of discipline employed by a few either high or low-suspending school districts. Therefore, it is important to note these districts. While the average for the state was 14.03 in 2016-2017, the top most- suspending districts excluded children from school in the form of suspensions at a rate of 59 suspensions per 100 students that same year.

### 10 Most-Suspending LEAs, SY 2016-2017

LEA	Enrollment	Number of Suspensions	Rate of Suspensions per 100 Students
Weldon City	903	537	59.47
Anson County	3,445	1,777	51.58
Northampton County	1,865	878	47.08
Halifax County	2,745	1,239	45.14
Wilson County	12,211	4,904	40.16
Vance County	6,416	2,441	38.05
Warren County	2,275	767	33.71
Robeson County	23,427	7,816	33.36

## Traditional Public Schools

**14.03**

Rate of Suspension  
per 100 Students

## Charter Schools

**8.62**

Rate of Suspension  
per 100 Students

### 10 Most-Suspending Schools (Non-Charter), SY 2016-2017

School	LEA	Number of Suspensions	Days of Missed Instructions	Rate of Suspensions per 100 Students
Howard Learning Academy	Cumberland County	423	1,240	564.00
Ashley Chapel Ed. Center	Richmond County	383	1,199	517.57
Main Street Academy	Fulton County	435	1,449	511.77
Pressly School	Iredell Statesville County	179	490	458.95
Wayne Middle/High School	Wayne County	311	1,034	444.29
Bragg Street High	Lee County	200	617	416.67
STAR Academy	Harentt County	252	1,555	376.12
Ramsey Street School	Cumberland County	391	1,422	365.42
Turning Point Academy	Charlotte-Mecklenberg County	803	4,340	346.12

While a single school with an extremely high rate of suspension can drive up suspension rates for an entire LEA, that is not the case for any of the top 10 Most-Suspending LEAs in North Carolina. Not one of the most-suspending schools is located in a heavily-suspending school district. Two of the schools, Howard Learning Academy and Ramsey High Street, are in Cumberland County. Cumberland County is the only county with two of its schools on the most-suspending list. 9 of the 10 schools are located in rural areas. This could be a result of less funding; schools with less funding lack the resources to invest in alternatives to exclusionary discipline like restorative justice and peer mediation (Shana & Tyler 2016). They are also less likely to have school counselors and expensive professional trainings for their teachers on behavior management, alternatives to suspensions, and de-escalation (2016). The only school in a metropolitan area is Turning Point Academy in Charlotte-Mecklenburg County.

It is important to note that some of the institutions on this list are alternative schools. While logic may lead one to conclude that schools specifically for students with behavioral issues should have higher numbers of suspensions than other schools, rates this high are still troubling, as students with behavioral problems are the most in need of alternative forms of discipline that focus on teaching and changing behavior.

### 10 Most-Suspending Charter Schools, SY 2016-2017

School	Number of Suspensions	Days of Missed Instructions	Rate of Suspensions per 100 Students
KIPP: Charlotte	388	1,274	75.34
Charlotte Learning Academy	118	289	48.96
Children's Village Academy	90	184	48.39
Hope Charter Leadership Academy	52	137	43.70
Healthy Start Academy	157	416	43.70
Washington Montessori	115	129	30.03
Piedmont Classical High School	67	228	29.64
Heritage College Leadership Academy	84	168	27.45
PreEminent Charter School	165	487	27.37

Education researchers around the country have found evidence that in many states charter schools rely more heavily on exclusionary discipline than traditional public schools (Jordan 2015). However, North Carolina charter schools are suspending fewer children than traditional public schools. The rate of suspension per 100 students for traditional public schools was 14.03 during the 2016-2017 school year. For charter schools the rate of suspension per 100 students that same year was 8.62.

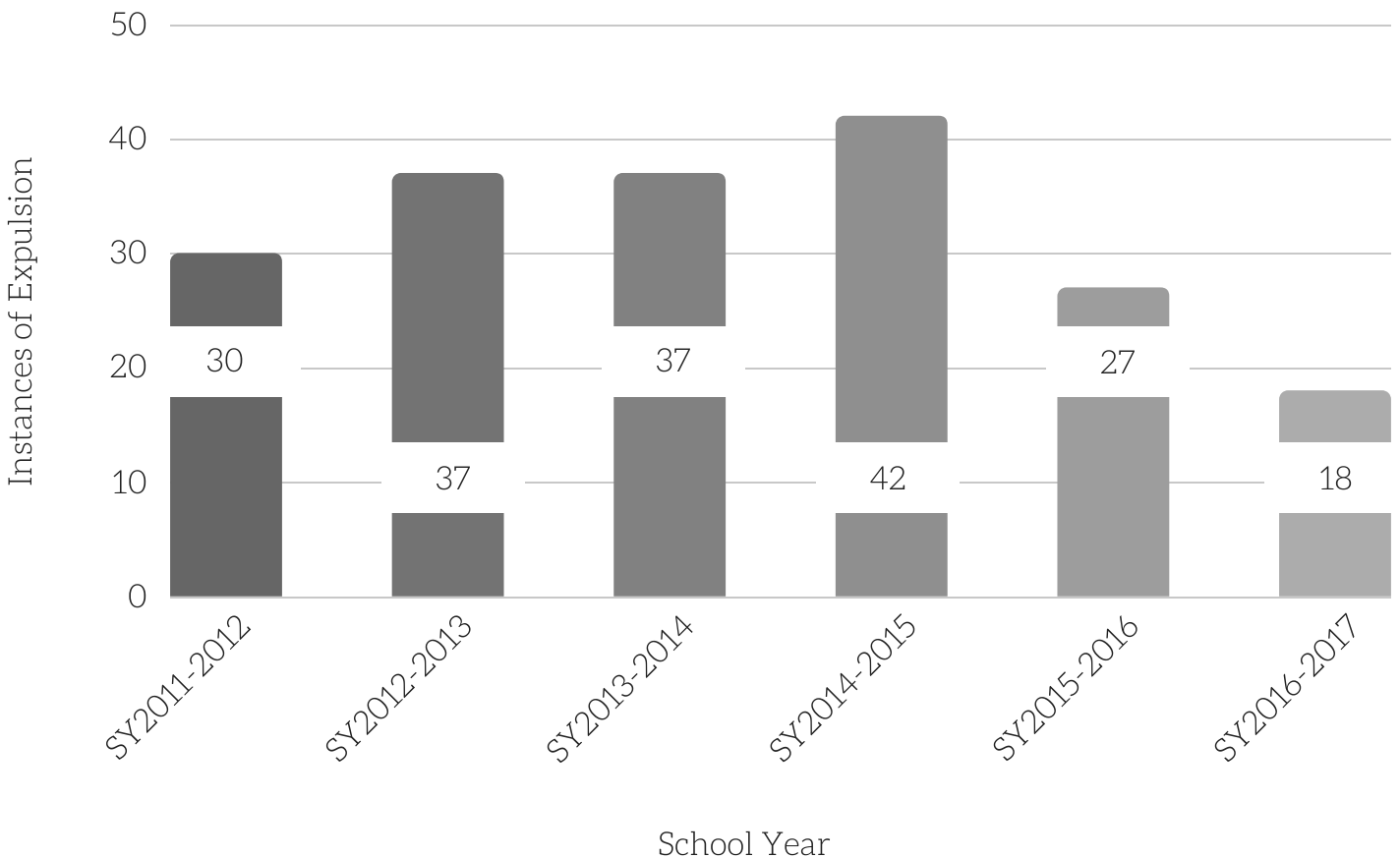
Also, the most-suspending charter schools have substantially lower rates of suspension than the most-suspending traditional public schools. However, it should be pointed out that in some ways the two lists of most-suspending schools are not comparable, considering the traditional public-school list includes alternative schools, and there is no charter school equivalent.

### Expulsions

Expulsions from school are associated with very many of the same negative outcomes related to suspensions. However, expulsions can be especially damaging for students because being expelled often means moving schools and reestablishing social ties in a new and different place, which can be stressful for kids (US-DOJ 2015).

Rates of expulsion have been steadily decreasing in North Carolina. In 2016-2017 there was a 33.3% drop in the number of expulsions given to students. The number dropped from 27 in 2015-2016 to 18 in 2016-2017 compared to the previous year.

### Instances of Expulsions by School Year



# ◀ CORPORAL PUNISHMENT

- Corporal punishment was used 10 times on students with disabilities.
  - No charter school reported utilizing corporal punishment.
- American Indian children were most likely to be corporally punished

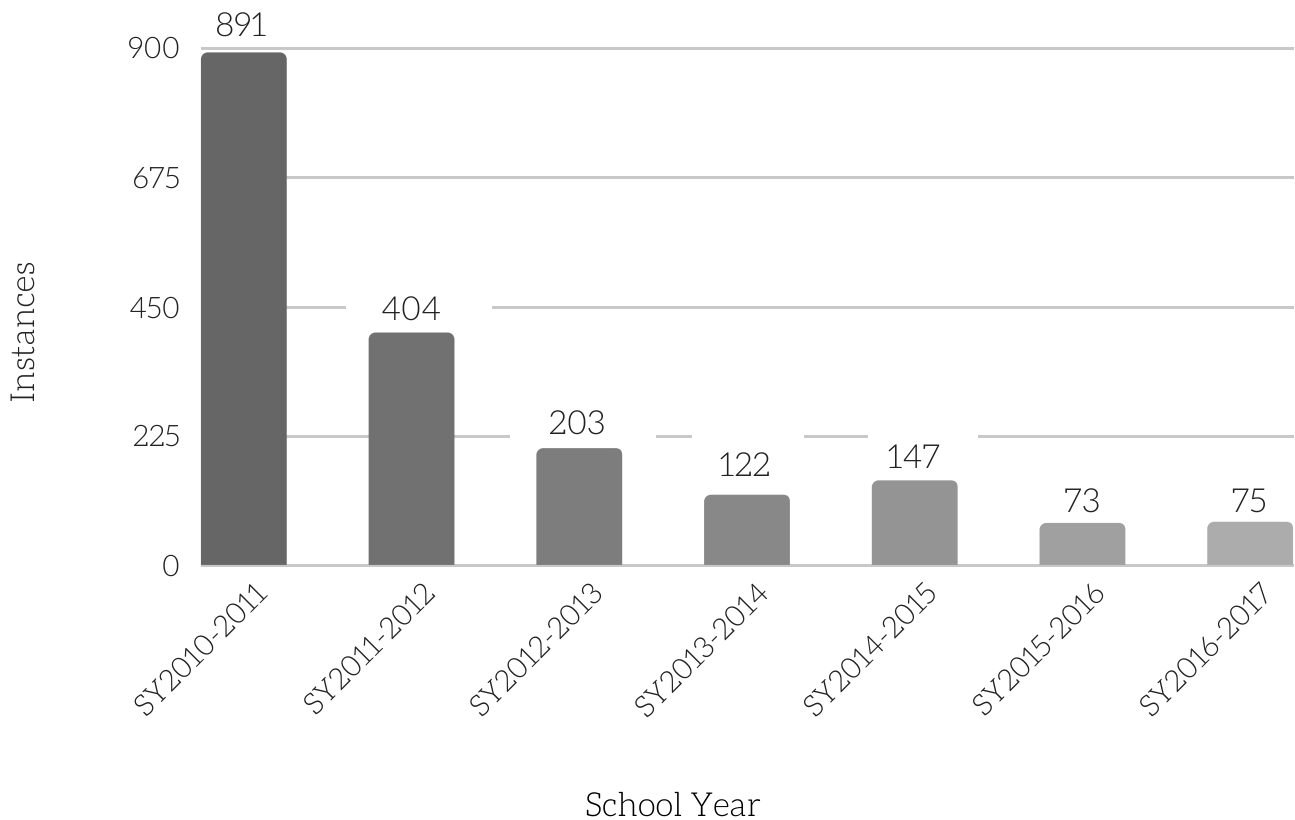
North Carolina law permits the use of corporal punishment on students in school, including children with disabilities (S.115c-27 2011). The state defines corporal punishment as "the intentional infliction of physical pain on the body of a student as a disciplinary measure". There are a number of requirements regarding the use of corporal punishment: 1) students and parents must know in advance which school offenses are punishable by paddling, 2) corporal punishment must be administered by school personal in the presence of a witness, and 3) corporal punishment cannot be administered in the presence of other students (2011). Any instance in which a student is paddled in school must be documented and reported the North Carolina Department of Public Instruction (2011).

Though, corporal punishment is legally permissible, many school boards have voted not to allow the practice in their individual districts (NC-DPI, 2017). In SY2011-2012, 12 LEAs allowed paddling. By SY2016-2017 just 2 still allowed the practice- Graham and Robeson Counties (2017).



The number of paddlings has dropped substantially. In school year 2010-2011, 891 students were corporally punished (NC-DPI 2012). By SY2016-2017 that number had dropped to 75, all in Graham and Robeson Counties (NC-DPI 2017).

Instances of Corporal Punishment per School Year



This decrease is a positive for North Carolina students and families, as corporal punishment has been linked to numerous negative health and behavior-related outcomes for children. Children who are corporally punished are more likely to develop aggressive behaviors like fighting (Straus, 3). These children are also more likely to have "negative social interactions" and form less friendships (Bryan & Freed 1982). Multiple studies suggest that children who are corporally punished have a higher likelihood of developing drinking problems, depression, and suicidal tendencies later in life (Rothbaum & Weisz 1994; Weiss, Dodge, Bates, & Pettit 1999).

In North Carolina public schools, American Indian students are most likely, when compared to all other racial/ethnic groups, to be physically punished. While American Indian students make 1.3% of the public school student population of North Carolina, they make up 54.6% of all students physically punished in schools. Like other minority students, American Indian students face unique issues in school already. American Indian students are more likely than white students to attend underfunded schools and face discrimination in school (Onyeka-Crawford, Patrick, Chaudhry 2017). American Indian students have less access to schools offering high level classes (2017). A number of education researchers describe a graduation crisis for Native students, who report the lowest levels of graduation than any racial/ethnic group of students (Klein 2017).

Considering the distinct challenges present for American Indian students in public schools, it is especially troubling that these students are most likely to be physically punished. Coping with the stress that is associated with being beaten in school adds yet another obstacle to the lives of Native students, and makes it even more difficult to focus on academics.

## ◀ EARLY CHILDHOOD

- More than 5,000 preschoolers were given short-term suspensions in school year 2016-2017.
- More than 10% of all short-term suspensions given in 2016-2017 were given to children in preschool to third grade.
- Early learners were most likely to be physically punished.

The first years of individual's life are the most developmentally important (US-HHS & US-ED 2015). They lay the foundation for a child's physical, social, and emotional learning, making the time spent in prekindergarten and elementary schools especially critical for students. Considering the negative educational and behavioral outcomes associated with suspensions and expulsions, it is especially problematic that the nation's youngest children are routinely excluded from school. Elementary-aged students who are suspended or expelled from school are as much as 10 times as likely to fail a future grade, drop out in high school, harbor negative feelings about education, and become incarcerated later in life. (HHS 2015).

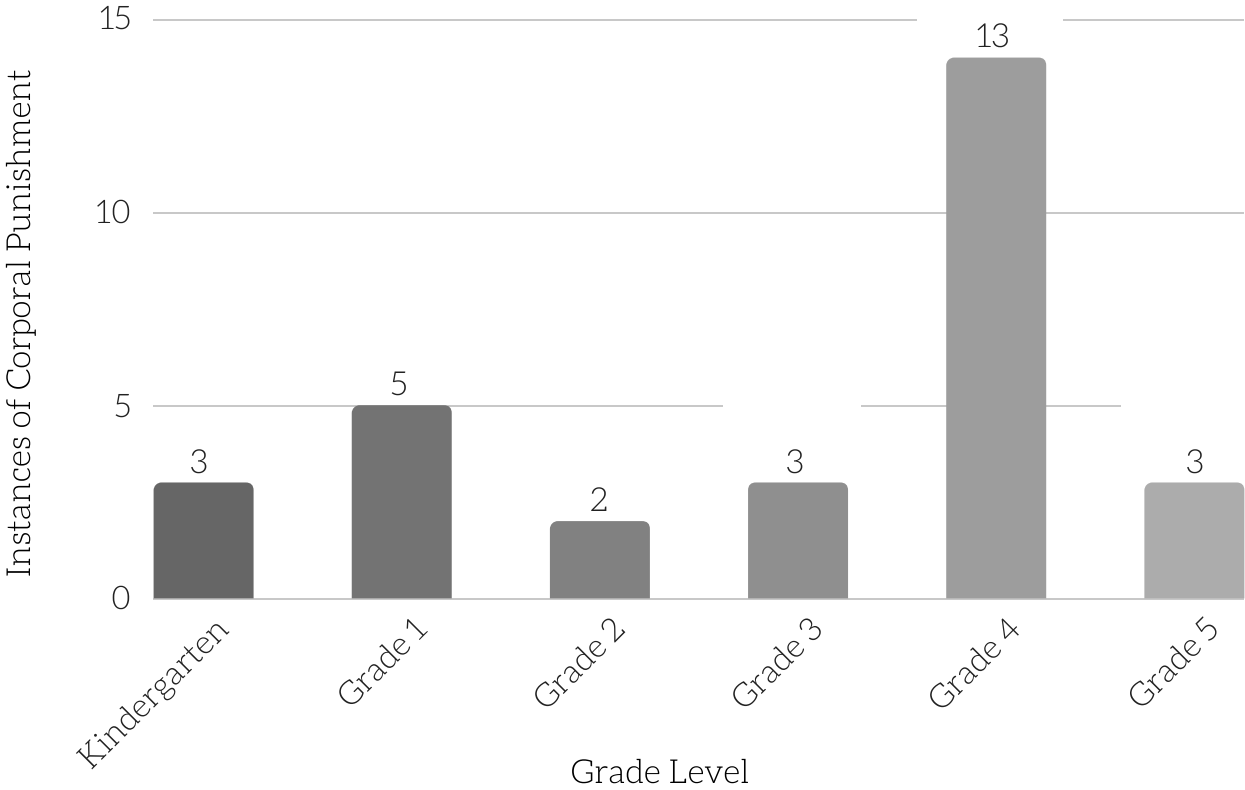
Unfortunately, in North Carolina exact numbers are not available for short-term suspensions by grade level. However, DPI does report approximations of the number of short-term suspensions given to elementary-aged students (NC-DPI 2017). In the 2016-2017 school year, more than 5,000 prekindergarten and kindergarteners were given short-term suspensions (2017). Approximately 5,000 first graders were given short-term suspensions, and more than 14,000 short-term suspensions were handed out to second and third graders (2017). 48 students, Pre-K through 5, were given long-term suspensions in 2016-2017 (2017).

The harmful effects of exclusionary discipline on young children has caused a number of school districts and state legislatures across the country to implement early childhood suspension bans, meaning either state law or school district policies prohibit the removal of a young child from school for any nonviolent offense. The school districts of Houston, Seattle, Miami, Washington D.C., and Minneapolis have implemented suspension bans for early learners who have not committed a violent offense (Texas Appleseed 2018). Illinois governor Bruce Rauner signed a bill in 2017 to ban suspensions and expulsions for students in kindergarten through third grade (Illinois General Assembly 2018). The legislation helped Illinois joins states like Connecticut, New York, Oregon, and California, who already passed similar bills (Texas Appleseed 2018).

Like suspensions and expulsions, corporal punishment can be especially harmful when utilized to discipline young students. Elementary-aged students who are physically punished are less likely to preform well in school both socially and academically (Farmer 2009). These students report having less friends and less success in classes (2009). They are also more likely to drop out of school and develop addictions to drugs/alcohol when they grow older (2009). Young students who are physically punished learn from these practices to solve problems with physical aggression, not verbal communication.

Of the 75 students subjected to corporal punishment in the 2016-2017 school year, 29 of those students were elementary-aged. The largest portion were 4th graders, who were physically punished 13 times.

Instances of Corporal Punishment for Early Learners, SY2016-2017

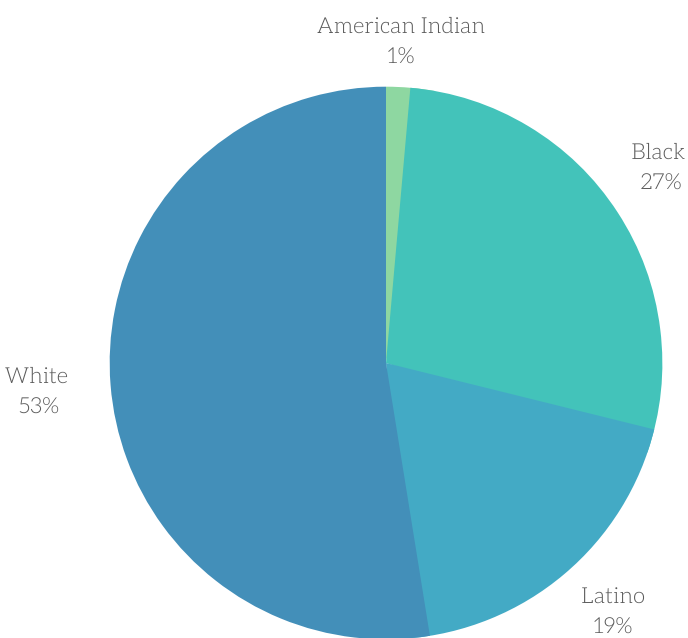


# ◀ RACE AND DISCIPLINE

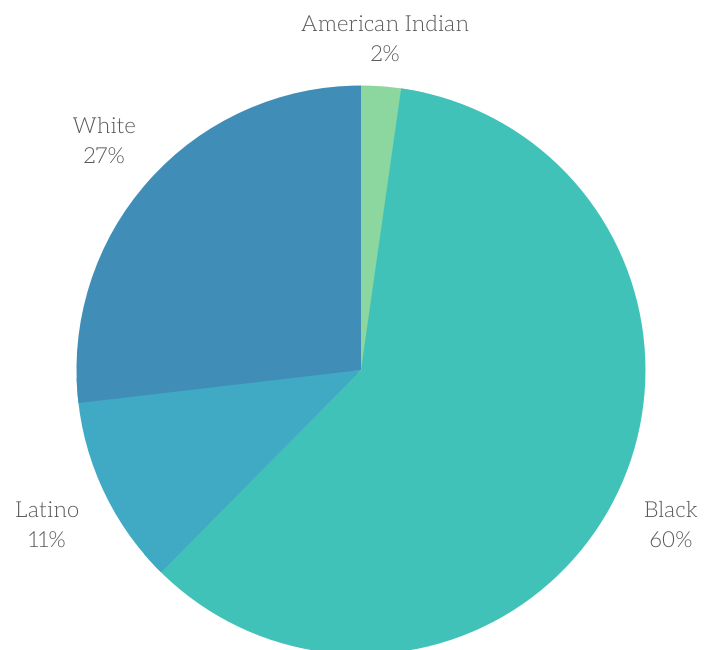
- Black American students were the most likely to be given both short and long-term suspensions, followed by American Indian students.
- There was a substantial decline in the number of suspensions given to black, Hispanic, and American Indian students.

Between different racial groups of students there are differential rates of discipline allocation. Educators and education researchers often refer to these differences in discipline allocation by racial group as "the discipline gap". This phenomenon is well-documented and national-wide. The Civil Rights Data Collection, housed in the Department of Education, collects school discipline data from every state. In 2014, black students nationally were three times more likely than white students to be excluded from school for disciplinary reasons (US ED- CRDC 2014).

North Carolina Student Population by Race



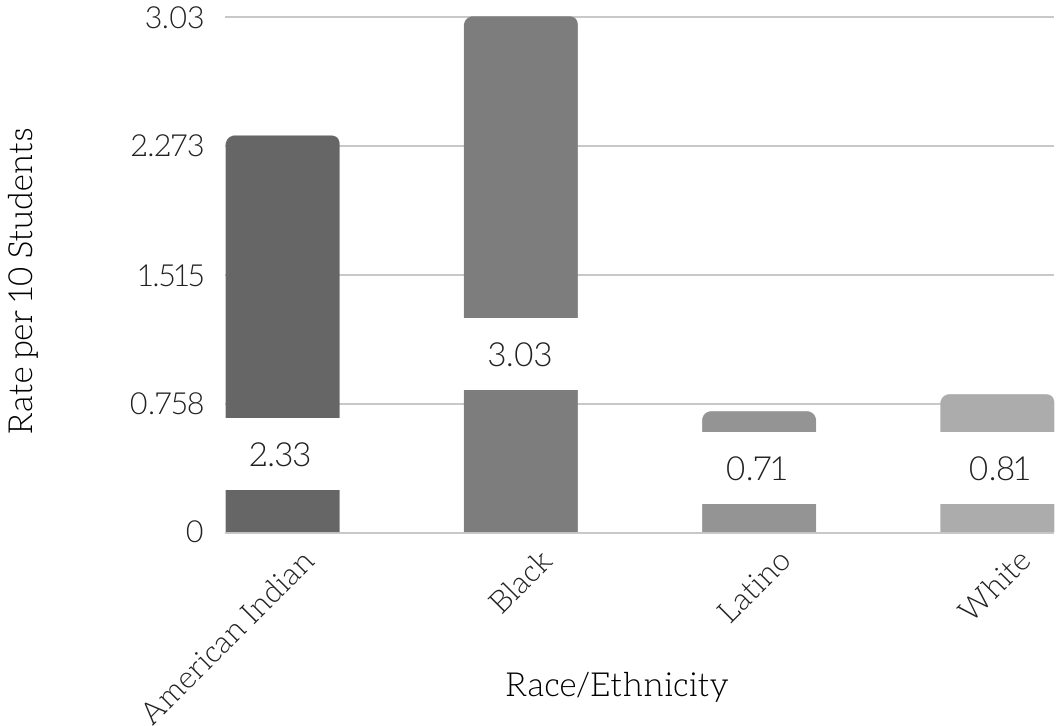
North Carolina Student Suspensions by Race



In North Carolina, black and American Indian students are more likely than their white peers to be excluded from school through suspension. While black students make up 25.4% of the entire North Carolina public school student population, they make up nearly 56.7% of all students suspended. A similar phenomenon affects American Indian students, who make up 1.3% of the public-school student population, but 2.1% of those who are suspended.

North Carolina has one of the most racially disproportionate school discipline systems in the country (Losen 2015). In 2016-2017, the rates of suspension for each group of students (black, white, Latino, and American Indian) were vastly different. Black students in North Carolina public schools were almost four times more likely to be suspended than their white peers. American Indian students were almost three times as likely. Hispanic students were no more likely to be suspended than their white counterparts. The rate of suspension per 10 students for each group is pictured below.

Rate of Suspension per 10 Students by Race/Ethnicity, SY2016-2017



This trend in discipline allocation is troubling. Students of racial minority groups already face specific problems at school that white students are less likely to encounter. These problems, independent of exclusionary discipline, make it harder to succeed in the public-school system as a student of color (Onyeka-Crawford, Patrick, Chaudhry 2017) Scholars and educators alike worry that higher rates of exclusionary discipline add yet another obstacle to academic success for students of color who are already substantially more likely to be poor, suffer from serious health problems, and encounter race-based prejudicial treatment (2017).

\*The table below shows differential rates of suspension between white and black students by LEA. Rates are split for male (M) and female (F) students.

### 5 Most Racially Disproportional LEAs, Black American Students SY2016-2017

	LEA	Rate of Suspensions per 100 Students (black)	Rate of Suspensions per 100 Students (white)	Difference in Rate by Race
<b>M</b>	Anson County	123.02	20.37	102.65
	Pitt County	85.27	20.04	65.24
	Wilson County	86.58	22.81	63.77
	Asheville City	68.19	7.63	60.57
	Weldon City	59.57	0.00	59.57
<b>F</b>	Anson County	58.09	6.64	51.45
	Halifax County	40.61	0.0	40.61
	Asheville City	41.03	1.35	39.77
	Wilson County	42.58	5.26	37.32
	Pitt County	40.80	5.45	35.35

For both black and American Indian students rates of discipline, specifically suspension, allocation are at times as high as 130 times that of their white counterparts. Both charts, "5 Most Racially Disproportional LEAs, Black American Students SY2016-2017" and "5 Most Racially Disproportional LEAs, American Indian Students SY2016-2017", demonstrate how male students are much more often subjected to exclusionary discipline. Boys are more likely to be suspended and expelled at school, as illustrated by both charts which show the same schools punishing male students at much higher rates than female students.

\*The table below shows differential rates of suspension between white and American Indian students by LEA. Rates are split for male (M) and female (F) students.

### 5 Most Racially Disproportional LEAs, American Indian Students SY2016-2017

	LEA	Rate of Suspensions per 100 Students (American Indian)	Rate of Suspensions per 100 Students (white)	Difference in Rate by Race
<b>M</b>	Anson County	155.56	20.37	135.18
	Lenior County	90.91	22.47	68.44
	Jackson County	41.48	13.40	28.08
	Union County	37.10	10.64	26.45
	Nash Rocky Mounty	42.11	15.75	26.35
<b>F</b>	Bladen County	30.0	7.53	22.47
	Union County	25.00	3.15	21.85
	Cumberland County	17.12	3.81	13.31
	Robeson County	21.07	10.88	10.20
	Jackson County	13.21	4.23	8.89

## ◀ EXCEPTIONAL CHILDREN

- 22.2% of all children expelled in 2016-2017 were exceptional children.
- Children with specific learning disabilities were given the highest number of short and long-term suspensions.
- 13.3% of all children punished corporally were exceptional children.

Despite the protections related to educational environment and quality promised by national legislation, specifically within the Individuals with Disabilities Act (IDEA), the trend of over-disciplining exceptional students is a widely documented and persistent issue. Nationally, students with disabilities are at least twice as likely when compared to their non-disabled counterparts to be excluded from school for disciplinary infractions (National Council on Disability 2015).

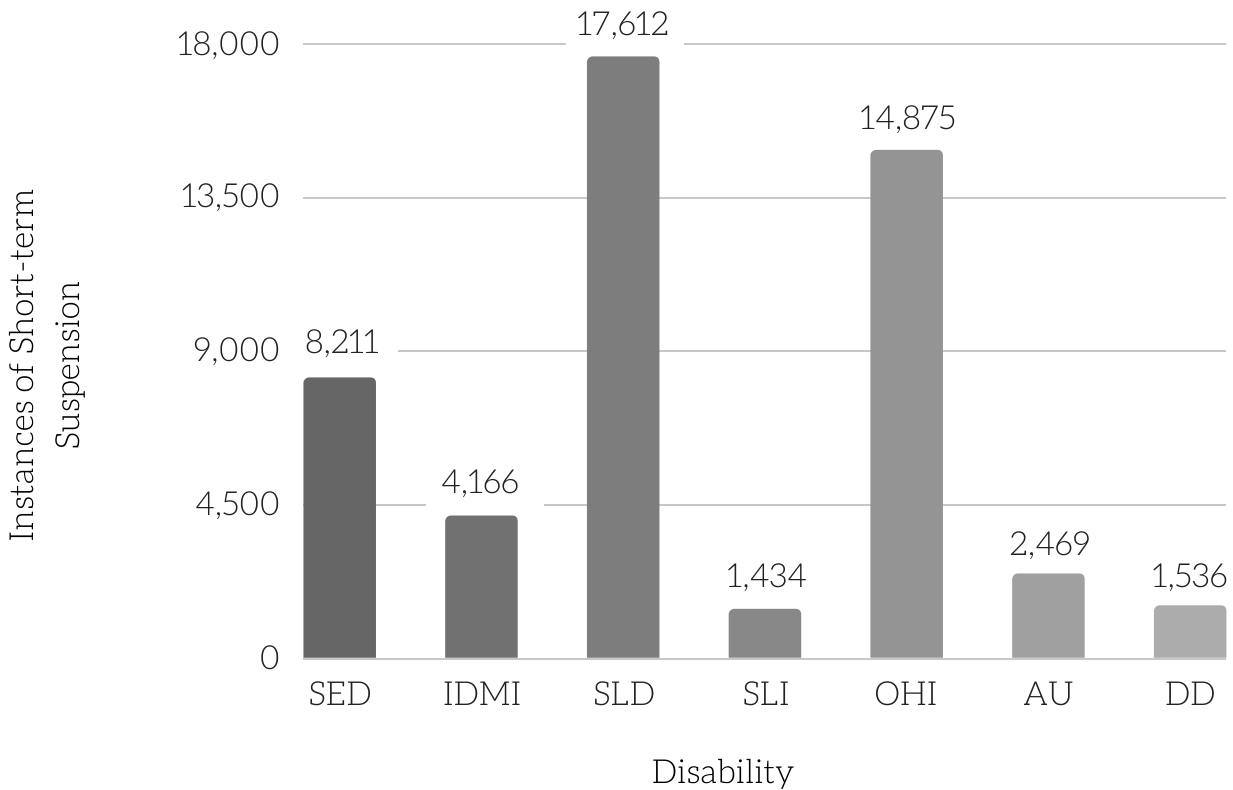
Disabled children face the same negative outcomes associated with exclusionary discipline nondisabled students do- being suspended or expelled effects their school performance, likelihood of graduating, conception of self, and probability of interacting with the justice system (2015). Yet, the over-reliance on punitive discipline for exceptional students introduces a host of new and destructive effects unique to the population. Students with disabilities often require specialized attention from teachers and school personnel generally. Attention parents are not always equipped to provide. When disabled students are excluded from school it means they do not receive the necessary educational support. This problem is especially pronounced for exceptional students from low-income backgrounds. Low-income families rely wholly on public education to empower their children, as they often lack the financial resources to hire tutors or aids for children in need of support.

For children with disabilities the procedures surrounding discipline are much more complex. Teachers and support staff are required to fill out extensive paperwork and engage in mandated meetings. These measures are legally required in the interest of protecting the rights of exceptional students. However, it can present a challenge to parents and families. The complicated process makes it substantially more difficult for families advocating on behalf of their disabled children in school discipline proceedings and hearings.

### Suspensions

In the 2016-2017 school year, exceptional students received 51,525 suspensions, 99 of which were long-term suspensions. Students with "specific learning disabilities" received the highest number of both short and long-term suspensions. Despite being 13.3% of the public student population, students with disabilities received 24.7% of all suspensions handed out by schools.

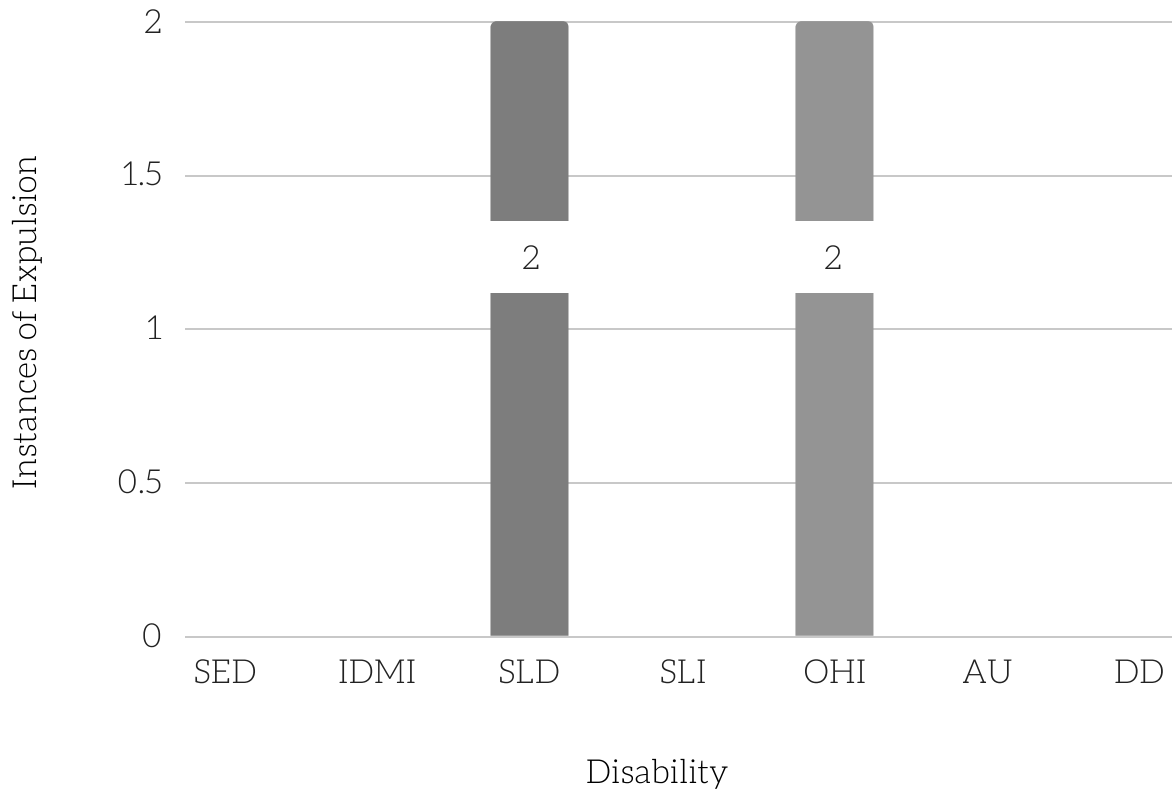
Instances of Short-term Suspension for Exceptional Children by Disability Group, SY 2016-2017



### Expulsions

In the 2016-2017 school year, exceptional students received 4 expulsions. There were 18 expulsions given to public school students generally in that same year, meaning 22.2% of all expulsions given to students were allocated to exceptional children. 2 students expelled had specific learning disabilities and the other students expelled were classified by DPI as having "other health impairment".

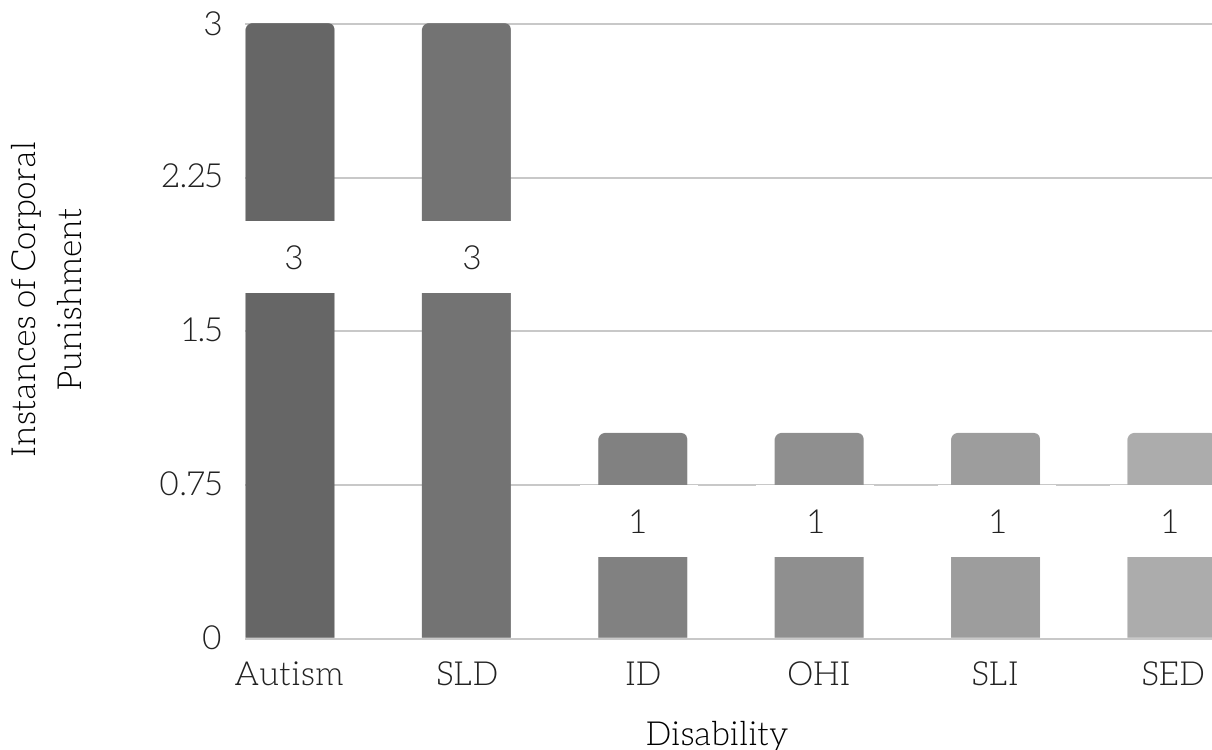
Instances of Expulsions for Exceptional Children by Disability Group, SY 2016-2017



### Corporal Punishment

In the 2016-2017 school year, exceptional students were physically punished in 10 instances. Students with Autism and specific learning disabilities were subjected to corporal punishment most often. The allocation of corporal punishment to exceptional children was almost exactly proportional, with exceptional children being 13.3% of the public student population and making up 13.3% of all students physically punished.

Instances of Corporal Punishment for Exceptional Children by Disability Group, SY 2016-2017



# Recommendations

It is important to note that despite this report containing explicit references to schools and LEAs in North Carolina that rely heavily on punitive discipline practices, these references are in no way placing blame on schools or teachers. In order to address punitive procedures in education and discipline gaps specifically schools must be given adequate financial and professional support. This report aims to make those supports reachable. It should be utilized as not only an informational document reporting the reality of North Carolina's discipline landscape, but also as an advocacy tool for schools and LEAs seeking the tools necessary to support their teachers and students fully.

1

## **INCREASE ACCESS TO PROFESSIONAL BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)**

PBIS is a program funded by the U.S. Department of Education with the goal of providing support for schools, districts, and states aiming to improve how they address students' social, emotional, and behavioral learning. Schools with PBIS often enjoy lower rates of exclusionary discipline and better academic outcomes (Bradshaw, Thornton, Leaf, Both 2008) Yet, not all schools in North Carolina have access to the program or they have PBIS but lack the support to properly implement the interventions.

2

## **ENCOURAGE IMPLICIT BIAS AND CULTURAL COMPETENCY TRAINING FOR ALL SCHOOL PERSONNEL**

Closing discipline gaps is extremely important to ensuring all students have what they need to be in school. Educating teachers, principals, and elected school officials (school board members, superintendents) on how discipline allocation affects students differently based on their race/ethnicity and disability status is critical. Providing tools to combat implicit bias will help school personnel take active steps to support their students.

3

## **IMPLEMENT A KINDERGARTEN THROUGH THIRD GRADE SUSPENSION BAN**

There is little evidence that exclusionary discipline alters student behavior for the better. There is more evidence demonstrating how is it harmful for students, especially younger students. North Carolina should implement a suspension ban for grades K-3. State legislatures and school districts around the country have adopted similar policies. As result students have enjoyed more time in school and a higher level of school support in the form of behavioral interventions.

## ◀ REFERENCES

American Academy of Pediatrics. "Policy Statement: Out-of-School Suspension and Expulsion." *Pediatrics*, Vol. 131, Issue 13. (2013).

Bradshaw, Catherine P., et al. "Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial." *Prevention science* 10.2 (2009): 100.

Bryan, Janice Westlund, and Florence Wallach Freed. "Corporal punishment: Normative data and sociological and psychological correlates in a community college population." *Journal of Youth and Adolescence* 11.2 (1982): 77-87.

Chaudhry., et al. National Women's Law Center. "Let Her Learn: Stopping School Push-out for Girls of Color." (2017)

Tom Vitaglione. NC Child. "Corporal Punishment in North Carolina Public Schools." Telephone interview. Mar. 2018

Farmer, Alice. "Impairing education: Corporal punishment of students with disabilities in US public schools." Human Rights Watch. (2009).

General Statutes of the State of North Carolina, § 27-115 (2011). Print.

Gilliam, Walter S., et al. "Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions." Research Study Brief. Yale University, Yale Child Study Center, New Haven, CT (2016).

Illinois General Assembly. Reg. Less. 2018. HB2336- Early Childhood Program-Excel.

Klien, Rebecca. "The Education System Is Failing Native American Students. Here's Proof." The Huffington Post- Politics. (July 2014).

Langberg, J., et. al. "What Everyone Should Know About Suspension and Expulsion in North Carolina Public Schools." Youth Justice Project of the Southern Coalition for Social Justice. (2017).

Losen, Daniel J., et al. "Are we closing the school discipline gap?." (2015).

Lhamon, C., et. al. Department of Justice & Department of Education "Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline." (2014).

Jordan, Harold. The American Civil Liberties Union of Pennsylvania. "Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Public Schools." (2015).

North Carolina Department of Public Instruction. "Consolidated Data Reports: Annual Report of School Crime & Violence, Annual Report of Suspensions & Expulsions, Annual Report on the Use of Corporal Punishment, Annual Report on Reassignments for Disciplinary Reasons, Annual Report on Alternative Learning Placements Annual Report on Dropout Rates." (2014)

North Carolina Department of Public Instruction. "Consolidated Data Reports: Annual Report of School Crime & Violence, Annual Report of Suspensions & Expulsions, Annual Report on the Use of Corporal Punishment, Annual Report on Reassignments for Disciplinary Reasons, Annual Report on Alternative Learning Placements Annual Report on Dropout Rates." (2015)

North Carolina Department of Public Instruction. "Consolidated Data Reports: Annual Report of School Crime & Violence, Annual Report of Suspensions & Expulsions, Annual Report on the Use of Corporal Punishment, Annual Report on Reassignments for Disciplinary Reasons, Annual Report on Alternative Learning Placements Annual Report on Dropout Rates." (2016)

North Carolina Department of Public Instruction. "Consolidated Data Reports: Annual Report of School Crime & Violence, Annual Report of Suspensions & Expulsions, Annual Report on the Use of Corporal Punishment, Annual Report on Reassignment for Disciplinary Reasons, Annual Report on Alternative Learning Placements Annual Report on Dropout Rates." (2017)

Morris, Edward W., and Brea L. Perry. "The punishment gap: School suspension and racial disparities in achievement." *Social Problems* 63.1 (2016): 68-86.

Texas Appleseed. "Suspended Childhood: An Analysis of Exclusionary Discipline of Texas' Pre-K and Elementary School Students." (2017).

Rothbaum, Fred, and John R. Weisz. "Parental caregiving and child externalizing behavior in nonclinical samples: A meta-analysis." *Psychological bulletin* 116.1 (1994): 55.

US Department of Education Office for Civil Rights. "2013-2014 Civil rights data collection: A first look." (2016).

United States, Department of Health and Human Services & Department of Education. "Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings." (2015).

Weiss, Bahr, et al. "Some consequences of early harsh discipline: Child aggression and a maladaptive social information processing style." *Child development* 63.6 (1992): 1321-1335.