C6 — Decreasing Discipline Disparities for Students with Disabilities

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Exemplar Presenters: Cindy Mehre and Kristi Schneeberger (Howard-Suamico School District; Green Bay, WI)

Key Words: Alternatives to Suspension, Behavior, Disabilities, Special Education
Outcomes

• By the end of the presentation, participants will be able to:

• (1) communicate about the harmful outcomes experienced by students with disabilities as a result of school disciplinary practices;

• (2) think systematically about addressing issues of inequity in disciplinary practices; and

• (3) modify or develop their systems for assessing equitable access and implementation of services for students with disabilities.
Agenda

• The “puzzling” picture of education for students with disabilities:
  – Basic definitions
  – Exclusionary Practices
  – Who is harmed by EPs?
  – How are EPs related to disproportionality?

• Exemplar: Meadowbrook Elementary
  – Discipline Data Overview
  – Alternatives to Exclusionary Practices
Definitions

“Students with disabilities refers to students who receive special education and related services under the Individuals with Disabilities Education Act (IDEA) and who receive related aids and services under section 504 of the Rehabilitation Act of 1973.”

Civil Rights Data Collection (2014)

Disproportionality is the “overrepresentation” and/or “under-representation” of a specific population in special education programs relative to the presence of this group in the overall student population.

National Education Association (2007)
Exclusionary Practices

“Removing students from typical instruction (or social environment) for a period of time in response to unwanted student social behavior.”

(Nese & McIntosh, 2016)

• Range of intensities
  - Brief timeout from classroom instruction
  - Cross-class timeouts
  - Sitting in the hall
  - Reflection rooms
  - Seclusion rooms
  - Office discipline referral
  - Detention
  - Suspension (i.e., ISS and OSS)
  - Expulsion (e.g., DAEP)
Who is most frequently harmed by EPs?

- Students of color
- Students in poverty and struggling academically
- Students at the intersection of race/ethnicity and disability
- Students with disabilities
The “PUZZLING” picture of education for students with disabilities

Is the Deck Stacked Against Students With Disabilities?
Is the Deck Stacked Against Students With Disabilities?

In the 2011-2012 school year, secondary students with disabilities were nearly 2x as likely to receive an out-of-school suspension than students without disabilities.

Of all students receiving out-of-school suspensions, 68% had disabilities, and 32% did not.
FIGURE 14: Percentage distribution of students receiving one or more out-of-school suspensions, by disability (IDEA)

(Civil Rights Data Collection, 2018)
FIGURE 16: Percentage distribution of students receiving an expulsion, by disability (IDEA)

(Civil Rights Data Collection, 2018)
FIGURE 3: Percentage distribution of students referred to law enforcement or subjected to school-related arrests, by disability (IDEA)

- Enrollment:
  - Students with disabilities (IDEA): 12%
  - Students without disabilities: 88%

- Referrals to law enforcement or school-related arrests:
  - Students with disabilities (IDEA): 28%
  - Students without disabilities: 72%

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The situation intensifies when race is added to the mix:

1 in 4 boys of color with disabilities & 1 in 5 girls of color with disabilities receive an out-of-school suspension.
Enrollment and Percent of One OSS for FEMALE students with disabilities across race/ethnicity (2013-2014)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Enrol.</th>
<th>OSS</th>
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<td>0.5</td>
<td>1.4</td>
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<td>Asian</td>
<td>0.8</td>
<td>0.5</td>
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<tr>
<td>Hispanic or Latino</td>
<td>7.7</td>
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<td>White</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td>Two or more races</td>
<td>1</td>
<td>3.1</td>
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Enrollment and Percent of One OSS for Male students with disabilities across race/ethnicity (2013-2014)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Enrol.</th>
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<td>0.9</td>
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<td>Black or African American</td>
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<td>0.3</td>
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<tr>
<td>Two or more races</td>
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85% of incarcerated youth in 2011 had disabilities that would make them eligible for special education services.
of youth incarcerated in juvenile justice facilities have disabilities (National Council on Disability, 2015).

- Learning Disability
- Emotional Disturbance
- Intellectual Disability

- Once incarcerated, the educational supports received by students with disabilities range from sub-par to absent (Burrell & Warboys, 2000).

- This lack of support keeps students further behind their peers upon release, setting them up for failure and recidivism (VanderPyl, 2015).
How are EPs related to disproportionality?

- Harsh & disproportionate discipline in schools for non-threatening behaviors are linked to:
  - School failure
  - Drop-out
  - Substance use
  - Incarceration

- Students miss:
  - Social skill building time
  - Being a part of a larger learning community
  - Academic instructional time
11 MILLION DAYS LOST
RACE, DISCIPLINE, AND SAFETY
AT U.S. PUBLIC SCHOOLS

PART 1

A JOINT REPORT BY THE CENTER FOR CIVIL RIGHTS REMEDIES OF UCLA’S CIVIL RIGHTS PROJECT
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<th>SDW-SWoD Days Lost Gap per 100</th>
<th>State</th>
<th>SDW-SWoD Days Lost Gap per 100</th>
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<tr>
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<td>29</td>
<td>ME</td>
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<td></td>
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<td>MT</td>
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<td>NC</td>
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<td>ID</td>
<td>8</td>
<td>ND</td>
<td>8</td>
<td>TX</td>
<td>18</td>
<td></td>
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</tr>
</tbody>
</table>

On average, students with disabilities “lose over 56 days of instruction per 100 students with disabilities enrolled” (Losen, 2018; Losen & Whitaker 2017).
Is the Deck Stacked Against Students With Disabilities?

In the 2011-2012 school year, secondary students with disabilities were nearly **2x as likely** to receive an out-of-school suspension than students without disabilities.

Of all students receiving out-of-school suspensions, **68%** had disabilities and **32%** did not.

Students with disabilities represented:

- **12%** of the total student population
- **58%** of those placed in seclusion
- **75%** of those physically restrained at school

The situation intensifies when race is added to the mix:

- **1 in 4** boys of color with disabilities receive an out-of-school suspension
- **1 in 5** girls of color with disabilities receive an out-of-school suspension

**85%** of incarcerated youth in 2011 had disabilities that would make them eligible for special education services.

“Administrators don’t suspend kids because they love kicking kids out of school. It happens because they don’t know what else to do.”
Meadowbrook Elementary School

- Meadowbrook Elementary School is 1 out of 5 elementary schools in the Howard-Suamico School District, northwest of Green Bay, WI.

- **Enrollment 499 students K-4**
- 85% Caucasian
- 7% Multi-racial
- 3% Hispanic/Latino
- 2% Asian
- <1% American Indian/Alaskan Native
- 11% children with disabilities
Bulldog Way Timeline

• 2008-Present: Nonviolent Crisis Intervention Training
• Fall of 2013: Began Implementing PBIS
• 2013-2016: Received Soaring Grant
• 2014-2015: PBIS Tier II Training
• 2015-2016: Began Tier II Interventions
• 2015-2016: Susan Hentz- co-teaching seminar district-wide 2017 worked exclusively with Meadowbrook Teams
• 2018-2019: All staff trained in Trauma Sensitive Practices
• 2019-2020: Safe and Civil Schools
“Normally, I'm home-schooled, but I'm here because I've been suspended for a few days.”
1. Suspension Gap
   - Suspension Rate GAP between students with and without IEPs **DECREASED** from 2014-15 to 2017-18

2. Reading Proficiency
   Reading Proficiency on Wisconsin Forward Exam Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced and Proficient</td>
<td>4.5%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>50.0%</td>
<td>29.2%</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>565 (SWD = 58)</td>
<td>524 (SWD = 70)</td>
</tr>
<tr>
<td><strong>Majors</strong></td>
<td>367</td>
<td>254</td>
</tr>
<tr>
<td><strong>Minors</strong></td>
<td>866</td>
<td>562</td>
</tr>
<tr>
<td><strong>All referrals</strong></td>
<td>1233</td>
<td>816</td>
</tr>
<tr>
<td><strong>Physical Aggression</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>With IEP</strong></td>
<td>12 students;</td>
<td>6 students;</td>
</tr>
<tr>
<td></td>
<td>468 referrals</td>
<td>127 referrals</td>
</tr>
<tr>
<td><strong>Without IEP</strong></td>
<td>161 students;</td>
<td>118 students;</td>
</tr>
<tr>
<td></td>
<td>765 referrals</td>
<td>689 referrals</td>
</tr>
</tbody>
</table>
How did we get these outcomes?

1. Personalized learning
2. Mindshift among all faculty and staff
3. Delivery of services for students with special education needs
4. Focus on PBIS and SEL
Traditional Learning

**Looked like:**
- Students seated in rows
- Teacher Led/Teacher Driven
- Everyone receives exact instruction/curriculum
Personalized Learning

Now, it looks like:
• Students select space/seating which they learn best
• Student driven/voice and choice, goals
• Curriculum is differentiated to meet their personal needs.
Building Mindshift

• **All REALLY means All**

• **Universal Design for Learning (UDL)**
  - Observed other schools
  - Environment has changed (no longer have chairs in rows)

• **Individual Student Profiles**
  - Identifying strengths, learning preferences, barriers to success, and student goal
  - Not a cookie-cutter approach

• **Voice and Choice**
Delivery of Services for Students with Special Education Needs

- Strategic placement of students based on their needs
  - e.g., academic, relationship, and pro-social skills
- Co-teaching opportunities
- Shifted to having 1 primary behavioral special education teacher
  - evolved into a more self-contained/specially designed instruction in social skills within every environment.
- Child Study Team (CST)
  - Weekly meetings based on academics and behavior
**PBIS/Social Emotional Learning**

- **Tier I** Universal Expectations with acknowledgments for displaying the expected behaviors (Very Strong Universal Level)
- Teaching perseverance

<table>
<thead>
<tr>
<th>School Year</th>
<th>Enrollment</th>
<th>0 ODRs</th>
<th>% 0-1 ODRs</th>
<th>% 2-5 ODRs</th>
<th>% 6+ ODRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>565</td>
<td>392</td>
<td>83.54%</td>
<td>9.56%</td>
<td>6.90%</td>
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<tr>
<td>2016-17</td>
<td>524</td>
<td>400</td>
<td>85.50%</td>
<td>8.02%</td>
<td>6.49%</td>
</tr>
<tr>
<td>2017-18</td>
<td>519</td>
<td>412</td>
<td>88.44%</td>
<td>7.71%</td>
<td>3.85%</td>
</tr>
<tr>
<td>The Bulldog Way</td>
<td>Community Circle</td>
<td>Lining up</td>
<td>Attentive Listening</td>
<td>Independent Work Time</td>
<td>End of the day</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>-----------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Body Basics</td>
<td>(Body Basics) Keep our hands and feet to yourself</td>
<td>Body Basics</td>
<td>Body Basics</td>
<td>Body Basics</td>
</tr>
<tr>
<td></td>
<td>Sit in a circle-knee to knee</td>
<td>Keep our hands and feet to yourself</td>
<td>Legs crossed</td>
<td>Stay in your work area</td>
<td>Sit in assigned seat</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Be kind to one another</td>
<td>Use Voice Level 0</td>
<td>Mind focused on speaker</td>
<td>Use Voice Level 0</td>
<td>Use Voice Level 0</td>
</tr>
<tr>
<td></td>
<td>Attentive Listening</td>
<td>Stay in our line spot.</td>
<td>Eyes on speaker</td>
<td>Don't disturb other students' learning</td>
<td>Clean up all areas</td>
</tr>
<tr>
<td></td>
<td>Use Voice Level 0</td>
<td>Use listening ears</td>
<td>Voice level 0</td>
<td>Work on your goals</td>
<td>Help one another</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Hold the talking token by your heart</td>
<td>Walk with the class</td>
<td>Use your GRIT</td>
<td>Work the entire time</td>
<td>Complete responsibility log</td>
</tr>
<tr>
<td></td>
<td>Use microphone appropriately</td>
<td>Face Forward at all times</td>
<td>Mistakes are ok</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Right to Pass</td>
<td>Sit up tall in your assigned seats</td>
<td></td>
<td></td>
<td>Put papers in folders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Take water bottle home</td>
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</table>
## Tier II Intervention Data

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Updated info gathered</th>
<th>Primary Concern</th>
<th>Behavior Function</th>
<th>2nd: always both CICO &amp; SAIG</th>
<th>Start Date</th>
<th>End Date</th>
<th>% met goal</th>
<th>3rd Tier 2 Intervention Mentoring</th>
<th>Start Date</th>
<th>End Date</th>
<th>What was the %</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.B</td>
<td>1</td>
<td>1/14/19: Starting Prevea counseling in Jan</td>
<td>continue CICO</td>
<td>physical with peers</td>
<td>Prevea counseling and SC work with guardian</td>
<td>Nov 2019</td>
<td></td>
<td>meeting goal around 90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.M.</td>
<td>1st</td>
<td>3/21/19 Prevea Intake appt; Inconsistent, good after ISS. SRO involved</td>
<td>Emotions/trauma</td>
<td>defiance</td>
<td>home life, does better when dad is home</td>
<td>5/13/19: Point sheet with reg ed TC; Fall SRT follow up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.W.</td>
<td>3rd</td>
<td>3/21/19 Prevea Intake appt; Inconsistent, good after ISS. SRO involved</td>
<td>adult attention</td>
<td>continue as of Nov</td>
<td>CICO, may start therapy at school still no paperwork Dec</td>
<td>Sept 2018</td>
<td></td>
<td>Dec: sporadic, all or nothing</td>
<td>student advoc. daily 15 minutes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>G.K.</td>
<td>2nd</td>
<td>1/14/19: Starting Prevea counseling in Jan</td>
<td>continue CICO</td>
<td>physical with peers</td>
<td>Prevea counseling and SC work with guardian</td>
<td>Nov 2019</td>
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<td>meeting goal around 90%</td>
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</tbody>
</table>
First Day Jitters

Julie Danneberg
Illustrated by Judy Love
ALL REALLY means ALL
Tier II Interventions

1. Staff Commitment - All REALLY means All
2. Check-in/Check-out
   - Successes and failures
3. Social/Academic Instructional Group (SAIG Groups)
4. One-One Interactions
5. Morning Movement Group
   - PE teacher and counselor 3x’s per week
6. Restorative Justice vs. Suspension (J.D.)
7. Suspension/Consequences
   - What is our short term goal for the student?
   - What does the student need to be successful in school?
   - What intervention seems the most appropriate?
8. Safe and Civil Schools
Silver Bullet/Magic Wand
Questions
Contact Information

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