ADDRESSING 4SHB 1541

Vancouver Public Schools
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FACILITATORS

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OUTCOMES

Using student story, we will share strategies for promoting **interconnectivity and alignment** of our equity and excellence work across **strategic initiatives**.

You will learn

- Actionable steps to address 4SHB1541
- How 4SHB1541 supports students through culturally responsive practices
- Identify data to inform practice
The focus of **HB 1541** is to **reduce** the length of time students of color are excluded due to suspension and expulsion; to provide students support for **reengagement**; and to analyze the opportunity gap through deeper disaggregation of student demographic **data**.
Part I Questions to Consider

- What do you like about what happened?
- What would you do differently?
Julio, an 8th grade student, has been late to school 10 days this month. Initially the attendance clerk worked hard to greet him with a smile as he walked in the door and say she was glad to see him at school.

As the days went by, Julio seemed increasingly annoyed with the attendance clerk greeting him and, while not mean to her, did not respond in a polite manner. By the 10th day of tardiness, the attendance clerk was feeling frustrated with Julio’s frequent tardiness and bad attitude. “Must be nice to be able to come to school whenever you want,” she said.

Julio sneered at her and replied, “F*%@ you, B-.” The DRO just happened to be passing by, and stepped in to see what was going on. Julio’s behavior escalated, and he ended up being restrained and taken into the office kicking and screaming.
Part II Question to Consider

- What might you consider to support Julio?
Julio continues to be frequently tardy to school. He is also becoming more disruptive in class, and his teachers have commented to you that he frequently wears the same clothes.

When he’s not being disruptive, he is often not doing any work and occasionally sleeps in class. Calls home have gone to voicemail with no reply call.
Part III Question to Consider

- What do you think will happen to Julio?
PART 3: Julio

Julio has been seen hanging out with a new group of students who are known to come to school high and may be gang-affected.

He continues to be disruptive in class by refusing to do work and talking rudely to his teachers.

His grades have slipped and his teachers are concerned.

Julio’s behavior at school becomes so disruptive that he eventually gets expelled.
Julio was born in the U.S., but his parents came to the U.S. illegally. Julio’s dad was abusive to his mother and at times to him. When his dad started abusing his little sister, Julio called the police.

Because of the police involvement, Julio’s dad was deported. Julio’s mom now must run the family business on her own. She works long hours, morning to night. Julio has stepped up to care for his younger sister and brother. He gets them up in the morning and makes sure they get to school, which causes him to be late often. After school, he cares for his siblings: he makes sure they have dinner and puts them to bed at night.

His relationship with his mother is strained. Even though she never says it, Julio feels that she blames him for his dad being deported.
There are many students with a story similar to Julio’s. VPS, OSPI, and the legislators in our state want a different ending for their stories.
“Integrated student supports (ISS) are a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement.”

- Child Trends
Integrated Student Supports
Family-Community Resource Centers
FAMILY-COMMUNITY RESOURCE CENTERS

A place within a community school where students and families can access resources and services to address unmet basic needs and other non-academic barriers to learning.
FAMILY SERVICES
FAMILY ENGAGEMENT
STUDENT ENRICHMENT
COMMUNITY ENGAGEMENT
Safe & Supportive Schools

Behavior RtI (MTSS?)
- PBIS
- Restorative Practices
- Mental Health Services
  - Agency Partnerships
  - Clinical Psychologist
- Prevention Intervention (Substance use disorders)
  - Agency Partnerships
  - ESD 112

Culturally Responsive Education
- System of Oppression
- Racial Identity (WSU-Vancouver)
Reteaching Treatment

Meaningful Accountability

Responsive Discipline

Restore Repair Re-engage

Adapted from Napa Valley Unified School District PBIS Leadership Forum, Chicago 2014
Behavior RtI: Integrated Student Supports: PBIS, Restorative Practices and Social-Emotional Learning

**Tier I:** The foundations of a Healthy Core emphasizes a welcoming and supportive school climate, culturally responsive education, positive classroom practices, and authentic social-emotional learning.

### Procedures
- A formed Tier I Team
- Parent Notification & Communication
- Universal Screening
- OSPI SEL Benchmarks & ISTE Standards
- Office Discipline Referral (ODR) Triage, including ATOD

### Problem Solving Structure
Teams adopt & utilize RtI Problem Solving Model:
1. Problem Identification
2. Problem Analysis (Student Engagement, Curriculum, Environment)
3. Design Effective Interventions
4. Evaluate Responsiveness

If responding (meets expectation): Continue high quality culturally responsive educational practices
If not responding: Consider providing Tier II support (this may be in-class, walk to intervention, or pull out)

### Foundations of a Healthy Core

<table>
<thead>
<tr>
<th>Tier</th>
<th>Practices</th>
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</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>Common Agreements</td>
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<td></td>
<td>School-wide social lessons</td>
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<td></td>
<td>School-wide Recognition System</td>
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<td></td>
<td>Classrooms aligned with school-wide agreements &amp; expectations</td>
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<td></td>
<td>Community Circles</td>
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<td></td>
<td>High Probability Instructional Practices</td>
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</tbody>
</table>

### Curriculum Resources

**Elementary**
- Circle Forward, Incredible Flexible You
- Julia Cook books, Mind Up, Second Step, Step & Think, Zones of Regulation

**Middle**
- Circle Forward
- Career Cruising
- Life Skills

**High School**
- Circle Forward
- Career Cruising
- Project Success

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**Tier II:** Supplemental instructional and/or behavioral supports are provided for students when data suggests the need for more explicit or additional teaching and support.

### Procedures
- Re-teach Core, re-teach SEL Standards
- Parent notification
- Intervention oversight
- Team-based Data review, 3 or more majors
- ODR Triage, including ATOD
- Collaborative and/or Function-based Problem Solving

### Problem Solving Structure
Teams utilize RtI Problem Solving Model:
1. Problem Identification
2. Problem Analysis (Engagement, Curriculum, Environment, Learner)
3. Design Effective Interventions
4. Evaluate Responsiveness

If responding (progressing towards growth goal): Fade supports or continue Tier II support
If not responding (after data review): Evaluate effectiveness of Tier II and revise or move to Tier III
Collaborate or refer to Core Team, create an Action Team

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### Curriculum Resources

**Elementary**
- Skill Streaming

**Middle**
- Skill Streaming
- Why Try
- Life Skills

**High School**
- Skill Streaming
**Tier III: For students in need of individualized, explicit, responsive instruction & intervention**

**Tier III, Responsive Support**

**Procedures**
- Intervention oversight
- Supplemental vs Replacement
- Parent engagement in behavior support processes
- Parent permission for students <13 (mental health)
- Student permission if >12 (mental health)
- Support Plans supported through Action Team
- Collaborative and/or Function-based Problem Solving
- Restorative approaches to Re-engagement

**Tier III Practices**
- Action Team Processes & Consultation
- Individualized and Small group work
- Mental health/ATOD Screening & Assessment
- Individual and small group counseling
- Action Team
- Agency networking/referral

**Problem Solving Structure**

Core Team utilize RtI Problem Solving Model:
1. Problem Identification
2. Problem Analysis (Engagement, Curriculum, Environment, Learner)
3. Design Effective Interventions
4. Evaluate Responsiveness

If responding (progressing towards growth goal): Fade supports or continue Tier III support
If not responding (after data review): Evaluate fidelity of Tier III and revise, continue to access support from Core/Action Team, may consider referral to special education

**Intervention Resources**
- Safe & Supportive Coaching
- Restorative Practices Specialist
- Clinical Psychologist Consultation
- Behavior Specialist Consultation

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Document adopted by SCT Leadership Team, 3/8/18

Implementation of this model requires action planning based upon Tiered Fidelity Inventory
Change Discipline Practices
- Policy
- Hearing process transformed
- Repairing our community (building hope, opportunity and agency) for all students
- Increasing accountability across hierarchy

Train Staff to Become Culturally Competent
- Clerks, secretaries, district resource officers, bus drivers, para educators,
- Associate principals
In 2010-11, Julio’s story would have ended at the expulsion, unless the family requested a hearing to get Julio back into school.

In 2017-18 Julio’s story had a different ending because of our changed practice. Instead of withdrawing Julio because he was expelled, the school continued to provide educational services for him until he was placed in another school. We reached out to his family within a couple of days of the due process to schedule a placement hearing to get Julio back into school.

Safe & Supportive staff was invited to the hearing to focus on creating a re-engagement plan and provide a system of support for Julio to transition to his next school with their assistance.
Data to Watch

- On-time-graduation
- Attendance
- Discipline
## 2020 District Performance Scorecard
### 2016-2017 School Year

<table>
<thead>
<tr>
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<tr>
<td>Elementary Milestones&lt;br&gt; 1st graders meeting grade level standards on the i-Ready Spring Reading Assessment</td>
<td>n/a</td>
<td>44%</td>
<td>48%</td>
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<td>-</td>
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<td>3rd graders meeting grade level standards on the i-Ready Spring Reading Assessment</td>
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<td>5th graders meeting grade level standards on the i-Ready Spring Math Assessment</td>
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<td>60%</td>
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<td>Middle School Milestones&lt;br&gt; 6th graders with no D or F marks in math or language arts</td>
<td>62%</td>
<td>62%</td>
<td>60%</td>
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<td>-</td>
<td>78%</td>
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<td>8th graders with a C or better in Pre-Algebra or above</td>
<td>81%</td>
<td>82%</td>
<td>81%</td>
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<td>90%</td>
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<tr>
<td>High School Students On Track to Graduate&lt;br&gt; 9th graders with 6 high school credits</td>
<td>72%</td>
<td>69%</td>
<td>71%</td>
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<td>85%</td>
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<td>11th graders who have met all state testing requirements</td>
<td>74%</td>
<td>70%</td>
<td>71%</td>
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<td>81%</td>
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<td>11th graders with 18 high school credits</td>
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<td>55%</td>
<td>55%</td>
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<td>69%</td>
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<tr>
<td>On-time (4-year) graduation rate</td>
<td>80%</td>
<td>80%</td>
<td>82%</td>
<td>-</td>
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<td>90%</td>
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<tr>
<td>Extended (5-year) graduation rate</td>
<td>79%</td>
<td>85%</td>
<td>85%</td>
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<tr>
<td>Students Ready for College and Career&lt;br&gt; 11th and 12th graders enrolled in an opportunity to earn college credit</td>
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<td>56%</td>
<td>66%</td>
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<td>11th and 12th graders eligible to earn college credit</td>
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<td>33%</td>
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<td>High school students who are &quot;college-ready&quot; as determined by SBA ELA</td>
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<td>72%</td>
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<td>High school students who are &quot;college-ready&quot; as determined by SBA Math</td>
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<td>Graduates enrolled in post-secondary education (year following graduation)</td>
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<td>Climate and Culture&lt;br&gt; Kindergartners at or above 90% attendance</td>
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<td>77%</td>
<td>75%</td>
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<td>Elementary students at or above 90% attendance</td>
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<td>6th graders at or above 90% attendance</td>
<td>77%</td>
<td>80%</td>
<td>78%</td>
<td>-</td>
<td>-</td>
<td>90%</td>
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<tr>
<td>Middle school students at or above 90% attendance</td>
<td>73%</td>
<td>77%</td>
<td>74%</td>
<td>-</td>
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<td>9th graders at or above 90% attendance</td>
<td>68%</td>
<td>70%</td>
<td>67%</td>
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<td>90%</td>
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<td>High school students at or above 90% attendance</td>
<td>55%</td>
<td>58%</td>
<td>62%</td>
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<td>90%</td>
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<td>6th graders without any suspensions or expulsions</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
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<td>95%</td>
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<tr>
<td>Middle school students without any suspensions or expulsions</td>
<td>89%</td>
<td>91%</td>
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<td>9th graders without any suspensions or expulsions</td>
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<td>94%</td>
<td>94%</td>
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VPS District Demographics
Discipline Data 2010-11 to 2016-2017

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<th>All</th>
<th>Black</th>
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<td>82%</td>
<td>90%</td>
<td>92%</td>
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<tr>
<td>2017</td>
<td>94%</td>
<td>89%</td>
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Goal: 95%
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<tr>
<th></th>
<th>ELL</th>
<th>Not ELL</th>
<th>SPED</th>
<th>Not SPED</th>
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<td>2011</td>
<td>93%</td>
<td>91%</td>
<td>81%</td>
<td>93%</td>
<td>88%</td>
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<tr>
<td>2017</td>
<td>94%</td>
<td>95%</td>
<td>88%</td>
<td>95%</td>
<td>92%</td>
<td>97%</td>
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<td>Year</td>
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<td>Hudson’s Bay</td>
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<td>2013</td>
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<td>2017</td>
<td>82%</td>
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Working across strategic initiatives to promote interconnectivity and alignment for equity and excellence for all.