I am Mary Daly-Piehl, a parent from Corvallis; and I am representing only myself. I gave public testimony on December 1st regarding a component of the Achievement Gap. That is, the Student Discipline Gap. As you know, darker skinned students are disciplined more than their lighter skinned counterparts.

I have returned today because some Board representatives generously gave me feedback on the issue of the Discipline Gap. I have been told that the Student Discipline Gap is important, but it may fall more within the purview of the State Board of Education, who looks at policy, instead of your Board, which looks at investment. I would respond to this by saying, first, that policy alone will not solve the Student Discipline Gap. Second, this Board has outlined both general strategies and specific goals which a good fit for addressing the Student Discipline Gap.

I will begin by addressing the policy question. To restate, policy alone will not solve disparate discipline. Districts often have student discipline code in place. There often exists facially neutral discipline policies. Districts may also have current anti-discrimination policies; but, despite this code, the Student Discipline Gap still exists. The Discipline Gap is less a result of missing or outdated policy and more the result of individual decisions. Individual decisions that seem reasonable at the time but, collectively, result in uneven behavior sanctions for minority children.

Next, student discipline is an item for this Board because of the Board's number three Strategy. That is, to "Ensure success for all learners, incl. racial/ethnic, economically disadvantaged, limited English students and students with disabilities."[1] Changes in student discipline practices will encourage students to stay in school by improving school environment. Interrupting the Discipline Gap will keep pupils in the classroom by making them feel safe and welcomed in school. Consequently, interrupting the Student Discipline Gap fits in with this Board's objective of successful learners.

In addition, discipline inequity is an issue for this Board because you have a specific goal in which, "100 percent of Oregonians will earn a high school diploma or its equivalent..."[2] An over reliance on discipline techniques such as detention, suspension and expulsion removes pupils from the classroom. This removal impedes the fulfillment of graduation requirements because students have to be learning in the classroom to meet graduation guidelines. Therefore, interrupting the Student Discipline Gap fits within your 100 percent diploma goal.

To visualize how the Student Discipline Gap could fit into the Board's activities, I have attached two suggestions for wording changes. The first suggestion is in the Advice column for Strategy number 3 of the *Summary of Oregon Education Investment Board Strategies and Plan #2*. The second suggestion is in the draft proposal from ESD for the *Regional Achievement Compact*. [3]

Finally, to repeat my message, please realize that for a solution to be robust the causes have to be effectively identified and addressed. One cause of the Achievement Gap is disparate student discipline. Interrupting the Student Discipline Gap will facilitate student success and the 100 percent graduation rate by keeping pupils in school. Please include student discipline percentages within the Board's Achievement Compact and add Student Discipline to the Board's Strategy number three.

Thank you.

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[1] http://www.oregon.gov/Gov/OEIB/Docs/SummaryOEIBStrategiesandPlan.pdf

[2] http://www.oregon.gov/Gov/OEIB/OregonEducationInvestmentBoard.shtml

[3] http://www.oregon.gov/Gov/OEIB/Docs/RegionalAchievementcompact.pdf