

STAYING INTENTIONAL



ADVANCING INTEGRATION STRATEGIES FOR STUDENTS WITH DIS/ABILITIES AT THE INTERSECTION OF RACE, SEX, NATIONAL ORIGIN, AND RELIGION

MAY 25, 2023

1-3PM EST | 12-2PM CST | 11-1PM MST





WELCOME!

DISCLAIMER

We aim to make this unique learning experience available to others across Region III by providing a recording and transcriptions of the Convening on our website, as well as posting pictures on our social media platforms. Please consider in light of your sharing.

REGION III - MIDWEST AND PLAINS EQUITY ASSISTANCE CENTER (EAC) SERVES 13 STATES

A project of the Great Lakes Equity Center, we are one of four regional EACs funded by the U.S.

Department of Education under Title IV of the 1964 Civil Rights Act. As the Region III EAC, we provide equity-focused technical assistance to state education agencies and public-school districts in the areas of race, sex, national origin, and religion.

Serving **7,025 Public School Districts, 13 State Agencies**



OBJECTIVES

Increase

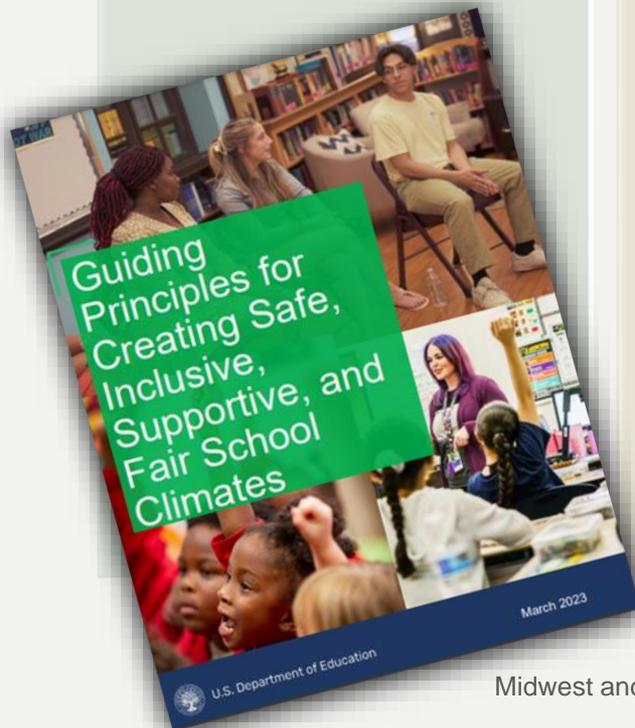
Increase understandings of exclusionary discipline data in the US.

Build

Build national networks to advance safe, inclusive, and supportive learning environments by sharing lessons learned, strategies, and resources.

Engage

Engage with a critical self-assessment tool to reflect and plan on readiness to realize safe and inclusive learning environments for students with disabilities at the intersections of race, sex, national origin, and religion.



A NOTE ABOUT PARTICIPATION



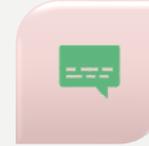
MAKE YOURSELF COMFORTABLE.



MOVE ABOUT WHEN NEEDED.



TAKE BREAKS AS NEEDED.



ALT TEXT IS USED ON SLIDE IMAGES.



BREAKOUT ROOMS FOR SMALL GROUP ACTIVITIES.



TO JOIN DISCUSSION PLEASE ENABLE CAMERA.



MUTE MIC WHEN NOT SPEAKING.



USE ZOOM AND OTHER ONLINE TOOLS TO ENGAGE IN LEARNING ACTIVITIES.

E-Forum: <https://iupui.libguides.com/stayingintentional>

Password: TA2023

Padlet: <https://padlet.com/greatlakesequitycenter/2023-ta-advisory-and-service-networks-convening-57a97qceqqdpnh9q>



We will be taking group pictures and posting them on our social media platforms and website.

If you would not like to be included in the photos, please mute your video at the time of the group shot. We will cue you before pictures are taken.

MAP CENTER FACILITATION TEAM



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SPECIAL THANKS TO OUR TA CENTER EQUITY ADVISORY & SERVICE NETWORK



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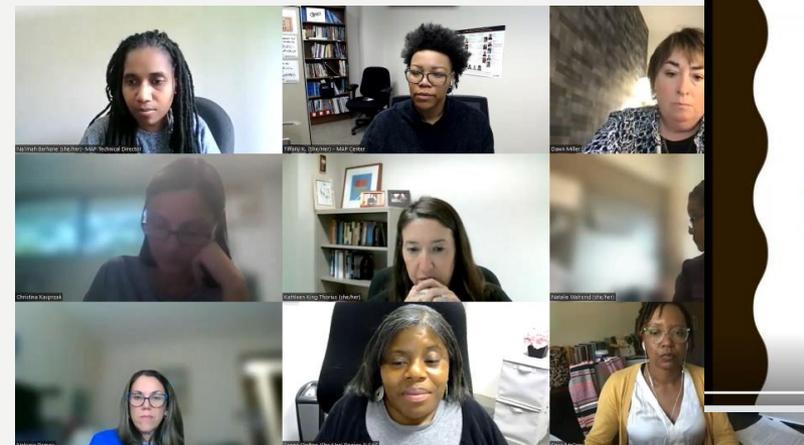
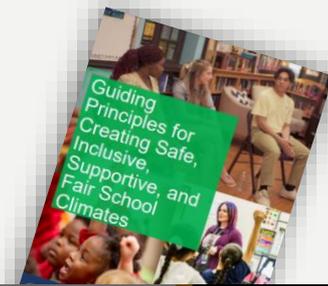
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AN OVERVIEW OF OUR WORK TOGETHER!



GOING BACK TO GO FORWARD: PLANNING MEETING #1 RECAP

Question 1	Question 2	Question 3	Question 4
What are your reactions to the 5 Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates?	When considering how SEA's may interpret and leverage these 5 Guiding Principles, what are 1-2 goals we should have in mind for the Convening when explicitly aiming to redress exclusionary discipline practices for students with disabilities at the intersections?	When considering how SEA's may interpret and leverage these 5 Guiding Principles, what are 1-2 learning objectives we should have in mind for the Convening when explicitly aiming to redress exclusionary discipline practices for students with disabilities at the intersections?	When considering how SEA's may interpret and leverage these 5 Guiding Principles, what are 1-2 Tool design or elements we should have in mind for the Convening when explicitly aiming to redress exclusionary discipline practices for students with disabilities at the intersections?

ACTIVITY: FRAMING GOALS, OBJECTIVES, OUTCOMES

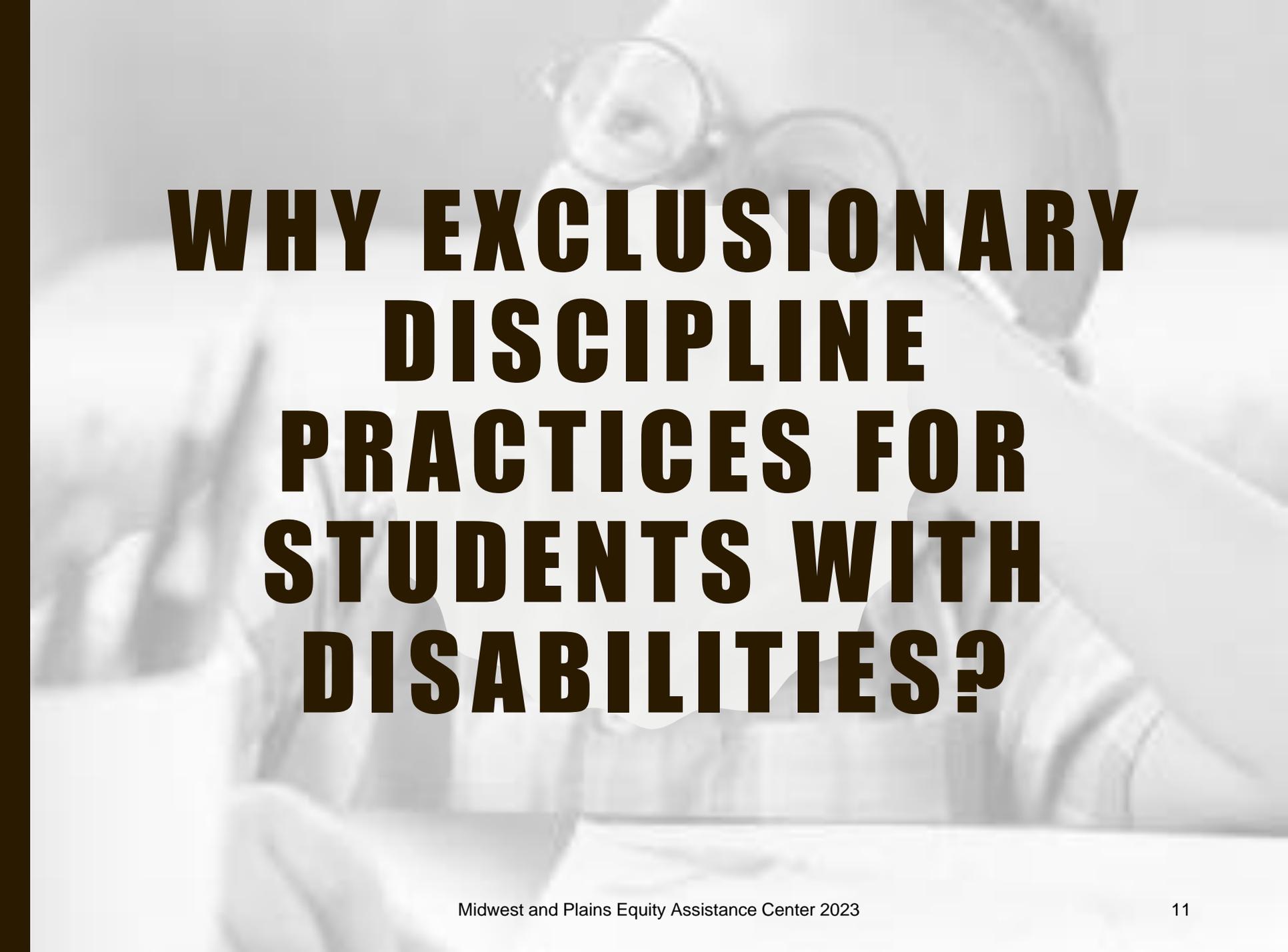
Individually

- Review USDOE's *Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates*

In Pairs

- Respond to prompts
- Capture in **Google Doc**
- Whole Group
- Share out





WHY EXCLUSIONARY DISCIPLINE PRACTICES FOR STUDENTS WITH DISABILITIES?

THE STATE OF EXCLUSIONARY DISCIPLINE PRACTICES

Students with disabilities served under IDEA represented 13.2% of the total student enrollment and received 23.3% of all expulsions with educational services and 14.8% of expulsions without education services (OCR, 2021).

- Disparities worsen when the data are disaggregated by race. Black students served under IDEA accounted for 2.3% of total student enrollment but received 6.2% of one or more in school suspensions and 8.8% of one or more out-of-school suspensions.

Out-of-school suspension of students with disabilities has increased over time (Krezmien, Leone, & Achilles, 2006; Zhang, Katsiyannis, & Herbst, 2004). Among secondary students with ED, in particular, rates of suspension have risen nearly 50% since the 1980s (Wagner, Newman, & Cameto, 2004).

Sullivan, et.al., 2014

THE STATE OF EXCLUSIONARY DISCIPLINE PRACTICES, CONT.

Pre-school students who were served under IDEA accounted for 22.7% of total pre-school enrollment but accounted for 56.9% of pre-school students who were expelled (OCR, 2021).

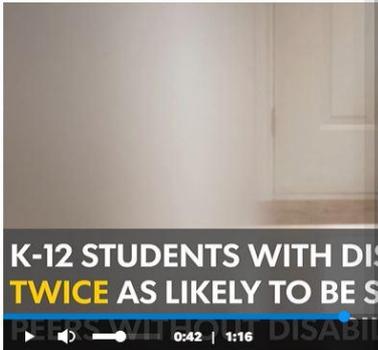
Students with disabilities were 200% more likely to be subject to restraint or seclusion relative to their peers; Similarly, Black students were almost 200% more likely and Hispanic students were 45% more likely to experience a restraint or seclusion than their White counterparts (Katsiyannis, et.al., 2020).

THE STATE OF EXCLUSIONARY DISCIPLINE PRACTICES

Report: Phoenix-area schools punish minority, disabled children at high rates

Maria Polletta and Ricardo Cano The Republic | azcentral.com
Published 6:25 p.m. MT Aug. 9, 2017 | Updated 9:22 p.m. MT Aug. 9, 2017

View Comments



A report by the ACLU of Arizona confirms that some schools punish minority students at higher rates than their white counterparts. Ashleigh Wilson/azcentral.com/Wochit

MARYLAND

Student with disability suspended from Maryland high school

The incident at Severna Park High School was captured on video.

CALIFORNIA

CRIME

Seabreeze High students face criminal charges after TikTok video sparks outrage

Cassidy Alexander

Published 4:38 p.m. ET Feb. 7, 2020 | Updated 9:15 a.m. ET Feb. 8, 2020



A controversial TikTok video involving Seabreeze High School students has been shared multiple times on different social media platforms since it was posted late last month. In this screenshot from an Instagram post, The News-Journal was unable to confirm the information in the caption and comments, so it is concealed. The faces were also blurred because the students are minors. *The Daytona Beach News-Journal*

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Lawsuits against WCSD say students with disabilities were attacked, one by a teacher

WCSD teacher accused of calling child racial slur before pinning student to the ground



Siobhan McAndrew
Reno Gazette Journal

Published 8:40 a.m. PT March 24, 2023 | Updated 10:15 a.m. PT March 24, 2023



A file photo of a classroom at Dilworth Middle School. Jim Krjzewski/RGJ

ACTIVITY: WOW'S & WONDERS

In Small Groups
(12 min)

- Assign Group Roles
- Reference Fact Sheet
- Share 1 Wow/Wonder
- Document in Padlet

Whole Group Share
(5 min)



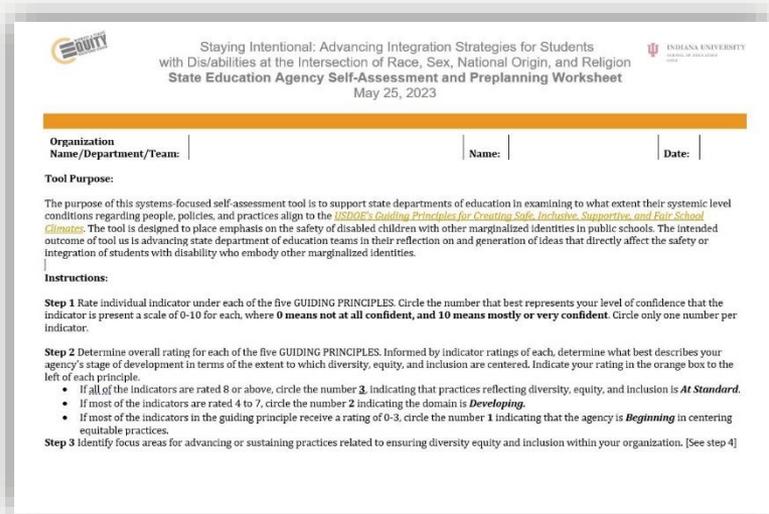
THE STATE OF EXCLUSIONARY DISCIPLINE PRACTICES, CONT.

“This basic evidence of disparate impact is alarming because [exclusionary discipline] is ineffective for reducing inappropriate behavior and is associated with a variety of negative educational and social outcomes including future disciplinary infractions, repeated suspension, academic failure, school disengagement, [push]out, overrepresentation in youth detention, and later incarceration.

Demonstrating concern about the potential over-usage of exclusionary discipline with students with disabilities, in 1997, Congress amended IDEA to require states to monitor disparities in long-term suspension and expulsion of students with disabilities and to identify policies, procedures, and practices that may contribute to disproportionate exclusion (IDEA, 1997). More than 15 years later, disparate treatment persists...” (Sullivan, et. al., 2014).

(Sullivan, et.al., 2014; Christle et al., 2005; Hemphill, Toumbourou, Herrenkohl, McMorris, & Catalano, 200; Kim, Losen, & Hewitt, 2010; Arcia, 2006; Scott, Nelson, & Liaupsin, 2001; Skiba & Noam, 2001).

SEA SELF-ASSESSMENT: REDRESSING EXCLUSIONARY DISCIPLINE



The thumbnail shows the title page of the 'Staying Intentional' self-assessment tool. It includes the 'EQUITY' logo, the title 'Staying Intentional: Advancing Integration Strategies for Students with Disabilities at the Intersection of Race, Sex, National Origin, and Religion', the subtitle 'State Education Agency Self-Assessment and Preplanning Worksheet', and the date 'May 25, 2023'. Below the title is a form with fields for 'Organization Name/Department/Team', 'Name', and 'Date'. The 'Tool Purpose' section explains the tool's goal to support state departments of education in examining systemic level conditions. The 'Instructions' section includes three steps: Step 1 (Rate individual indicators), Step 2 (Determine overall rating), and Step 3 (Identify focus areas).

Overview

Tool Use

ACTIVITY: BREAKOUT DISCUSSION

In Groups

- Choose a group facilitator, reporter, and timekeeper.
- Focus on assigned guiding principle first.

In Groups

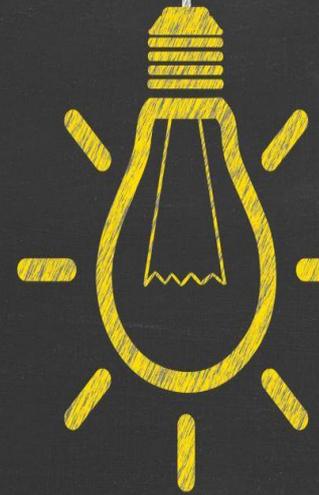
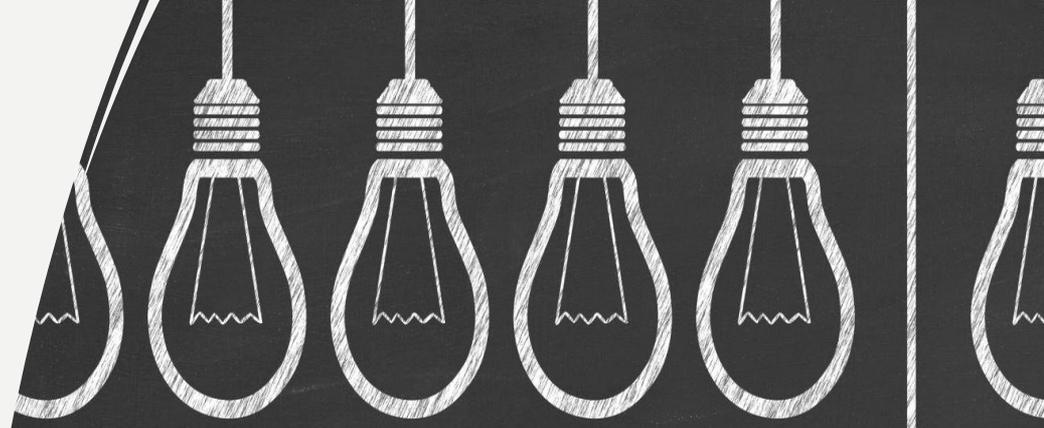
- Review the Self-Assessment Tool.
- Brainstorm resources that may support state education agencies in preparing, engaging, and/or advancing equity-focused priorities for safe and inclusive learning for students with disabilities at the intersections.

In Groups

- Share 2-3 ideas and post on the Padlet for your group number.



SHARE YOUR IDEAS ON THE PADLET





We will pause for a group picture. Please prepare for the photo op.

If you would not like to be included in the photos, please mute your video.

We will cue you before pictures are taken.

A SPECIAL THANKS !



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THANK YOU FOR YOUR PARTICIPATION!

PLEASE PROVIDE YOUR FEEDBACK



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