

1125-VP-1646      **Shandy Hauk\*** ([shauk@wested.org](mailto:shauk@wested.org)), 400 Seaport Court Ste 222, Redwood City, CA 94063.  
*Mathematics and Disparate Discipline Cases in the Office for Civil Rights.*

The mission of the U.S. Department of Education, Office for Civil Rights (OCR) is to “ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation’s schools.” Part of OCR work is to investigate possible disparities in disciplinary treatment. In-school suspension removes a student from the classroom while still allowing school staff immediate oversight of learning. Out-of-school suspension removes a student from classroom and school, often interrupting learning opportunities. Consider the case of a particular year at Rosa Parks Elementary. In the Civil Rights Data Collection (CRDC) database, the 672 students in the school were identified as 592 Hispanic, 64 Black, 10 White, 4 Asian, and 2 in two or more of these groups. That year, all 7 in-school suspensions were of Hispanic students as were 8 of the 13 out-of-school suspensions. The remaining 5 out-of-school suspensions were of Black students. What does examining these data tell us about the equity or disparity in disciplinary treatment of students? The presentation gives examples from lessons on (a) using basic statistics, (b) proportional reasoning, and (c) framing additional questions to draw conclusions and develop next-steps for examining such scenarios. (Received September 18, 2016)