

## OSS Handout; Education Committee Meeting 2-11-14

### Introduction:

Use and disproportional use of OSS is an ongoing concern locally and across our nation. Last year, through Think Kids, our community identified reducing use and disproportional use of OSS as a priority, which has become a key part of our District-Wide Continuous Improvement Plan. During our Education Committee Meeting, information will be shared regarding use of OSS, our goal to reduce it, current efforts and alternatives, as well as likely next steps.

### Information:

#### 1. Last year's Baseline (from DW-CIP)

1440 days of OSS used in 2012-13 School Year

Student Percentage in District 2012-13:

6.17% American Indian  
8.27% African American  
2.03% Hispanic  
2.52% Asian Pacific Islander  
81.01% White  
14.76% Special Education  
45.16% Free/Reduced Lunch

Percentage of OSS in District 2012-13:

11.81% American Indian (170 days)  
40.21% African American (579 days)  
1.32% Hispanic (19 days)  
0.63% Asian Pacific Islander (9 days)  
46.04% White (663 days)  
49.10% Special Education (707 days)  
98.13% Free/Reduced Lunch (1413 days)

#### 2. Current Goal (from DW-CIP)

Reduce the use, and disproportionality in use, of out-of-school suspension (OSS) as a disciplinary consequence.

Target:

40% fewer days of OSS used (864 days of OSS, or fewer)

The percentage of students involved in OSS is consistent with District student demographics

#### 3. Make up of OSS team

Ed Crawford Assistant Superintendent  
Jason Crane Assistant Director of Special Education  
Jacob Hintsala Assistant Principal Lincoln Park Middle School  
William Howes Coordinator Education Equity  
Christen Hull Assistant Principal Laura MacArthur Elementary  
Adrian Norman Assistant Principal Unity/ALC  
Rachel Jackson Assistant Principal Ordean East Middle School  
Joan Sargent Social Worker Denfeld High School and Lincoln Middle School  
Tonya Sconiers Principal Denfeld High School  
Ron Lake Climate Coordinator

#### 4. Areas to improve based on recommendations to reduce use of and disproportionality in OSS:

Policy

Investigation

Partnerships with SROs

Data based decision making

Developmentally appropriate use

Prevention, intervention and alternatives

Cultural competence of staff, students, community

*Minnesota Minority Education Partnership: Solutions Not Suspensions Policy Brief Sept. 2013*

5. There are many lists of the top ways to reduce OSS, one list is:

- Provide school staff with timely data
  - Increase awareness of out-of-school suspensions
  - Establish consistent consequences for misconduct
  - Provide alternative methods of teaching students in need of intensive supports
  - Provide professional development on positive behavioral supports and SWPBS
  - Disseminate SWPBS principles through the use of school discipline teams
  - Frame the problem of out-of-school suspensions in the broadest possible terms
  - Collaborate with other District initiatives
  - Track office referrals and administrator at each school to regularly monitoring discipline data
- Journal of Special Education Leadership 21(2) N September 2008*  
*Lessons Learned and Strategies Used in Reducing the Frequency of Out-of-School Suspensions*

**Current Efforts:**

- \*Working to share oss data with schools regularly
- \*Improving our investigation and intervention for high risk behaviors
- \*Offering supervision and de-escalation training to general education staff
- \*Experimenting with Tier 2 Function Based Behavior Intervention with CSS Partnership
- \*Coordinating efforts between Student Handbook Committee and OSS Team
- \*Exploring available technology to support tracking office referrals and monitor discipline data
- \*Sharing information with Principals regarding working with acting out students, methods to conduct re-entry meetings after suspension, and free on-line training for staff specific to positive behavior supports, working with students with behavioral and mental health needs

**Next Steps:**

- \*Draft Duluth Framework from Solutions Not Suspensions Brief
- \*Revise Student Policy Handbook
- \*Explore options for Cultural Competence training
- \*Write DPS rationale for oss goal; long term consequences including dropout and ach. gap
- \*Emphasize alternative interventions to oss; in-class interventions, re-teaching, restorative efforts, ISS, safety planning, community resources, etc
- \*Seek feedback from key stakeholders including but not limited to; students, parents, community members and employees