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Presentation title: Assessing the odds of exclusionary discipline: An exploration of the racial and socioeconomic disparities in high school discipline

Though crime rates in the United States have been decreasing since 1990, the dangers and threat of violence within educational institutions remain prominent. Following the onset of zero-tolerance policies, the deployment of exclusionary discipline sanctions has significantly increased. Education remains one of the most significant and strongest protective factors impacting the onset and continuation of criminal behavior. Considering the detrimental effects of school exclusion on youths' propensity of delinquency and continued criminal offending, the nature and extent of such practices are of critical importance. Unfortunately, school discipline ranks among the most difficult and troubling issues today. Through the lens of Shaw and McKay's (1942) social disorganization theory, Hirschi's (1969) social control theory, and critical race theory, this research strives to understand the impact of school characteristics on the probability of students being subjected to the use of in-school suspension (ISS), out-of-school suspension (OSS), and expulsion. Using data derived from the Pennsylvania Department of Education and the U.S. Census Bureau, regression analysis was conducted to examine the predictive impact of location-based variables, demographic and social characteristics of student populations, and the academic strength of institutions on classroom exclusion. The quantitative findings uncover distinct disparities between schools with predominately white populations and schools with higher percentages of minority students and their particularly increased risk of exclusion.