



January Curriculum Meeting

WELCOME

If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. -Chinese Proverb



INTRODUCTIONS



Complete this statement: Leading my district in teaching & learning is like this image because . . .

With an elbow partner:

- Introduce yourself. Share your completion of the statement and a BRIEF explanation..



Synectics

from *Groups at Work* by Lipton and Wellman

What

Make connections between two unlike things (an abstract idea and a visual, for example).

Why

On time/on task/on topic

Engage prior knowledge

Set tone for participation

Prompt new perspectives on important concept



Today's Inspiration

Camille Jones—WA State Teacher of the Year



Today's Topics



Social Emotional Learning



Resources at ESD for SEL



**Curriculum Coordinator
Updates**



Equity & Measures-HB1541





Social Emotional Learning: Jody DesBiens





Protocol-Key Concepts, Key Ideas



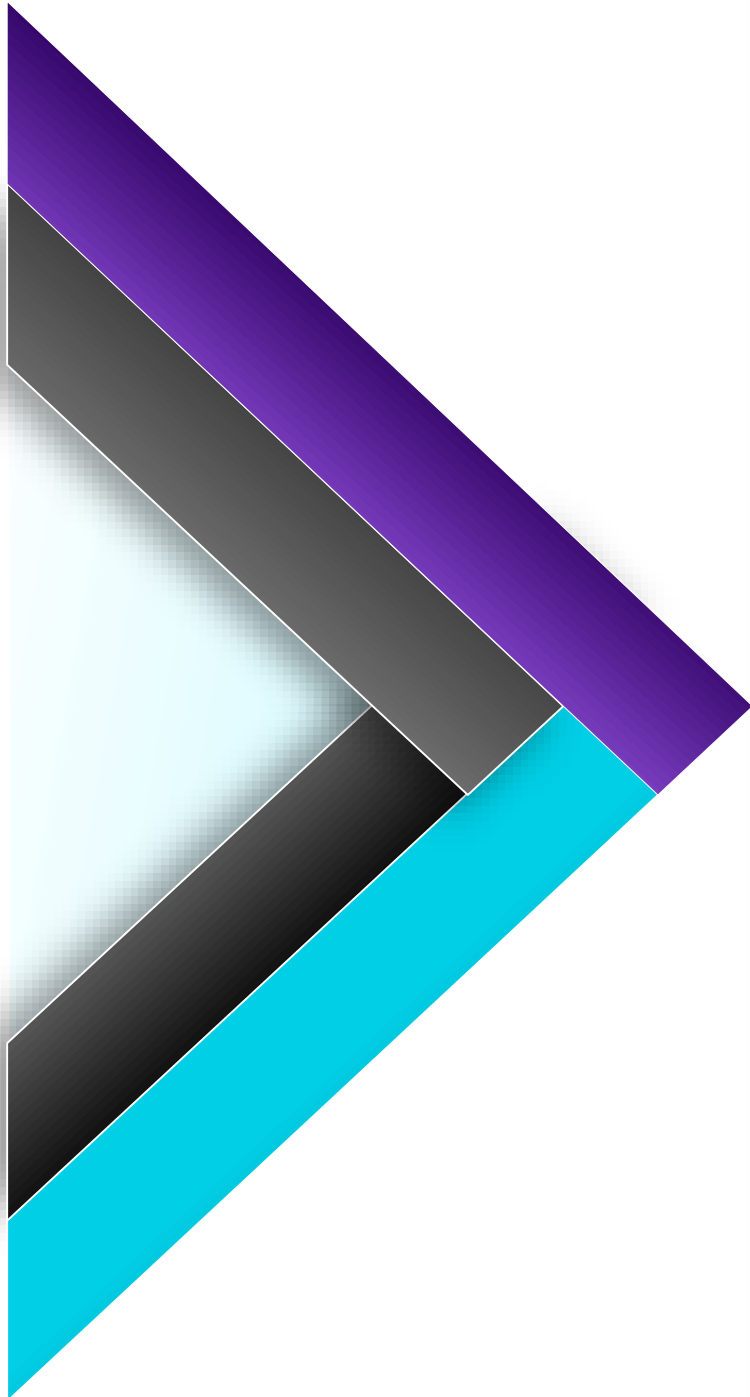
- Participants read and review the contents of the article:
- Addressing Social Emotional Learning in Washington's K-12 Public Schools”.
- Participants highlight or underline key concepts and ideas they would like to discuss with their teams. (5-10 minutes)
- Each participant then shares the concept or idea you would like to discuss. (2-3 minutes each)
- Identify new thinking or questions that have emerged.
- Share out.

- Modified from “Groups at Work” Lipton and Wellman, 2011.



Roundtable purpose:

- to connect with others in our region who have similar questions or needs
- to connect with others in our region who have questions that I may be able to help with
- to continue to learn about social emotional learning



RoundTable Topics

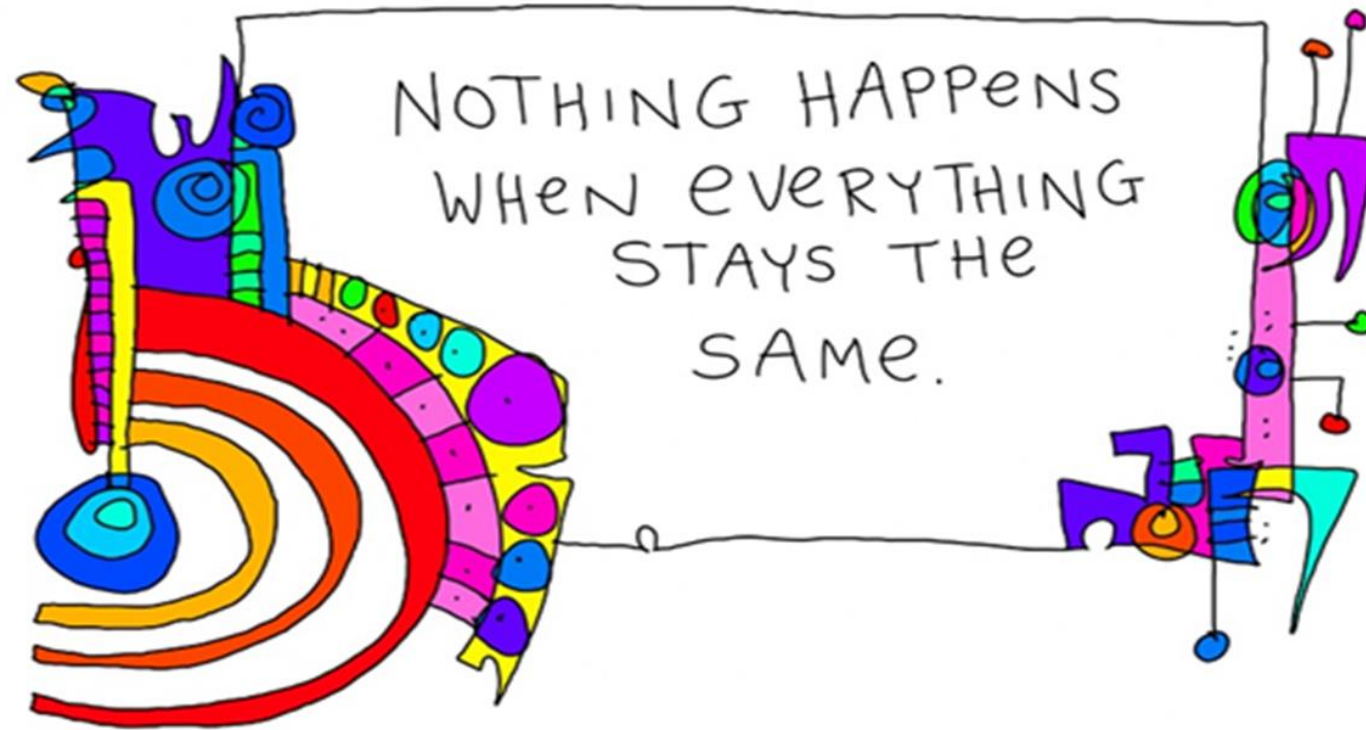
Restorative Practices

PBIS

Transition Programs



NWESD COORDINATORS UPDATE



@gapingvoid



Data Analytics, Equity, ESSA Updates

Accountability

PHASE II

Academic Indicators

Elementary

Proficiency

Growth

English Learner
Progress

Middle
School

Proficiency

Growth

English Learner
Progress

High
School

Proficiency

Growth

English Learner
Progress

School Quality or Student Success

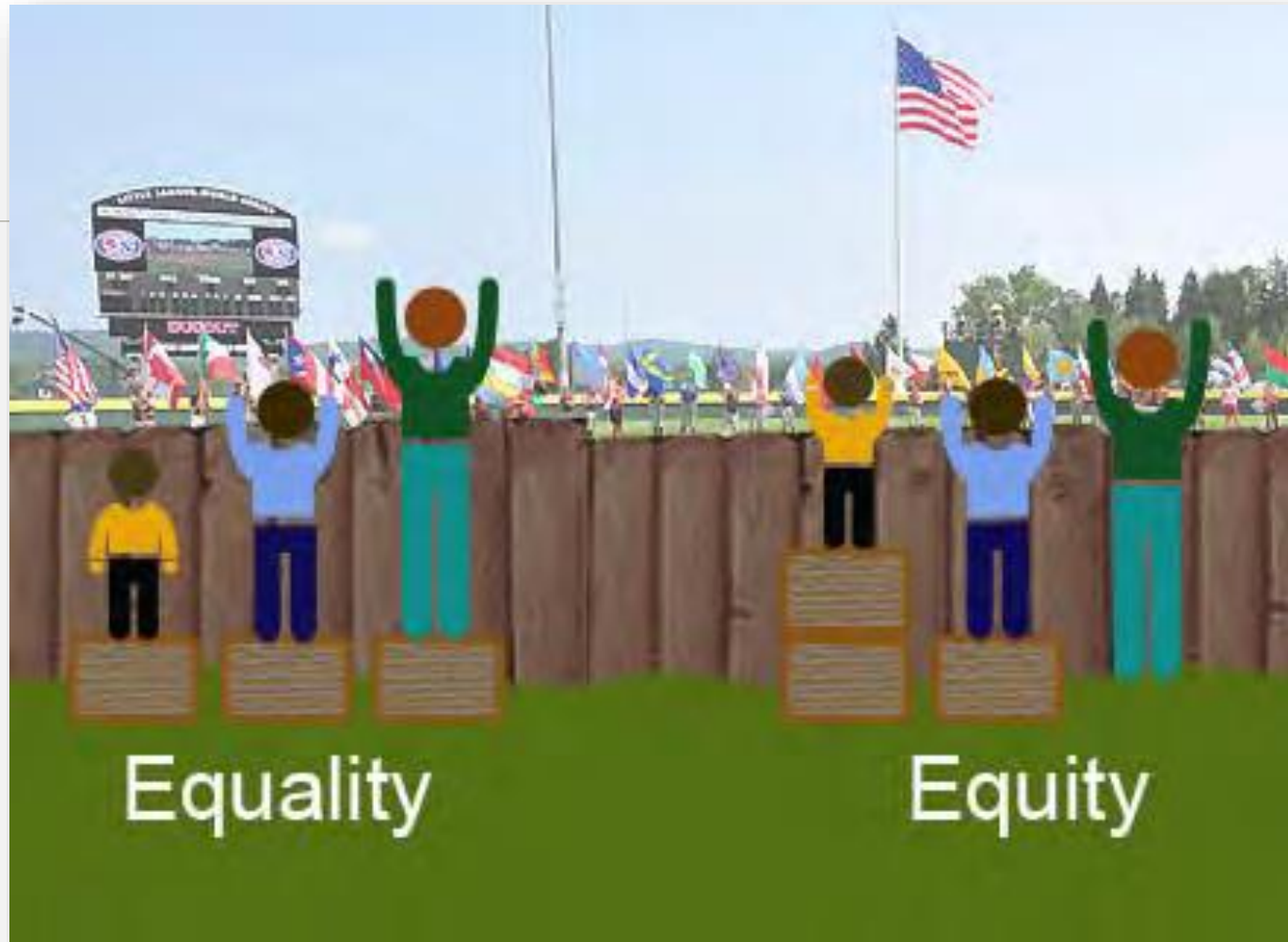
Chronic Absenteeism

Chronic Absenteeism

Chronic Absenteeism

9th Graders on Track

Advanced Course-Taking
+ Industry Certification



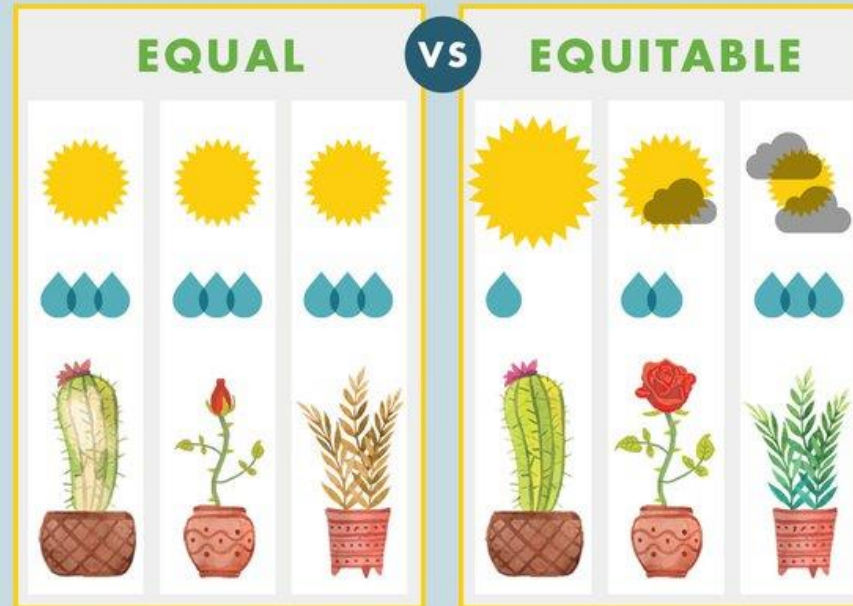
Equality

Equity





What is the Difference Between **EQUAL** and **EQUITABLE**?



We all need the same basic things to survive
— but we might need slight variations in the
conditions around us to truly thrive.

Learn more about
equitable preparation at:
<http://bit.ly/10m09CX>



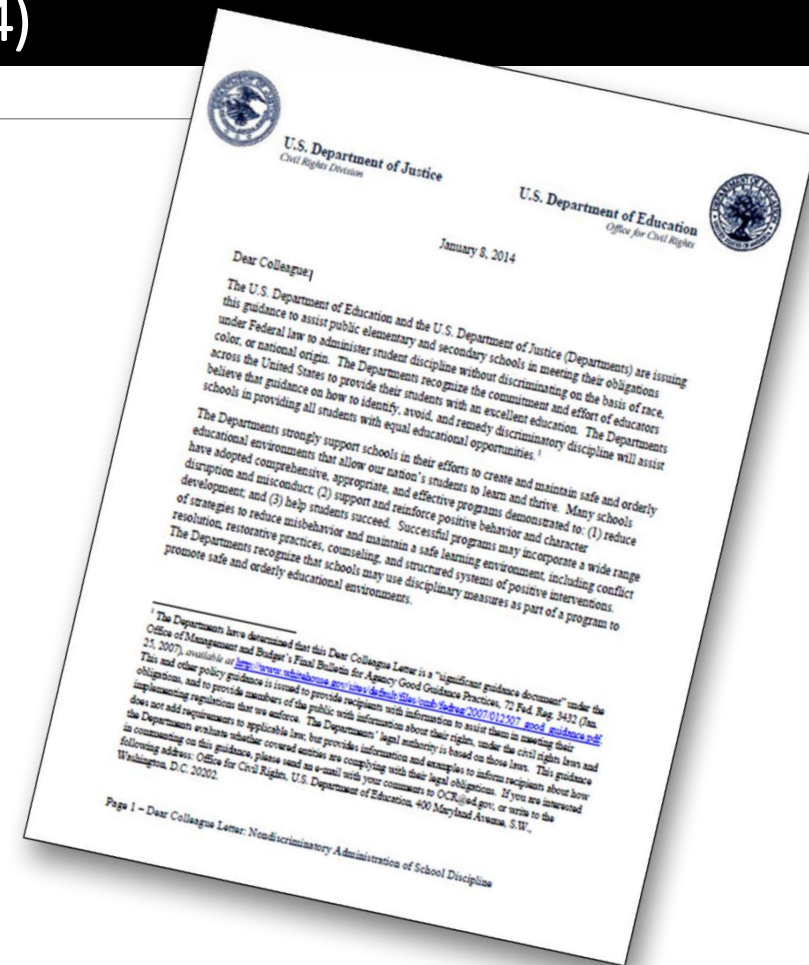
U.S. Department of Education Office for Civil Rights (OCR) & U.S. Department of Justice (DOJ) Office of Civil Rights

Dear Colleague Letter - (January 8, 2014)

The administration of student discipline can result in unlawful discrimination in two ways:

- (1) if a student is subjected to **different treatment** based on their protected class, or
- (2) if a policy is neutral on its face and is administered in an evenhanded manner but has a **disparate impact**, i.e., a disproportionate and unjustified effect on students of a particular protected class.

Under both inquiries, statistical analysis of the impact of discipline policies and practices on particular groups of students is an important ***indicator of potential violations***.



Dear Colleague Letter, January 8, 2014 (U.S. Departments of Education and Justice)
www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html

WAC 392-190-048

(effective December 19, 2014)

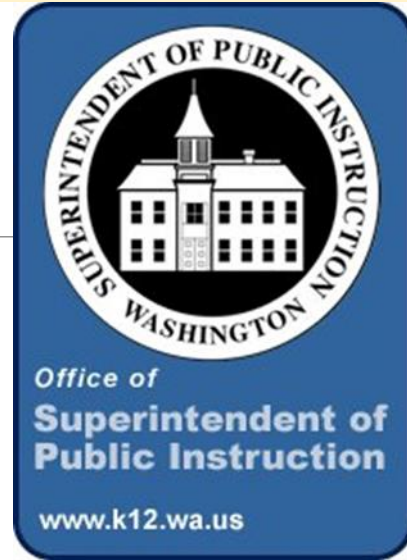
Student Discipline and Corrective Action

-schools must at least annually **review disaggregated data** on corrective and disciplinary data to ensure no sub-groups are targeted

-review must include, but is not limited to, short-term **suspensions**, long-term suspensions, **expulsions**, and emergency expulsions.

-if schools **find a disproportionality**, they must take prompt action to ensure the disproportion is not the result of discrimination

<http://app.leg.wa.gov/WAC/default.aspx?cite=392-190-048>





HB1541
**RE: strategies to close the
educational opportunity gap**



- ✓ A long-term suspension or expulsion must not exceed the length of an academic term.
- ✓ School districts must not use long-term suspension or expulsion as a form of discretionary discipline.
- ✓ School districts may not suspend the provision of educational services as a disciplinary action.
- ✓ School districts must provide an opportunity for students to receive educational services while suspended or expelled.
- ✓ School districts must disseminate, monitor the impact of, and periodically review/update discipline policies.

HB 1541 (2016): Student Discipline

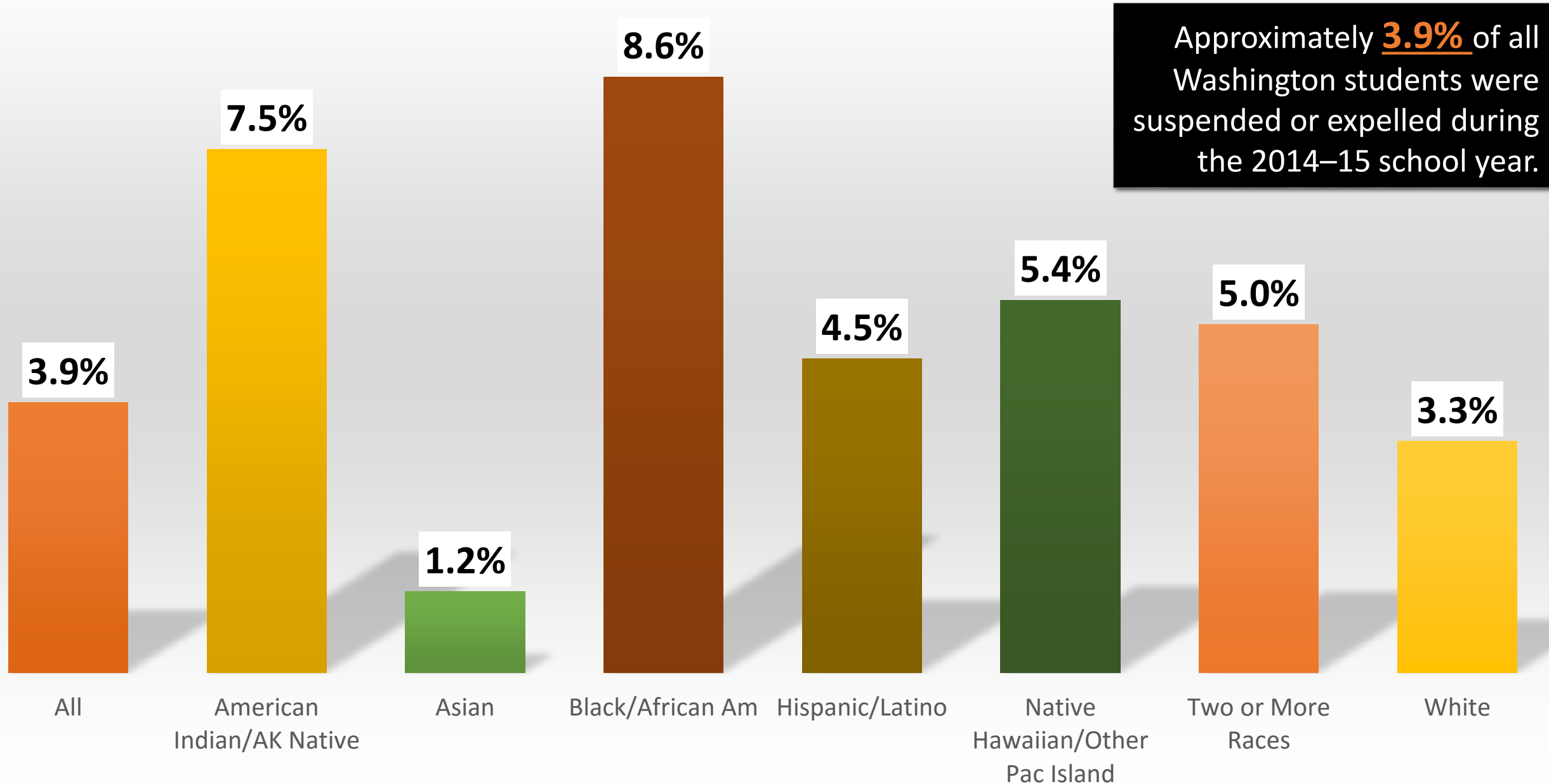


OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

October 13, 2016 Webinar

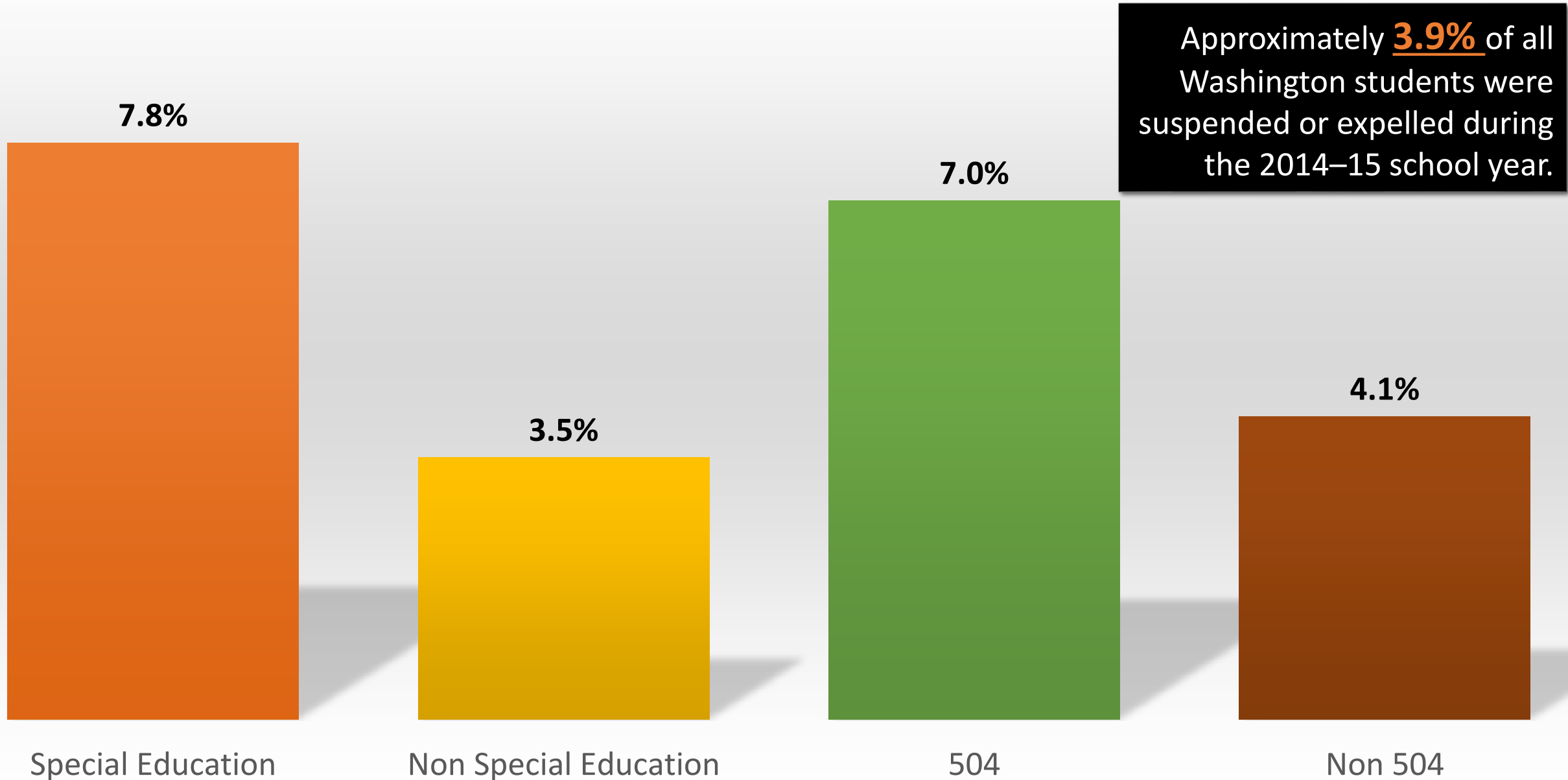
Washington State Student Discipline Rates by Race*

**Percent of enrolled students who were suspended or expelled*



Washington State Student Discipline Rates by Disability*

**Percent of enrolled students who were suspended or expelled*



Discipline and Equity

Looking at low discipline rates (suspension and expulsion) across the NWESD region, we need to consider the composition index.

The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. **Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally.**

Let's look at some data

<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DisciplineRates.aspx>

Resources

Rethinking Discipline

Three Videos for Discipline Disproportionality

Rethinking Discipline

Teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning.

Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students.

Administrators, educators, students, parents and community members can find on this site tools, data and resources to:

- Increase their awareness of the prevalence, impact, and legal implications of suspension and expulsion;
- Find basic information and resources on effective alternatives; and
- Join a national conversation on how to effectively create positive school climates.

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>



Rethink Discipline

www.ed.gov/rethinkdiscipline

Rethinking School Discipline101

WHY IT MATTERS



Rethinking School Discipline 101
Why It Matters

<https://youtu.be/Qg-qkilRw18>

2 minutes and 14 seconds

Rethink Discipline

www.ed.gov/rethinkdiscipline

Rethinking School Discipline¹⁰² In Schools and Districts



Rethinking School Discipline 102
In Schools and Districts

<https://youtu.be/hcXMTtmkwEE>

2 minutes and 15 seconds

Rethink Discipline

www.ed.gov/rethinkdiscipline

Rethinking School Discipline 103 In Classrooms



Rethinking School Discipline 103
In Classrooms

<https://youtu.be/QCTtngQPIZO>

1 minutes and 56 seconds

School Climate and Discipline

[Three Video Presentations on School Discipline](#)

- [Rethinking School Discipline 101—Why It Matters](#)

Accessible transcript ([MS Word](#), 21KB | [PDF](#), 525KB)

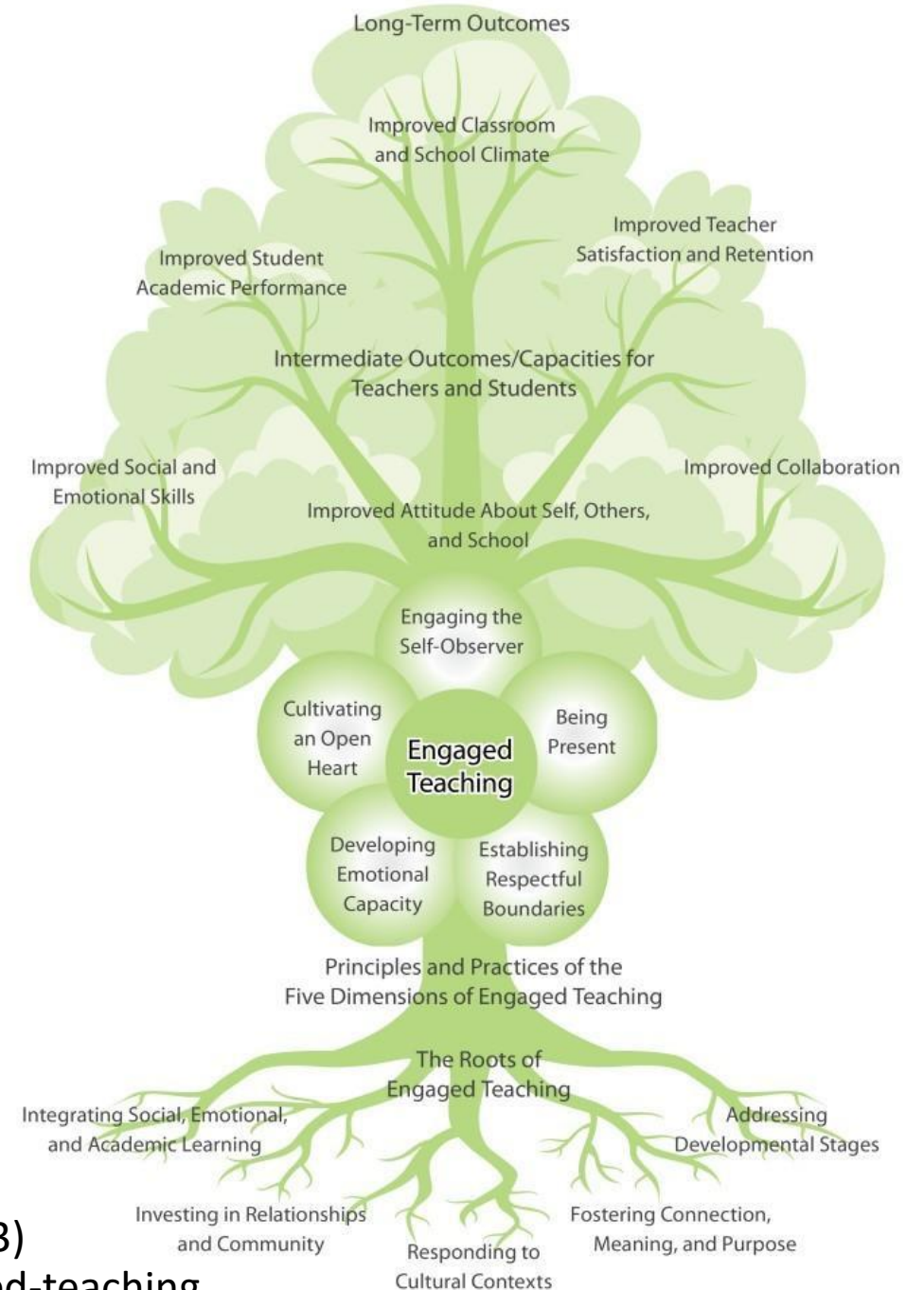
- [Rethinking School Discipline 102—In Schools and Districts](#)

Accessible transcript ([MS Word](#), 19KB | [PDF](#), 613KB)

- [Rethinking School Discipline 103—In Classrooms](#)

Accessible transcript ([MS Word](#), 20KB | [PDF](#), 512KB)

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>



The 5 Dimensions of Engaged Teaching (Solution Tree, 2013)

<http://engagedteaching.org/engaged-teaching/overview-of-engaged-teaching>

Other Resources

Behavior: Menu of Best Practices & Strategies Updated July 2016

The behavior menu provides best practices for LAP students in grades K–12 and focuses on addressing behavioral needs to improve student academic outcomes. Districts providing LAP behavior services must use a practice or strategy from the behavior menu. Under certain conditions described in the OSPI guidelines, districts may use a practice not on the menu as long as data shows the practice is effective.

The screenshot shows the OSPI website header with the State of Washington logo and navigation links. The main content area features a sidebar with links to SSEO Overview, Menus of Best Practices & Strategies, LAP Panels, K-4 Literacy, LAP Student Growth Report, and Student Discipline. The main content area is titled "Strengthening Student Educational Outcomes" and contains the following information:

Behavior: Menu of Best Practices & Strategies
Updated July 2016

The behavior menu provides best practices for LAP students in grades K–12 and focuses on addressing behavioral needs to improve student academic outcomes. Districts providing LAP behavior services must use a practice or strategy from the behavior menu. Under certain conditions described in the OSPI guidelines, districts may use a practice not on the menu as long as data shows the practice is effective.

Download (PDF, 124 pages)

- Background and Philosophy
- Menu Entries
- Implementation
- Appendices

Tutorials

- [2016 Menu Updates](#) (MP4)
- [Menu Implementation](#) (MP4)

Menus of Best Practices Flyer

This flyer introduces the Learning Assistance Program, some of its key components, and gives an overview of Behavior strategies outlined in the menu.

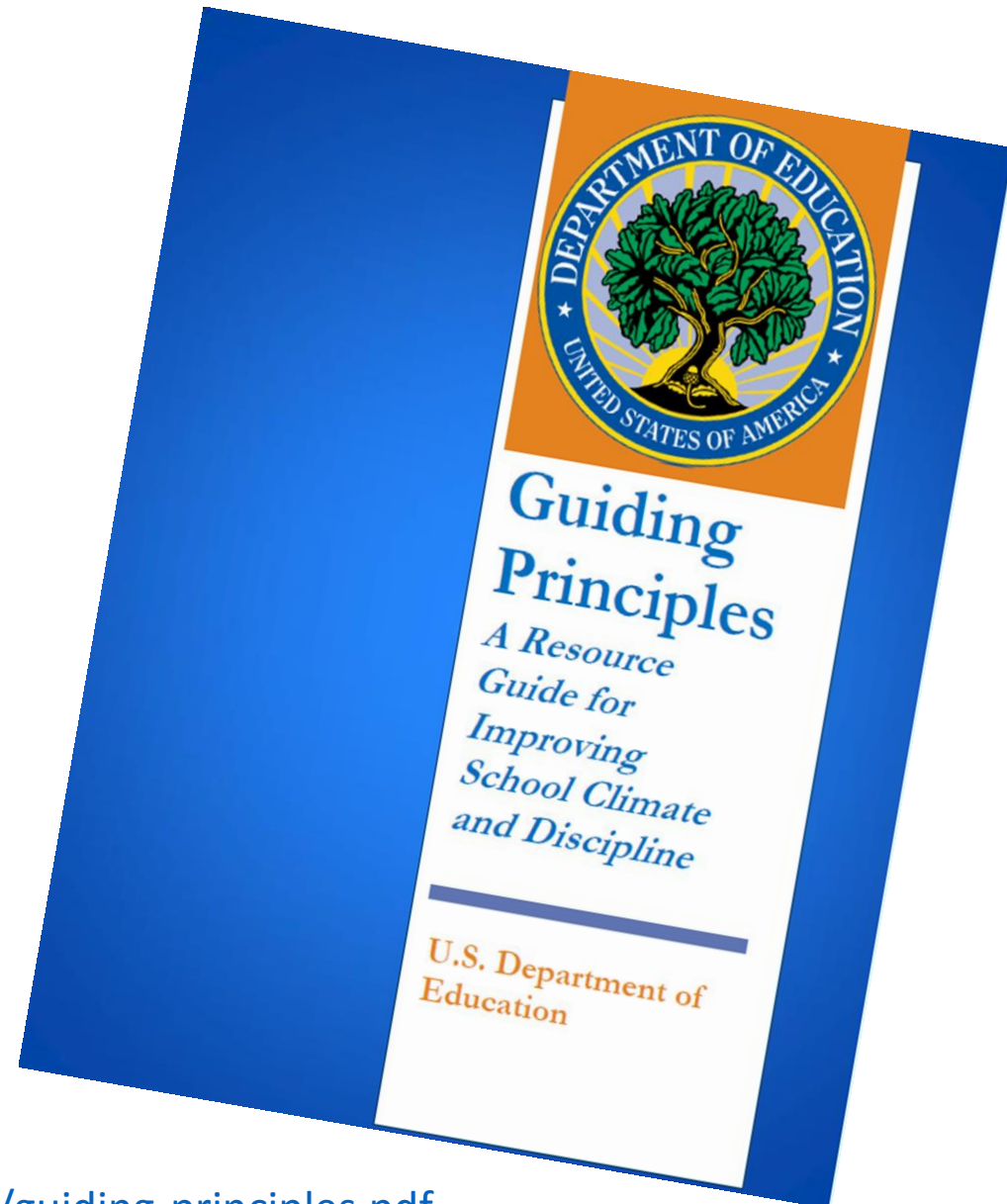
- [Download](#) (PDF)
- [Printer-Friendly Version](#) (PDF)

The screenshot also shows two preview images of the menu documents. The top image is the cover of the "Behavior Menu of Best Practices and Strategies" 2016 edition, featuring a group of diverse students. The bottom image is the "Menus of Best Practices" flyer, which includes sections for Learning Assistance Program (LAP), WSP Inventory of Evidence, Multi-Tiered System of Supports, Content Philosophy, and Menu Entries.

<http://www.k12.wa.us/SSEO/BehaviorMenu.aspx>

Other Resources

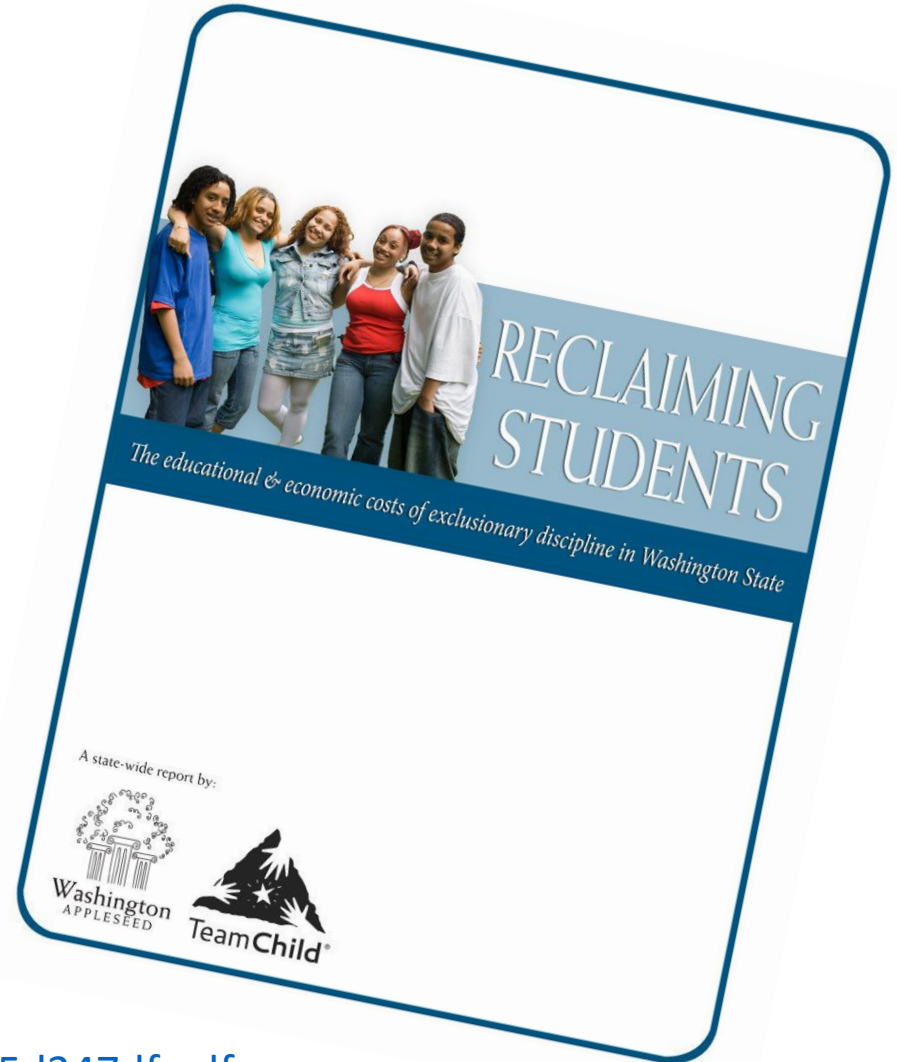
Guiding Principles: A Resource Guide for Improving School Climate and Discipline – A U.S. Department of Education resource that draws upon emerging research and best practices to describe three key principles and related action steps that can help guide state and local efforts to improve school climate and school discipline.



<https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

Other Resources

Reclaiming Students: The Educational & Economic Costs of Exclusionary Discipline in Washington State – A report published in 2012 by Washington Appleseed and Team Child.



http://media.wix.com/ugd/4569ed_e44ccb42cff21777ea479f4125d347df.pdf

In Conclusion

How is your district thinking about its discipline policies?

What kind of data have you used to check for equitable practices?

What questions do you have?

How can we help?



What is the district preview?

- Opportunity for districts to review before public release
- Available in EDS
- Contact District Data Security Manager to add the role

Release	Performance Indicator
Aug/Sep	English Language Arts, Math, Science Assessment
Aug/Sep	Student Growth Percentiles—4th and 6th grades ELA/Math
Oct	9th Grade Course Failure
Nov/May	Financial Aid for College and SAT/ACT
Dec/Jan	Discipline
Jan	Kindergarten Preparedness
Jan	Graduation Rates
Feb	Dual Credit Programs
Mar	Attendance
Apr	High School Credit in Algebra1/Integrated Math 1
May	Postsecondary Enrollment/Remediation and Postsecondary Persistence



- Every child deserves a champion—an adult who will never give up on them, who understand the power of connection and insists that they become the best that they can possibly be.

- -Rita Pierson

United We Stand



Let's give our students "Every Opportunity"



Thank You

