

District Suspension / Expulsion

Presentation to Education Committee
July 8th, 2019

Agenda

Year-End Data

Qualitative Interview Project

Final Behavior Codes Recommendations (6)

Cultural Responsiveness and Bias Professional Development

Year-End Data

OSS Days of Use Count

Year	total	Male	Female	His	AI	As	Black	PI	Multi	Wi	Fr/Re	Pd	SpEd	ReEd
18/19	1275	956	319	52	76	1	424	0	248	474	1118	157	611	664
17/18	1584	1185	399	56	124	8	426	0	322	648	1386	198	876	708
16/17	1612	1180	432	51	206	0	419	0	201	735	1455	157	853	759



Year-End Data

18-19 Year

17-18 Year

School	Days of OSS
Congdon Park	27
Homecroft	3
Lakewood	0
Lester Park	2
Lowell	41
MacArthur	50
Myers Wilkins	79
Piedmont	34
Stowe	5
Lincoln Middle	307
Ordean East Middle	132
ALC	7
Denfeld	399
East	189
Total:	1275

School	Days of OSS
Congdon Park	17
Homecroft	11
Lakewood	0
Lester Park	10
Lowell	29
MacArthur	76
Myers Wilkins	115
Piedmont	45
Stowe	19
Lincoln Middle	588
Ordean East Middle	155
ALC	0
Denfeld	373
East	146
Total:	1584





Improving Out of School Suspension Practices for the Duluth Public Schools

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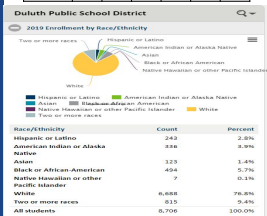
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Introduction

- Suspension research has shown that racial disproportionality has been a persistent social justice issue in public schools, especially Minnesota.
- The goal of this study is to give a voice to the students and families who have had experiences with OSS.
- This study will also help the Duluth schools to lower or improve their use of OSS.

Year	Female	Male	White	Black	Hispanic	Other	Unknown
2014-2015	18	17	11	1	1	1	1
2015-2016	18	17	11	1	1	1	1
2016-2017	18	17	11	1	1	1	1
2017-2018	18	17	11	1	1	1	1
2018-2019	18	17	11	1	1	1	1
2019-2020	18	17	11	1	1	1	1
2020-2021	18	17	11	1	1	1	1
2021-2022	18	17	11	1	1	1	1
2022-2023	18	17	11	1	1	1	1
2023-2024	18	17	11	1	1	1	1



Methods

Sample

- 35 attempted interviews.
- Sample Size: 11 participants (10 parent/guardians, 1 community professional.)
- Age Range of Student: 3 high school, 3 middle school, and 4 elementary.
- 6 receive special services, 4 do not receive special services.
- Ethnicity of Student: 2 Black, 2 American Indian, 5 for Two/More Races, 1 for all other races.
- Reasons for OSS: 5 for violence, 3 for disruption, 1 for drugs, and 1 for threat.
- Re-Entry Meetings: 7 had them, 3 did not.

Procedures

- Calls were made to guardians of students who have been suspended asking if they wanted to participate.
- Qualitative interviews with parents/guardians were done over the phone or in person.

Current Strengths

- Understanding why the suspension was given and comfortable with their children receiving consequences.
- Programs/interventions such as, PAWS and class on ATOD to go along with discipline
- Principals that listened to the student, involved the parent, and addressed the behavior in a positive manner.
- Re-entry meetings where information was shared, they were asked for their ideas, & concern was shown.

Prevention & Alternatives

- Change schedule, separation.
- Meet with involved students to problem solve.
- Increasing supervision in the lunchroom, hallways, etc.
- Help kids meet mental health needs.
- Alternatives: PAWS Program, community service, detention, and ISS

Possible Improvements

- Provide homework, it's not easy to show kids that OSS is not a vacation.
- Communication and transportation, especially for parents who do not have easy access.
- Kids who receive special services need more help to understand how/why the incident and/or suspension occurred.
- Listen to kids and understand the context of the situation.

Additional Findings

- 4 of the 10 shared they felt the suspension was either unfair, for "small things", the result of an unmet mental health need, or a response to bullying.
- The degree to which parents perceived they were involved in problem solving varied across schools, race, special education status, and age.

Strengths:

Positive re-entry practices, Showing concern, restorative options, professionalism/customer service, asking/listening to ideas, offering supports, intervention along with suspension

Improve / ideas:

Staff perception of restorative process vs punishment, sped training/improve on behavior plans

Training on: anti-bias, cultural responsiveness, anti-racism, and being trauma informed

Consistency across district: Response and procedures, data based decision making, problem solving with student/staff involved in initial incident, tracking of kids doing right, minimum expectations/spaces/resources for alternatives across district

Parent Engagement: Offer taxis or rides, scheduled times or meetings off site, facetime, checklist for re-admit and pre-work.

Peer review of re-entry mtgs. Site-based follow up on oss process. Site data includes adults/locations making referrals.



6 Behavior Codes

See Handbook Edits:

Disruptive Disorderly Conduct / Insubordination

Bullying & Cyber-Bullying

Verbal Abuse

Harassment

Threat & Intimidation

Differentiating Between 6 Codes

Was the behavior threatening, intimidating, or hurtful ~ but ~ not best coded as a terroristic threat or an assault (not severe enough)?

Yes: Was it sexual in nature or involve targeting someone in a protected group?

Yes: Harassment

No: Is there a power difference, pattern and/or significant impact on learning?

Yes: Bullying or Cyber-Bullying

No: Was intent to harm or create fear/intimidation?

Harm: Verbal Abuse

Fear: Threat/Intimidation

No: Did the student refuse to comply with a rule or direction from a staff member?

Yes: Insubordination

No: Disruption

Notes:

Assault: Acting to cause fear in another of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another.

Terroristic Threat: A student shall not threaten to commit any crime of violence with the purpose of terrorizing another person(s).

Professional Development

Aug 2019: Training “reflection” and “stereotypes” (all)

2019-20: CARE Academy & Cultural Competency (relicensure)

Cultural Competency Training must include the following elements in a format fostering self reflection and discussion where the focus is on deepening the teacher’s own frames of reference, potential bias in these frames, and the impact of these frames on students, students’ families, and the school communities

- o Racial, cultural, and socioeconomic groups
- o American Indian and Alaskan native students
- o Religious diversity
- o Gender identity, including transgender students
- o Sexual orientation
- o Language diversity
- o Individuals with disabilities and mental health concerns
- o Systemic racism