

Session 1: Struggling to Survive

1. There is a legacy of slavery—a cultural legacy. Black folks are seen as being inferior because of this legacy. This notion has been enforced in Black Codes, Jim Crow, and minimum sentencing.
2. Education is important and there is a legacy of Black women seeking education no matter the consequence.
3. Legislation has impacted the way Black girls experience education, e.g., measurement of success through standardized testing.
4. There are complicated and unfair standards for Black femininity.

Participants should read the following paragraphs from *Pushout*; you are invited to match the truths outlined above with the excerpts below and name other truths you identify in the readings. We will see these realities come to life in our last activities.

On Black femininity: “Since the elimination of de jure segregation, Black girls have been subjected to harmful stereotypes about Black femininity that have at least shaped and at worst defined their experiences in classrooms and schools across the nation. The ways in which Black girls’ educational experiences would be constructed according to a hierarchy that favors White middle-class norms has been floating under the national radar for six decades. As Patricia Hill-Collins wrote, ‘All women engage an ideology that deems middle-class, heterosexual, White femininity as normative. In this context, Black femininity as a subordinated gender identity becomes constructed not just in relation to White women, but also in relation to multiple others, namely, all men, sexual outlaws (prostitutes and lesbians), unmarried women, and girls’” (p. 8).

On the liberative power of education “Long before the Supreme Court handed down its decision in *Brown v. Board of Education*, Black women were clear about the liberative power of education. Under slavery, the education of people of African descent was illegal and considered a punishable offense under state slave codes. In Georgia, enslaved Africans or other free people of color were fined or whipped, at the discretion of the court, if discovered reading or writing ‘in either written or printed characters’ [Georgia Slave Code, 1848]. In this society, to read challenged the oppressive, controlling logic of slavery and the presumed inferiority of Black people. For many enslaved Black women, learning to read represented a reclamation of human dignity and provided an opportunity to ground their challenges to the institution in scholarship, literature, and biblical scripture. Many a Black woman’s commitment to education was so strong that she risked incarceration or other penalties just to attain it” (p. 5).

On being a scholar “Historically, to be a scholar was a dangerous proposition for Black Americans and countless Black women and men have died to be able to read and write. The lingering barriers to quality education and the transgenerational trauma associated with internalized ideas about performance in school have yet to be exhaustively measured. However, the systemic denial of equal access to education for African American children has been documented and successfully challenged in the justice system, in the social sciences, and the court of public opinion” (p. 7).

On legislation “The No Child Left Behind Act, the 2001 legislation that reauthorized the Elementary and Secondary Education Act (ESEA), ushered in an era that prioritized high-stakes testing and established an educational climate that linked assessment of student achievement to a single measure of performance on these tests. According to the National Center for Fair and Open Testing, which has voiced an open critique of the growing reliance on standardized tests, the youth of color are disproportionately affected

by grade retention (being held back) as a result of this practice. Though largely ignored in a national discussion about state-level high-stakes standardized testing, Black girls have struggled to perform well on such tests, which inform advancement in school or graduation. Performance on national standardized tests also reveals racial disparities among girls. These controversial, single measures of knowledge may deter Black girls from continuing on with their education or lead them to internalize that they are not worthy of completing school. They say things like ‘School’s not for me’ or ‘I was never good at school,’ when their performance may actually be impaired by many other factors, including socioeconomic conditions, differential learning styles, the quality of instruction at their schools, the orientation and presentation of questions on the test, their own mental and physical health, and disparities in access to early childhood education” (p. 33)

Struggling to Survive

Danish's Story:

Mama's in the kitchen, burnin' rice,

Daddy's outside, shotin' dice,

Brother's in jail, raisin' hell,

Sister's on the corner, sellin' fruit cocktail...

There were fewer than ten girls in the facility that day, and all of them had been assembled into a small group for a book discussion I'd come to facilitate. Typically, girls there were between fifteen and seventeen years old, but as our exchange got underway through the discussion, the youngest-looking face among them raised her hand. I invited her to speak.

She nodded and then slid from behind her desk to stand. She adjusted the oversized county sweatshirt covering her petite frame and looked at me.

"Well, my name is Danisha, and I'm eleven years old," she said. "And I'm a ho, that's what I do."

Danisha had a baby face. Her dark brown skin was flawless—not yet touched by acne—and her coarse hair was frizzy around the temples but otherwise neatly pulled back into a small bun.

She continued, sharing how the novel I had written inspired her to think about "leaving the life." I was happy to hear that she was willing to consider alternative ways to circumvent the poverty and abuse she faced.

But she was eleven years old. *Eleven*. And she was already referring to herself as a "ho."

In some communities, girls learn early on that selling "fruit cocktail" is one of the few options they have to escape poverty. It's an idea effortlessly absorbed by the psyche of young girls from the moment they can play patty cake. In the absence of safer, healthier ways to connect – and in the presence of multiple factors that reinforce harmful thoughts and choices – sex can and often does become a type of conditioned response that is rarely interrogated.

Danisha should have been telling us about her teachers or her fifth-grade homework; instead, she was describing her sex hustle. Not only was her tone unapologetic, but it elicited confirming nods from the group, as if everyone was in agreement that what she was engaged in was actually "ho'ing"-or prostitution-rather than rape or sexual exploitation.

What is the North Carolina Age of Consent?

The North Carolina Age of Consent is **16 years old**. In the United States, the [age of consent](#) is the minimum age at which an individual is considered legally old enough to consent to participation in sexual activity. Individuals aged 15 or younger in North Carolina are not legally able to consent to sexual activity, and such activity may result in prosecution for [statutory rape](#).

North Carolina statutory rape law is violated when a person has consensual sexual intercourse with an individual under age 16. A clause in age exemption exists when the offender is less than 4 years older. No employee of a K-12 (unless they are not a teacher, administrator, student teacher, safety officer, or coach) may engage in sexual activity with a student, unless they are married, regardless of age.



Struggling to Survive



Portia's Story: Bad Girls Do Cry

Seventeen-year-old Portia grew up in the Bay Area foster care system. She was a large girl in height and girth, and felt that her physical stature made her both a target and perpetrator of bullying. Though playful— I found her dancing in the classroom just before we sat down to talk — she felt that for most of her life, she'd been dodging the label of “bully.” Some of the earliest school memories she shared were of teachers accusing her of bullying smaller girls, but to her, she was always standing up for herself. Portia talked about an incident in eighth grade that changed her experiences with bullying.

“I had on white shorts and a white shirt. We was at the park and it was muddy. We were playing by the creek, but I wouldn't go near [the water], so I was standing at the edge. And the teacher came behind me and pushed me...and I was the only Black kid in that class. And she didn't like me...She tried to make it seem like I tripped off the slope into the water and stuff.”

“Why do you think she pushed you?” I asked. “Cause I was Black,” Portia responded. Portia felt that her teacher had bullied her by forcing her into water that she didn't want to go into, but at that point there was a power dynamic that prevented Portia from doing something about it. Instead of fighting back, Portia cried—but no one responded to those tears.

At this time in her life, Portia identified as female, but the enforcement of gender binary added to her alienation from the very programs meant to help her. She made it her practice to stand up for herself, but she was not interested in being paired with other women who might not understand her.

“I don't never [seek to] have mom figures,” she said. “It's always either a male teacher or something. I don't know what it is...like ever since I was little, I always wanted to play with the boys. You know, stuff like that, but it's not like being attracted to male teachers...But it's always male, never a female.”

Portia was not a “good girl”, nor was she a good” girl.” She did not fit neatly into the characteristics of what these girls do. She sagged her pants; she presented as masculine. As part of her “rehabilitation,” well-meaning probation officers had asked her to put on a dress for a formal program. All of the adults around were celebrating her, telling her how pretty she looked, but she didn't want to wear the dress She wasn't necessarily interested in being whatever they meant by “pretty.” Inside, she was melting. She shared a picture of herself in the dress with a staff member in confidence, stating that she felt “terrible” and that she wanted to destroy the pictures because she felt ruined.

Struggling to Survive



Jazzy's Story:

Jazzy, a sixteen-year-old girl whom I met in the psychiatric “special needs” unit of a juvenile detention center, had a critique of her primary school’s dress code, but her assessment of the policy was cloaked in rhetoric—the kind that reflected negative perceptions and judgements of the norms in her community, rather than a simple critique of the policy itself.

“I think the Black girls, they just dress more ratchet,” she said. “Not trying to say it like that, but they be dressing in all those wild colors and just trying to be seen. I’m a more conservative girl, like I don’t gotta wear all that to be cute, but they don’t care what they got on. They just want to be [in] ghetto fashion, and that affects them...But they grew up with that mentality, so it’s like, we don’t know what make them think like that.”

Internalized racial oppression is “the process by which Black people internalize and accept, not always consciously, the dominant White culture’s oppressive actions and beliefs toward Black people (e.g., negative stereotypes, discrimination, hatred, falsification of historical facts, racist doctrines, White supremacists’ ideology), while at the same time rejecting the African worldview and cultural motifs.” For Black women and girls, internalizes racial oppression is also gendered.

Black women and girls, especially those in fragile circumstances, absorb widely accepted distortions of Black American feminine identity (that they are less intelligent, hypersexual, loud, sassy, “ghetto,” or domestic), and it undermines their healthy development and performance in school.

For Jazzy, while school was “easy,” she carried a belief that her teachers did not have a vested interest in her success. This made her feel that she needed to pursue other options. She described her “normal school” as a rowdy place where children regularly fought, teachers were distracted, and she and her friends were tempted to do harmful things to themselves and to others for money,

*Ratchet, slang term that can mean “exciting” or “excellent,” often used as a term of empowerment among women. Some may use when they are feeling “bad” in some way. The term has been used as an insult characterizing a woman as being “overdramatic” or “promiscuous.”

Struggling to Survive

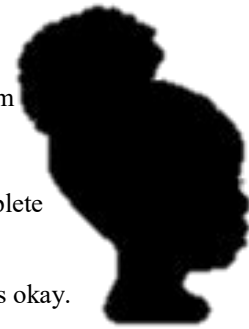
Shannon's story: Permission to Fail

The ghetto's impact on the student identity of Black girls also plays out in the classroom as neglect, or what Gloria Ladson-Billings has referred to as granting Black children "permission to fail." In writing about Shannon, a young Black girl in the first grade, Ladson-Billings reflected on seeing Shannon routinely and intentionally refuse to complete a writing assignment.

"I ain't writin' nuttin'!" Shannon had declared, to which her teacher responded, "That's okay. Maybe you'll feel like writing tomorrow."

But it was not okay. To this point, Ladson-Billings wrote, "Although most students were encouraged to write each day, Shannon was regularly permitted to fail. Her refusal to write was not just stubbornness but a ploy to cover up her inability to read or more specifically, her lack of phonetic awareness."

Black girls in classrooms across the country have been granted permission to fail by the implicit biases of teachers that lower expectations for them. I doubt this teacher intended to lower her expectations for Shannon or treat her differently than her peers. It is safe to assume that this teacher likely believed that she was responding to Shannon with patience and respect. Indeed, teachers, like the one leading Shannon's class, are likely committed to supporting the education of all of their students, but their unconscious associations between Black girls and underperformance might lead them to assume that these girls are not capable of performing.



I Am Broken

I often wonder why God made me, only to abandon me to my fate.

Always struggling to survive, to find an easier path to navigate,

Miserable world that seems to hate me, miserable world that I hate,

By all accounts, reports, and expert authority,

Responsible Black girls are in the minority.

Obstinate, rude girls— *talking smack from the “hood”

Kinky hair, clothes too tight, always up to no good!

Every dark night meets the light of the morn; as the sun rises over the earth

Never give up on your hopes for tomorrow, never give in to doubts of your worth!

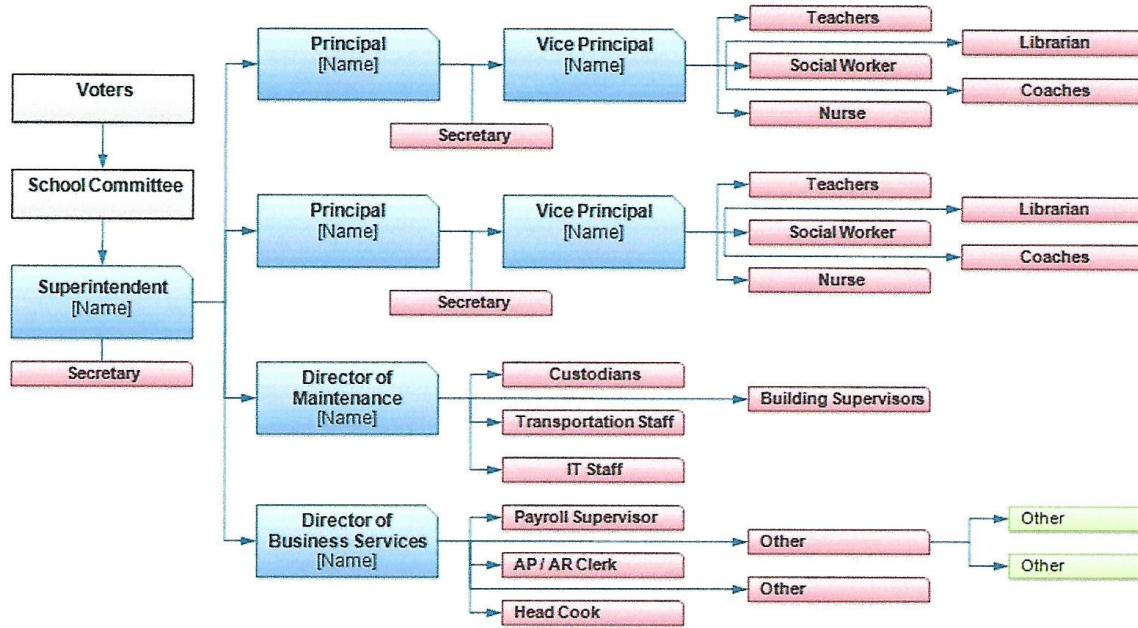
Acrostic Poetry: An acrostic is a **poem or other form of writing** in which the first letter, syllable or word of each line, paragraph or other recurring feature in the text spells out a word or a message. **An**

Poem should include multiple elements:

- ✓ **Express pain**
- ✓ **Invoke God**
- ✓ **Releasing anger**
- ✓ **Telling the story**
- ✓ **End with hope**

**“To make critical or insulting comments to someone.”*

Sample School Organizational Chart



Jezebel in the Classroom



Jennifer's story: She's a Runner!

Sixteen-year-old Jennifer in the Bay Area was among the forgotten. She had not been to school in three years when we spoke in 2013 and had failed out of the seventh grade. She claimed that she was so busy “running the streets” and bouncing to and from multiple foster homes that she never found a rhythm in school. In fact, her pattern of school attendance had become so irregular that she had developed a dislike for school and decided to avoid it altogether.

“I didn’t know anything,” Jennifer said. “I was in foster care and I went to hecka foster homes. They put me out of sixth grade, and the next school, they put me in seventh grade. “That’s what messed me up. So, then I had to flunk seventh grade.”

As a child in foster care, she had been sent to live with a family in the San Joaquin Valley. Though we did not discuss the conditions within her birth family that led to the decision to place her with a foster family, she did mention that she had other “family” influences—none of which were positive—that ultimately impacted her decision not to go to school.

Jennifer was a “runner,” which meant that she often ran away from her foster care placements and other locations that she considered threatening. When asked why she was running, she just shrugged and replied that she “didn’t like it.” On the surface, that might look like she was running away out of defiance, but experience had taught me better. For years, I had heard justice system workers describe the conditions that led girls to run from their court-assigned residential placements in detention centers, group homes, shelters, or private homes. Sometimes these girls were described as “incorrigible,” “manipulative,” or simply drug-addicted without explanation. Anecdotes from Black girls revealed a different perspective. They had run away from these places because of experiences like being forced to wash their hair every day and use hair products that were not designed for Black girls’ natural hair texture. While these conditions may seem minor, especially if brought up in legal proceedings, to the Black girls who told these stories they were “deal breakers,” not only because these hygienic mandates were inconsistent with cultural norms for Black hair care (and certainly off-limits for girls who wore protective hair-styles like braids or artificial hair) but also, and mostly, because it was a trigger for them—a signal that they were not truly welcomed in these alternative living spaces. Some girls ran away from their placement after being triggered by the actions of other girls in these spaces.

“Why’d you run from *your* foster home?” I asked Jennifer. “Because, like, they weren’t treating me right...I had a foster dad and...he knew I was a prostitute...and he was like, if he was a pimp, he’d recruit me. If he was a john, he would date me...and I don’t know...they just didn’t treat me right.”

Jezebel in the Classroom

Paris story: The Real

“I was involved in sex work for a very long time,” Paris, who is now a community organizer in her early twenties, admitted. “And was forced into sex work, not by a [pimp]... We talk about trafficking, but we don’t talk about it in terms of how *society* traffics individuals. Because society could traffic you, especially transwomen. And what I mean by society, I’m talking about not having any job opportunities, not having any housing opportunities, not having so many different opportunities that y’all may have that we don’t. So, I had to get it how I did... but one thing I did do was go to school. I didn’t care how long I was on that corner for, or how long I was up the next night, I made it to school. I graduated. That’s one thing I did not play with, was my schooling. To each his own, though... again, I didn’t have a [pimp]. I didn’t have anybody making me stay home, and a lot of these girls that are trafficked deal with not only the abuse, but they deal with being raped.

“These men have to train those girls to be scared of them, to make them not want to leave.” Paris continued, “We be like, ‘Girl, child, we’ll leave, we’ll go on the block one night and we’ll disappear.’” But a lot of them men store fear into those women, to where they feel like wherever [they] go, [they’ll] always have somebody watching... so they keep tabs on you and stuff like that. Some of those girls... before they are actually put out on the streets, they’re held hostage in houses for months at a time getting raped, getting drugs injected into their veins, and coke forced up their nose, just to get them hooked on these addictions just to drag them through the mud. Basically, beat them down, then put them on the stroll because now you’re dealing with addiction, you’re dealing with so much other stuff. ‘If you want your drugs. I’m going to supply them to you, but you have to bring me the money first.’ So, those girls... I know for sure have to meet a quota. Those girls have to go out... If he got twelve girls out there working for him, he expects at the end of the night to have all twelve of those girls to bring \$100.00. You know that’s \$1,200.00 he just made at the end of the day... If you don’t meet that quota, he will either have one of the other girls assault you, or he will assault you himself. So, I mean, it’s a whole lot. This is real. School-to-prison pipeline or school pushouts... all these things are real and sex work has a big part to play in it.

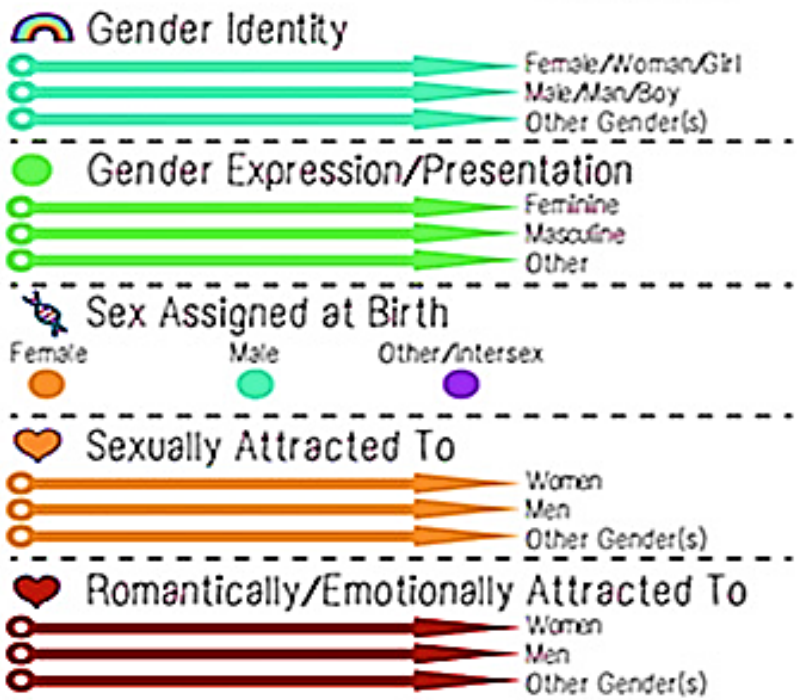


The Gender Unicorn

Graphic by:
TSER



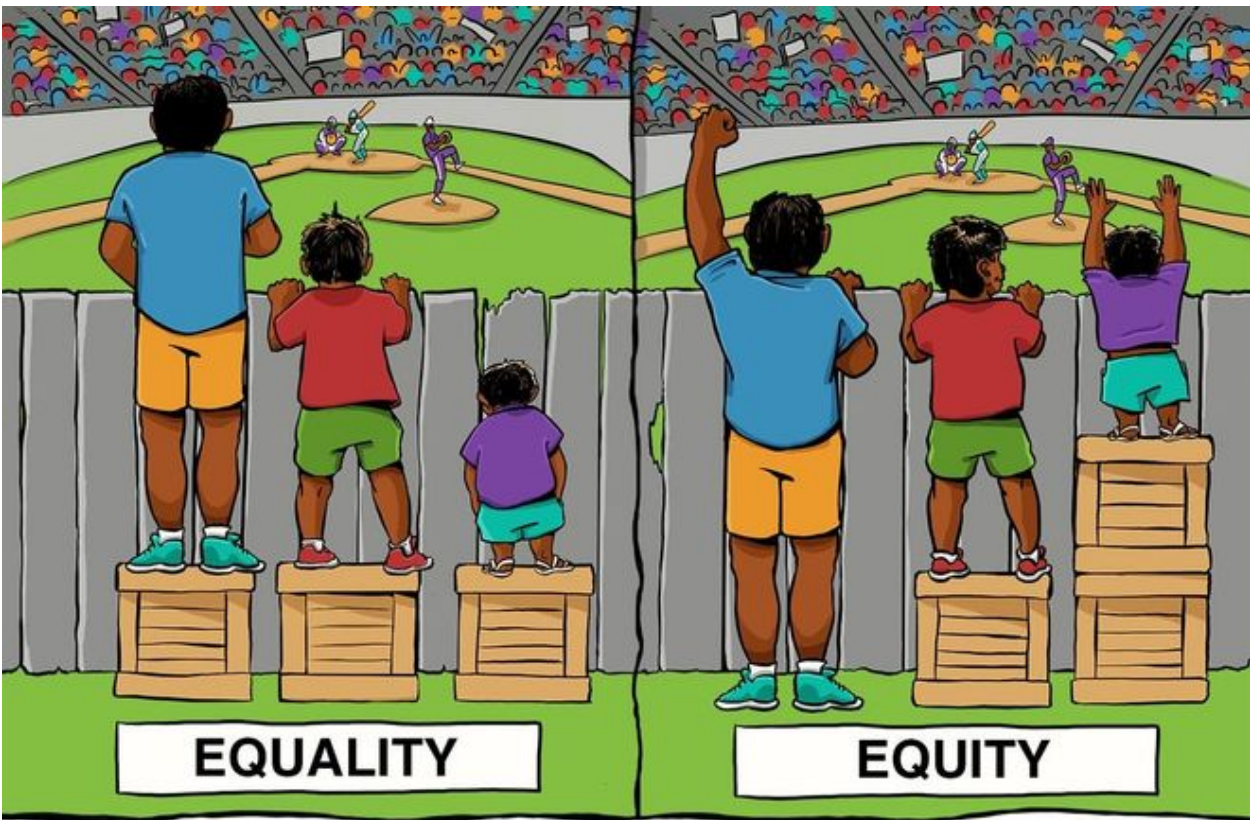
To learn more go to:
www.transstudent.org/gender
Design by Landyn Pan



- i. Sexual abuse: Sexual violence, either one-time or chronic, which may include perpetrators using force, making threats, and/or engaging in sexual activity with people unable to give consent.
- ii. Cisgender: Describes people whose sense of gender identity corresponds with the gender they were assigned at birth.
- iii. Transgender: Describes people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth; being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.
- iv. Gender binary: Belief that there are only two genders, male and female; overlooks other expressions of gender, such as genderqueer, nonbinary, intersex, gender fluid, two-spirit, etc.
- v. Non-binary gender identity: An identity commonly used by people who do not identify or express their gender within the gender binary

The differences between equity and equality can be drawn clearly on the following grounds:

1. Justness and fairness in the manner of treating individuals are called equity. Equality is what we call, the state where everyone is at the same level.
2. Equity is a process while equality is the outcome, i.e., equity is the necessary condition to be fulfilled to achieve the latter.
3. While equity represents impartiality, i.e., the distribution is made in such a way to even opportunities for all the people. Conversely equality indicates uniformity, where everything is evenly distributed among people.
4. In equity, the differences are recognized and efforts are made to counteract the manner in which individual opportunities are not equal. On the contrary, equality recognizes sameness and so it aims at treating everyone as equal.
5. In equity, all the people can have access to what they need. The equality, in contrast, all the people get the same thing, i.e., rights, resources and opportunities.



Conclusion:

Equity cannot be achieved, through treating all the people equally rather it can be achieved through treating all the people in an equitable manner, i.e., as per their circumstances. Moreover, equality works, only if the starting point of every individual is same.

Regulations

No relevant regulations found.⁴

North Carolina

§115C-390.2. Discipline policies.

- a) Local boards of education shall adopt policies to govern the conduct of students and establish procedures to be followed by school officials in disciplining students. These policies must be consistent with the provisions of this Article and the constitutions, statutes, and regulations of the United States and the State of North Carolina.
- b) Board policies shall include or provide for the development of a Code of Student Conduct that notifies students of the standards of behavior expected of them, conduct that may subject them to discipline, and the range of disciplinary measures that may be used by school officials.
- c) Board policies may authorize suspension for conduct not occurring on educational property, but only if the student's conduct otherwise violates the Code of Student Conduct and the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.
- d) Board policies shall not allow students to be long-term suspended or expelled from school solely for truancy or tardiness offenses and shall not allow short-term suspension of more than two days for such offenses.
- e) Board policies shall not impose mandatory long-term suspensions or expulsions for specific violations unless otherwise provided in State or federal law.
- f) Board policies shall minimize the use of long-term suspension and expulsion by restricting the availability of long-term suspension or expulsion to those violations deemed to be serious violations of the board's Code of Student Conduct that either threaten the safety of students, staff, or school visitors or threaten to substantially disrupt the educational environment. Examples of conduct that that would not be deemed to be a serious violation include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations, and minor physical altercations that do not involve weapons or injury. The principal may, however, in his or her discretion, determine that aggravating circumstances justify treating a minor violation as a serious violation.
- g) Board policies shall not prohibit the superintendent and principals from considering the student's intent, disciplinary and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors when deciding whether to recommend or impose long-term suspension.
- h) Board policies shall include the procedures to be followed by school officials in suspending, expelling, or administering corporal punishment to any student, which shall be consistent with this Article.

- i) Each local board shall publish all policies, administrative procedures, or school rules mandated by this section and make them available to each student and his or her parent at the beginning of each school year and upon request.
- j) Local boards of education are encouraged to include in their safe schools' plans, adopted pursuant to G.S. 115C-105.47, research-based behavior contracts, instruction in conflict resolution and anger management, detention, academic interventions, community service, and other similar tools that do not remove a student from the classroom or school building.
- k) School officials are encouraged to use a full range of responses to violations of disciplinary rules, such as conferences, counseling, peer mediation, behavior contracts, instruction in conflict resolution and anger management, detention, academic interventions, community service, and other similar tools that do not remove a student from the classroom or school building.
- l) (Applicable to children enrolling in the public schools for the first time beginning with the 2016-2017 school year) Board policies shall state that absences under G.S. 130A-440 shall not be suspensions. A student subject to an absence under G.S. 130-440 shall be provided the following:
 - 1. The opportunity to take textbooks and school-furnished digital devices home for the duration of the absence.
 - 2. Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.
 - 3. The opportunity to take any quarterly, semester, or grading period examinations missed during the absence period.⁵

Appendix E

Iowa

279.58. School dress code policies.

2. The board of directors of a school district may adopt, for the district or for an individual school within the district, a dress code policy that prohibits students from wearing gang-related or other specific apparel if the board determines that the policy is necessary for the health, safety, or positive educational environment of students and staff in the school environment or for the appropriate discipline and operation of the school. Adoption and enforcement of a dress code policy is not a violation of section 280.22.¹

Pennsylvania

REGULATIONS

22 Pa. Code 12.11. Hair and dress.

(a) The governing board may establish dress codes or require that students wear school uniforms. Policies may apply to individual school buildings or to all school buildings.

(b) Students have the right to govern the length or style of their hair, including facial hair. Any limitation of this right must include evidence that length or style of hair causes disruption of the educational process or constitutes a health or safety hazard. When length or style of the hair presents a health or safety hazard, some types of covering shall be used.

(c) Students may be required to wear certain types of clothing while participating in physical education classes, shops, extracurricular activities or other situations when special attire may be required to insure the health or safety of the student.

(d) Students have the responsibility to keep themselves, their clothes and their hair clean. School officials may impose limitations on student participation in the regular instructional program when there is evidence that the lack of cleanliness constitutes a health hazard.²

Michigan

In-School Discipline

Use of multi-tiered discipline approaches

LAWS

No relevant laws found.

REGULATIONS

No relevant regulations found.

Teacher authority to remove students from classrooms

LAWS

380.1309. Conduct constituting suspension; action by teacher; report; supervision; conference; return by student; adoption of local policy by school board; definitions.

(1) If a teacher in a public school has good reason to believe that a pupil's conduct in a class, subject, or activity constitutes conduct for which the pupil may be suspended from a class, subject, or activity according to the local policy required under subsection (2), the teacher may cause the pupil to be suspended from the class, subject, or activity for up to 1 full school day. The teacher shall immediately report the suspension and the reason for the suspension to the school principal and send the pupil to the school principal or the school principal's designee for appropriate action. If that action requires the continued presence of the pupil at school, the pupil shall be under appropriate supervision. As soon as possible after a suspension under this section, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor, school psychologist, or school social worker shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. During a suspension under this section, the pupil shall not be returned that school day to the class, subject, or activity from which he or she was suspended without the concurrence of the teacher of the class, subject, or activity and the school principal.

(2) A school board shall adopt a local policy specifying the types of conduct for which a pupil may be suspended from a class, subject, or activity by a teacher under this section. This policy shall be included in the school board's code of student conduct.

REGULATIONS

No relevant regulations found.

Alternatives to suspension

LAWS

380.1310c. Restorative practices as alternative or in addition to suspension or expulsion; definitions.

(1) A school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion under this act. If a school board or its designee suspends or expels a pupil under this act, the school board or its designee shall consider using restorative practices in addition to suspension or expulsion. If a school board or its designee decides not to suspend or expel a pupil for a disciplinary issue, the school board or its designee shall consider using restorative practices to address the disciplinary issue.

(2) Restorative practices may include victim-offender conferences that are initiated by the victim; that are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim; that are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender; and that provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. The attendees, known as a restorative practices team, may require the pupil to do 1 or more of the following: apologize; participate in community service, restoration, or counseling; or pay restitution. The selected consequences shall be incorporated into an agreement that sets time limits for completion of the consequences and is signed by all participants. Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying. . . .

380.1310d. Suspension or expulsion of pupil; factors; exercise of discretion; rebuttable presumption; section inapplicable for possession of firearm in weapon-free school zone; consideration of factors mandatory; definitions.

(1) Before suspending or expelling a pupil under section 1310, 1311(1), 1311(2), or 1311a, the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), shall consider each of the following factors:

- (a) The pupil's age.
- (b) The pupil's disciplinary history.
- (c) Whether the pupil is a student with a disability.
- (d) The seriousness of the violation or behavior committed by the pupil.
- (e) Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- (f) Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- (g) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.³

Mississippi

In-School Discipline

Use of multi-tiered discipline approaches

LAWS

No relevant laws found.

REGULATIONS

No relevant regulations found.

Teacher authority to remove students from classrooms

LAWS

§ 37-11-55. Code of student conduct.

The local school board shall adopt and make available to all teachers, school personnel, students and parents or guardians, at the beginning of each school year, a code of student conduct developed in consultation with teachers, school personnel, students and parents or guardians. The code shall be based on the rules governing student conduct and discipline adopted by the school board and shall be made available at the school level in the student handbook or similar publication. The code shall include, but not be limited to:

(d) Policies and procedures recognizing the teacher as the authority in classroom matters, and supporting that teacher in any decision in compliance with the written discipline code of conduct. Such recognition shall include the right of the teacher to remove from the classroom any student who, in the professional judgment of the teacher, is disrupting the learning environment, to the office of the principal or assistant principal. The principal or assistant principal shall determine the proper placement for the student, who may not be returned to the classroom until a conference of some kind has been held with the parent, guardian or custodian during which the disrupting behavior is discussed and agreements are reached that no further disruption will be tolerated. If the principal does not approve of the determination of the teacher to remove the student from the classroom, the student may not be removed from the classroom, and the principal, upon request from the teacher, must provide justification for his disapproval;

REGULATIONS

No relevant regulations found alternatives to suspension.

LAWS

§ 37-11-53. School district discipline plans; appearance by parents, guardians or custodians at discipline conferences; recovery from parents for damage or destruction of school property; parent allowed to accompany child to school as alternative to child's suspension. (5) A school district's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended in accordance with the code of student conduct and discipline policies of the school district.

Project Implicit found at implicit.harvard.edu/implicit.

Another resource is a workbook titled *Implicit Bias: What We Don't Think We Think*, prepared by the General Commission on Race and Religion in 2018: georr.org/wp-content/uploads/2019/08/Implicit-Bias-August21.pdf.