

# COLLABORATIVE PLAN AND FUNDING CONTINUATION APPLICATION For Special Education Cooperatives

## Indicator D – Suspension Rates

*Updated 11-30-07*

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Liz Storey

Member Districts  
Allen County

Barren County

Bowling Green Ind.

Butler County

Caverna Ind.

Cumberland County

Edmonson County

Glasgow Ind.

Member Districts  
Green County

Hart County

Logan County

Metcalfe County

Monroe County

Russellville Ind.

Simpson County

Todd County

Member Districts  
Warren County

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Federal Fiscal year 2008  
School Year 2007-2008

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| <b>Indicator<br/>D</b> | <p>(SPP 4, p.34) Rates of suspension and expulsion</p> <ul style="list-style-type: none"> <li>● Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and</li> <li>● Suspension rates for students with disabilities are comparable to suspension rates of students without disabilities</li> </ul> |
|------------------------|--|

**1. Analyze the data relevant to the indicator. Discuss any additional data that has been gathered.**

Rates of suspension over 10 days are very low in this region. The district with the highest rates of suspensions over 10 days was only 0.77%. Six districts suspended no students over 10 days. However, two districts met the criteria for significant discrepancy. It should be noted, however, that the incidents are so low that data fluctuates widely from year to year. Last year only one district had a significant discrepancy and it was not one of the two districts with a significant discrepancy this year.

Suspension rates as reported on the KCMP are significantly below the state average (almost 3% below for students with disabilities). However, students with disabilities are suspended at twice the rate (8.1%) as students without disabilities (4.38%). This is an area of concern. Also of concern is the fact that while rates of suspension for students without disabilities have been falling for the past three years, the rates for students with disabilities have increased during that same time period. When reviewing suspension rate data by district, we find that 11 of 17 districts suspend students with disabilities over 2% more than students without disabilities which is comparable to the region and statewide pattern.

There are 96 A1 schools in the Caveland region. Of those, 28 are currently involved with the Kentucky Center for Instructional Discipline.

**2. What are the possible root causes for the regional performance?**

In meetings with cooperative consultants (August 20) and Advisory Council members (August 23) several root causes were identified. They include:

- Lack of schoolwide positive behavioral supports
- Lack of creative solutions for discipline issues
- School staff personalize behavioral problems
- Transition to Teaching teachers tend to suspend more students due to lack of training
- Many teachers have a lack of skill in classroom management strategies
- Explosive situations are occurring more often in some schools
- There are more significant mental health issues in schools
- Collaboration has increased suspensions in some districts
- Teachers are not always chosen carefully for collaboration situations
- Some collaboration classrooms have too great a percentage of special education students

**3. What regional needs have been identified and prioritized?**

Possible root causes fell into two larger priority areas. The first area is the need for schoolwide, systemic procedures for supporting positive behavior. Because that work is already being done by the Kentucky Center for Instructional Discipline, it was agreed that Caveland will partner with KCID to support that work in the region. Caveland consultants will work to increase the number of districts involved with KCID by 24.

The second priority area is the need to intensify training and support for teachers in collaborative settings around differentiated instruction. Caveland has provided professional development on

collaboration for all 17 of our districts. However, only 17 out of 96 schools have participated in the Differentiated Instruction training module. We will train an additional \_\_\_\_\_ schools during the 07-08 school year.

**4. List activities that will be conducted to maintain or improve regional performance in the table below.**

| Strategies/Activities   | Responsible Person(s)                           | Timelines | Update |
|---|---|-----------|--------|
| <b>Administrative Support</b>   |   |           |        |
| 1. Investigate alternatives to suspension options and share with districts.   | Shea Rogers<br>Pam Coe                          | 3/07      | I - C  |
| 2. Compare suspension rate data to KCID involvement (by school) and also to presence of an alternative school in the district.  | Shea Rogers<br>Pam Coe                          | 3/07      | IP - O |
| 3. Identify which districts have proactive flagging systems and interventions to give support to students prior to being suspended.   | Shea Rogers<br>Pam Coe                          | 11/06     | IP - O |
| 4. Continue to investigate root causes for regional suspension rates.   | Pam Coe   | 10/06     | I - O  |
| <b>Professional Development/Technical Assistance</b>  |   |           |        |
| 5. Provide training and technical assistance on the following: <ul style="list-style-type: none"> <li>• Conducting functional behavior assessments and developing and implementing behavior support plans.</li> <li>• Effective alternatives to suspension</li> <li>• Effective interventions for low socioeconomic students (e.g. Ruby Payne)</li> <li>• Interventions for students with intensive behavioral needs (e.g. Mandt)</li> <li>• Applied Behavior Analysis</li> <li>• Classroom Management</li> </ul> | Shea Rogers<br>Deb Myers<br>LeAnn<br>Marksberry | Ongoing   | I - O  |
| <b>Networking/Collaborating</b>   |   |           |        |
| 6. Provide support for the regional Behavior Support Team   | Shea Rogers                                     | Ongoing   | I - D  |
| 7. Collaborate with the Kentucky Center for Instructional Discipline  | Shea Rogers                                     | Ongoing   | IP - O |
| 8. Attend meetings of the Regional Interagency Council representing districts in the Barren River Area Development District.  | Shea Rogers                                     | Ongoing   | I - O  |

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|---|---|--------------|--------------|
| <p>9. Support an annual meeting of the Barren River Community Partners</p>  | <p>Pam Coe<br/>Shea Rogers</p>            | <p>10/06</p> | <p>I - C</p> |
| <p><b><u>New Activities</u></b></p>   |   |              |              |
| <p><b><i>1. Provide information to districts about KYCID.</i></b></p>   | <p><i>All</i></p>                         |              |              |
| <p><b><i>2. Participate in training conducted by KYCID on general principles of the project and the SWIS data collection system.</i></b></p>  | <p><i>All</i></p>                         |              |              |
| <p><b><i>3. Conduct walk-throughs for KYCID when in buildings for other purposes and submit that data to KYCID for analysis.</i></b></p>  | <p><i>All</i></p>                         |              |              |
| <p><b><i>4. Contact schools who have participated in collaboration training but have not yet had training in differentiated instruction and conduct DI training for them.</i></b></p>   | <p><i>Shea Rogers,<br/>Liz Brewer</i></p> |              |              |
| <p><b><i>5. Sponsor a year long training initiative on “Secondary Interventions” to district teams. Training will include 4 days throughout the year by KYCID staff. Caveland consultants will offer support and follow-up.</i></b></p> | <p><i>Deb Myers<br/>Shea Rogers</i></p>   |              |              |

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| <p>I=Implemented<br/>IP=Implemented Partially<br/>NI=Not Implemented</p> | <p><u>Update Codes</u><br/>C=Completed<br/>O=Ongoing<br/>D=Discontinued</p> | <p>New Activities in <b><i>bold italics</i></b></p> |
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