

THIS MEETING CONTAINED A PRESENTATION

Education Workgroup

September 13th, 2022

2:00pm-3:00pm

Web-Based Meeting-Zoom

Meeting Summary:

- Introductions
- Hailey Korman and Michael Corral (Bellwether) gave presentation on JJPOC: Suspension and Expulsion Subcommittee & Bellwether Education Partners
 - Begin by talking about group norms
 - Using time productively and effectively
 - Treating this meeting as a workplace
 - Attending every meeting as possible
 - Being accountable for commitments and deliver work as expected
 - Monitor the use of space and allow others to speak
 - Summary from last meeting: decision to focus on six topics
 - Professional learning
 - Data systems
 - Mental health supports and resources
 - Positive school climate and culture
 - Accountability and transparency
 - Community engagement
 - Primary objectives of 9/13 meeting:
 - Three key decisions to reach at this meeting
 - Identify 2-3 recommendations to focus on and move forward with
 - Agreed at past meetings to focus on fewer recommendations and go more in depth with implementation
 - Pressure-test recommendations with implementation strategies and potential barriers to consider
 - Identify how a recommendation may be differentiated for different ages/groups
 - Identify practical implementation strategies that align with the selected recommendations
 - Items needed to prepare before the October meeting
 - How we want to measure progress and success of recommendations
 - Timeline for the recommendations
 - Estimates for supports and resources needed for successful implementation and sustainability
 - Please be sure to engage and provide input

- Not as much participation as hoped at past meetings and between meetings but we can try to move forward with what we can
 - TYJI has a deadline coming up on December 2nd, 2022. The timeline is very important and will not be shifting so this group needs to meet it.
- Ideas from committee members of recommendations
 - Professional Learning
 - Provide access to professional coaching
 - De-escalation training for staff
 - Trauma informed teaching training for staff
 - PD and advising on working with SWDs
 - Unconscious Bias trainings
 - Data Systems
 - Weekly team time to identify and support students in need
 - Universal data collection protocols and expectations
 - Mental Health Supports
 - Implementation of early childhood consultation and partnership models
 - Easy to adopt practices for resolving conflicts between students
 - Adoption of School Responder Model (SRM)
 - Mandated universal evidence-based practices for early identification of students in need
 - Target resources and funding
 - Positive School Climate and Culture
 - Definition that is acknowledged and understood across state
 - Youth focused programming for trauma
 - Accountability and Transparency
 - Incentive system for tier 3 and 4 districts to improve their discipline rate
 - Community Engagement
 - System to facilitate effective communication between YSB, schools, and families
 - Incentivize schools to use diversion methods
 - Statewide protocol and expectation to collaborate with community and family
 - Community based mentor programs
- Discussion around recommendations being are too general and perhaps cutting some of the recommendations that overlap with other areas to avoid these recommendations being lost in legislations
 - This is the goal of the meeting

- CSD did not contribute to this list, but they should because they know what has been tried and what has been successful in exclusionary discipline
 - CSD has intentionally avoided putting in recommendations because they wanted to see what would be added
 - This group has not been supportive or receptive to previous recommendations because it is never enough
 - CSD is currently doing work in all of these areas
 - This group may want to be working in areas that are not currently being addressed by other groups
- Where can this group put in unique support and input? Ask the group to self-nominate and do work in between now and the next meeting to research best practices.
- There seems to be consensus that the recommendations need to be reduced and focused.
- Consensus building exercises
 - Mostly trying to get to the area of “I think I am mostly okay with it” and then we can move on
 - Vote was initiated if recommendations can be reduced the from six to three
 - Recommendations proposed to be cut: mental health supports, professional learning and positive school climate and culture
 - There were some people not happy with it but agreed to compromise and move forward if this is something the group wanted
- Ideas from committee members:
 - Trauma informed trainings
 - What does it look like to implement/the cost/and how can it be scaled?
 - Professional development and advising on legalities of special education
 - Do districts have access to legal experts and how would they be held accountable for this?
 - Unconscious bias training
 - Are there specific programs already in existence/who will conduct this training/is there research on how this impacts school discipline rates?
 - Data systems
 - What are the tradeoffs to submit discipline data/do schools have the capacity and does the state have the infrastructure?

- Community Engagement, improving lines of communication and incentives for schools
 - What sort of incentives besides funding would encourage a school district to follow protocol? What trainings are needed?
 - Is there legislation that would need to be changed? What would this streamline process look like?
- Next steps:
 - Bellwether will offer one more meeting time in October to discuss
 - We will come back together to discuss an implementation strategy for each recommendation that includes a tailored approach
 - Language in the recommendations and how recommendations will be measured and tracked
 - How and where each recommendation aligns with current legislation and initiatives
 - Costs and capacity need of each recommendation
 - Tow Research Team will begin outlining report based on current recommendations
 - Specifically aligning recommendations with any current legislation and funding opportunities
 - Gathering research on promising school system implementation strategies
 - Cleaning and updating CSDE discipline data for the report
 - Committee members come up with specific ideas and recommendations and will volunteer for small subcommittees to drive work forward on a topic they are interested in
 - In order to refine the recommendations, committee's role is the most important part
 - If you have a strong opinion you need to be part of this, otherwise we will move forward
 - Discussion around integrating school staff's opinions and subgroups should go talk with other important players in their focus. Decisions need to be made by subgroup members but feel free to call in experts.