

WEBVTT

1

00:00:06.809 --> 00:00:11.189

Okay.

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00:00:35.219 --> 00:00:42.840

We will start in just a man. I see the attendees continue to grow. So I want to wait until that slows down just a bit.

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00:00:49.914 --> 00:01:19.224

Okay.

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00:01:22.224 --> 00:01:27.174

All right, I think we can go ahead and begin. Uh, welcome everyone.

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00:01:27.204 --> 00:01:37.224

We are very thankful for you joining us this afternoon and taking time out of what we know are, you're extremely busy schedules.

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00:01:37.405 --> 00:01:49.405

I do want to start with just a couple housekeeping housekeeping things. You will see in the chat that Casey has posted a link to a tablet.

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00:01:50.305 --> 00:02:01.825

We would ask that any questions that arise over the course of this webinar. If you will post them to that tablet, we will do our best to answer those over the course of the webinar today.

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00:02:02.245 --> 00:02:12.534

If there's anything that we are not able to get to today, we will have that as an archive for our questions that we will respond to in writing.

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00:02:13.740 --> 00:02:25.259

Lauren, I believe you've already begun recording this so this webinar is being recorded. We will post this to our director pad along with, um.

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00:02:25.259 --> 00:02:34.469

The PowerPoint and associated material, so there will be opportunities to go back to, to review this webinar as needed.

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00:02:35.754 --> 00:02:39.805

I do just kind of want to start briefly to,

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00:02:39.835 --> 00:02:54.594

to say that the purpose of of this is we've had a lot of opportunities recently in the exceptional children's division through the development of a strategic plan through analysis of

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00:02:54.625 --> 00:02:58.164

our annual performance report indicators.

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00:02:58.495 --> 00:03:12.324

The data that we use for, that the methodology that we use talking with our stakeholders about what we think would be best for the state in regard to that. And 1 of the things that has upon that reflection.

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00:03:13.979 --> 00:03:18.030

A priority that has emerged is equity.

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00:03:18.030 --> 00:03:29.604

And specifically why there continue to be persistent opportunity gaps across the state and what is the role of us as special educators?

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00:03:29.664 --> 00:03:33.504

Um, in advocating and helping um.

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00:03:34.884 --> 00:03:48.384

For the realization of more equitable opportunities across the state, we've had a team that has really examine closely what data sources we look look at, how we analyze those.

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00:03:48.384 --> 00:03:55.645

And then how we're going to provide support when we see data that is reflective.

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00:03:55.949 --> 00:04:08.969

Of opportunity gaps, and some of those are in our indicators, 49 and

10 that look at significant discrepancy. Um, and significant disproportionality as it relates to discipline. And then, um.

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00:04:08.969 --> 00:04:12.180

Identification of students with disabilities.

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00:04:13.914 --> 00:04:28.615

I want to be really clear that this is we have developed some tools that we will be discussing and that this is an opportunity for us to use data together

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00:04:28.615 --> 00:04:32.964

as a flashlight to engage in collaborative problem solving.

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00:04:32.995 --> 00:04:43.795

This is not intended to be using a data as a hammer for accountability. It's really an opportunity for us to work together.

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00:04:44.004 --> 00:04:52.975

Look at existing data sources understand some root causes that that may be promoting inequities in the district,

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00:04:52.975 --> 00:05:02.845

and across the state and in doing what we can to support you to address issues that we know are systemic in nature and don't only reside within.

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00:05:04.285 --> 00:05:15.925

So this is a path that we're going to all be on together. I look forward to it. I'm really confident in the tools and the analysis that we've done to this point. And so I want to I am going to say that.

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00:05:15.925 --> 00:05:29.814

We've what is ahead of us is complex and it's going to take some careful attention, careful attention to detail again, which is why we're recording this and posting it for continuous review. If you need to come back to it.

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00:05:29.814 --> 00:05:38.274

Later with that. I want to make sure that sherry has an opportunity to say anything and we can turn it over to our team that has done such

amazing work.

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00:05:39.059 --> 00:05:48.329

Thank you Matt, I think you did a great job of covering our intent and our goals. Um, just reiterating that.

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00:05:48.684 --> 00:06:02.934

We recognize that this is is difficult work and heavy work, and this is going to be a collaborative partnership and I hope you hear that Matt stress that, but we're going to be right there with you trying to problem solve this together.

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00:06:02.934 --> 00:06:17.153

So, um, I hope you will embrace those of you. That will be a part of this embrace that that partnership and know that we're looking to learn with you and from you and with that. I'll turn it over to our team to get started. Thank you. All for being here today.

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00:06:20.694 --> 00:06:35.184

Good afternoon everyone, Lauren, you can go ahead and move on to the next slide. Uh, my name is Kelly boss, and I am the technical analyst, and I will start out by going over some just Webex logistics with you on your bottom control panel.

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00:06:35.184 --> 00:06:42.024

You should have the following options mute, or unmute start, or stop your video share your screen.

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00:06:42.264 --> 00:06:55.314

You can also have some emojis and reactions as well as an ellipsis, the 3 little dots that will lead you to your computer audio settings. So, if you're having difficulty hearing us what you loud, you can access your settings there.

36

00:06:55.559 --> 00:07:07.973

Um, next slide and to the far right at the bottom of your control panel, you should see a participants list button and next to that, you should see the link to access the chat.

37

00:07:08.334 --> 00:07:12.834

Um, in addition to the pallet, please feel free to use the chat anytime to ask a question.

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00:07:12.834 --> 00:07:24.113

We just wanted to provide an opportunity if you, if you wanted to remain anonymous, um, in some of the feedback that you provide us to give you both options of either using the chat or the tablet.

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00:07:24.389 --> 00:07:34.019

Next slide. Okay. And this zoom in zoom out. I think that Webex may have updated a little bit. Um.

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00:07:34.043 --> 00:07:44.093

On my screen, I see a + and minus at the top of my screen that will allow me to enlarge the content that's being shown or, um, make it smaller.

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00:07:44.543 --> 00:07:54.713

Uh, what I see on our slide is that we used to have a hover over on the left hand side that would allow you to enlarge or, um, decrease what you're seeing on the slides.

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00:07:54.713 --> 00:08:00.923

So not sure if it's just because I'm a panelist or if everything's changed in Webex and we've had an update,

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00:08:00.923 --> 00:08:01.254

but,

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00:08:01.434 --> 00:08:01.733

um,

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00:08:01.764 --> 00:08:03.564

either way you should be able to,

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00:08:03.863 --> 00:08:04.134

um,

47

00:08:04.163 --> 00:08:08.663

access that zoom in zoom out either by hovering on your left hand side or,

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00:08:08.934 --> 00:08:09.264

um,

49

00:08:09.264 --> 00:08:10.223

accessing the.

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00:08:10.559 --> 00:08:17.153

+ and minus on the top, thank you. Okay, so we're gonna jump right in.

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00:08:17.153 --> 00:08:25.853

And once again, I just want to thank you for joining, and we want to give you an overview of the review process that's been developed for indicators for 9 and 10.

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00:08:26.363 --> 00:08:36.234

and as a reminder, um, we are doing this work is collaboratively and supportable as we can. Um, and just trying to make this as painless as possible.

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00:08:36.594 --> 00:08:44.573

Um, however, there is a requirement from the office of special education, uh, programs in the measurement table that any district.

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00:08:44.969 --> 00:08:57.328

I can't discrepancy in discipline, which is an idea, which is an indicator for or disproportionate representation in identification, which is your indicator 9 and 10.

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00:08:57.533 --> 00:09:12.533

Are required to conduct a review of policies, practices and procedures to determine if the discrepancy or disproportionate representation is due to either inappropriate identification or as a result of ineffective policies and practices.

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00:09:14.458 --> 00:09:24.114

Another important distinction that we really want to make sure that you understand is that the notifications that will go out to districts around these indicators are separate.

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00:09:24.114 --> 00:09:30.384

And apart from the notifications that you received a couple of weeks ago around significant disproportionality.

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00:09:30.658 --> 00:09:38.009

Indicator 9 and 10 are a subset of the significant disproportionality data for, for identification.

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00:09:38.009 --> 00:09:45.178

The only difference for identification is that indicator 9 and 10 includes students 5 through 21.

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00:09:45.178 --> 00:09:51.089

While the calculation for significant disproportionality includes students age is 3 to 21.

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00:09:51.683 --> 00:09:59.423

Most significant disproportionality and disproportionate representation have a threshold of equal to, or greater than 3.0.

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00:09:59.423 --> 00:10:07.102

this means that if the districts risk ratio is greater than or equal to 3.0, they will be flagged for disproportionate representation.

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00:10:10.583 --> 00:10:15.803

Indicator 4 is also a subset of the significant disproportionality data for discipline.

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00:10:16.374 --> 00:10:25.823

However, instead of using multiple consequences, like, we do for significant disproportionality, such as greater than 10 days suspended in school and out of school.

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00:10:26.188 --> 00:10:33.448

Indicator 4 looks only at the category of out of school, suspensions and expulsion accumulating greater than 10 days.

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00:10:33.953 --> 00:10:34.433

Also,

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00:10:34.433 --> 00:10:35.874

the calculation for indicator,

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00:10:35.874 --> 00:10:43.283

4 is different in that instead of looking at a risk ratio of greater than or equal to 3.0 indicator for uses a rate ratio,

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00:10:43.283 --> 00:10:49.374

comparing the out of school suspensions and expulsion for students with disabilities to non disabled students.

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00:10:50.519 --> 00:10:55.349

If the district is bound to be suspending or expelling students with disabilities.

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00:10:55.349 --> 00:11:02.788

At a rate of greater than 2.5 times, the amount that they are suspending and expelling non disabled students.

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00:11:02.788 --> 00:11:10.558

They are considered to have a significant discrepancy and subsequently identified on indicator 4 as having that discrepancy.

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00:11:11.908 --> 00:11:16.019

But I tried to go through this and try to make the, uh.

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00:11:16.019 --> 00:11:19.379

A distinction between these 3 different.

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00:11:19.379 --> 00:11:23.068

Topics that we're talking about, but they all come from the same data.

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00:11:24.923 --> 00:11:38.124

And I just want to add that it wasn't our big idea in North Carolina to have all of these similar terms and processes and to have significant disproportionality.

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00:11:38.639 --> 00:11:53.068

Be something that is required, but not exactly an indicator. That is all we are doing our very best to to comply with the federal standards here. This is, this is not our big idea.

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00:11:53.068 --> 00:11:56.759

Yes, thank you.

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00:11:57.203 --> 00:12:02.274

Okay, so we're going to move into the overview of the new review process for these indicators.

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00:12:02.663 --> 00:12:15.173

So, the very 1st step is that the ISI division analyzes the data around indicators 49 and 10, and determines which meet the criteria for significant discrepancy and disproportionate representation.

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00:12:15.173 --> 00:12:20.964

This has already been completed and we will share in a moment when these notifications will arrive.

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00:12:21.749 --> 00:12:30.778

The next step is that the ISI division support teams will meet with identified districts virtually to review their districts policies and procedures.

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00:12:30.778 --> 00:12:44.489

If the district's policies and procedures do not appear compliant, the support team will provide technical assistants and work with the district team to recommend corrections to noncompliant policies and procedures.

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00:12:45.509 --> 00:12:55.109

If all district policies and procedures appear compliant, the support team together with the district team will decide if the student record review is needed.

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00:12:55.109 --> 00:12:56.813

For more in depth analysis,

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00:12:57.594 --> 00:13:12.474

if a student record review is agreed upon the ISI division support teams will meet with the identified districts on site to conduct the student record review and identify any implementation gaps or opportunities for technical assistance or professional

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00:13:12.474 --> 00:13:13.043
development.

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00:13:14.788 --> 00:13:23.158
The easy division support teams will then follow up either way whether we're looking at just policies and procedures or we're doing a student record review.

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00:13:23.158 --> 00:13:28.259
We'll follow up with districts to verify correction of implementation gaps.

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00:13:28.259 --> 00:13:32.129
Or completion of improvement recommendations that stem from the reviews.

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00:13:34.318 --> 00:13:43.649
Okay, Laura and you can move on to the next slide. Well, so that was that I wonder if we could just let me summarize what I heard is that okay?

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00:13:43.649 --> 00:13:51.448
Yes, please. Okay. So we've calculated for indicators for 9 and 10.

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00:13:51.448 --> 00:13:58.558
Um, which use have disproportionate representation.

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00:13:58.558 --> 00:14:03.178
And or significant discrepancy, we've done that calculation.

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00:14:03.178 --> 00:14:07.078
Right. And now, um, uh.

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00:14:07.078 --> 00:14:11.999
We're soon going to notify the 1st group.

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00:14:11.999 --> 00:14:16.948
Um, if they're if they're in 1 of those categories.

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00:14:16.948 --> 00:14:21.568

And then the 1st step is, we're going to look at sort of.

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00:14:21.568 --> 00:14:26.609

District level policies and procedures.

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00:14:26.609 --> 00:14:32.068

To to see if there are if there's anything that's.

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00:14:32.068 --> 00:14:42.058

Incomplete or missing, or not in alignment with the requirements at the sort of district or school level. If it's a charter school.

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00:14:42.058 --> 00:14:51.989

Correct and if we have if we have issues at that level, then we're gonna we're gonna do the problem solving and.

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00:14:51.989 --> 00:15:04.678

Come up with solutions or corrections, whatever we'd like to call it right now solutions to address that issue and and.

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00:15:04.678 --> 00:15:10.979

And that's sort of where the process will stop. We're going to ensure that those improvements.

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00:15:10.979 --> 00:15:17.668

More changes happen, but if all of the policies and procedures look good.

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00:15:17.668 --> 00:15:29.188

Then, what we're, what we're assuming is that there's something in the practice and the implementation of those policies and procedures that's resulting in the data.

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00:15:29.188 --> 00:15:40.678

And that's when we then would we would be investigating that implementation through the review of student records cause that's sort of how we're going to look at practice. Is that.

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00:15:40.678 --> 00:15:48.479

Fair summary. Very good. Yes, I love. Love the plain language there. Okay. And, um.

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00:15:48.479 --> 00:15:56.399

And Chuck has just asked, and let's just be clear again. I thought the disproportionality lists have already went to have already gone out.

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00:15:56.399 --> 00:16:01.259

Yes, and that is correct they have and, um, so.

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00:16:02.308 --> 00:16:06.149

Again, the indicator for 9 and 10.

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00:16:06.624 --> 00:16:12.953

Notifications have not gone out yet and this is a subset of our significant disproportionality data.

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00:16:12.984 --> 00:16:25.163

So though, if you find yourself on the warning list or the significant disproportionality list, you may, and most likely will be found on on 1 of these indicators.

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00:16:25.464 --> 00:16:35.933

Um, it's not a guarantee because there is there are different populations and there are different subsets of this data being used to calculate how we're required to calculate indicators 9 and 10.

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00:16:35.933 --> 00:16:40.854

so these notifications are separate from those significant disproportionality list.

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00:16:43.379 --> 00:16:48.119

And both are required by for us to do.

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00:16:48.803 --> 00:17:03.264

Right and I think Casey said there was a question on the pallet. So do we want to is it something we can respond to now? Or do we want to come back? I think it's the same question.

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00:17:03.653 --> 00:17:18.413

Okay, it's been addressed. Okay. Okay, so we're going to walk in we're gonna walk you through the timeline and, um, what you're looking at right now on your screen this infographic timeline is related to the, the 1st set.

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00:17:19.193 --> 00:17:34.163

Um, indicator, 49 and 10 reviews that we're going to be working with and I'll explain what I mean, by that in just a moment. So, today, as you see, we're, we're conducting the state wide overview of the process and introducing to you the tools that will be used as a guide for these reviews.

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00:17:34.858 --> 00:17:44.729

Tomorrow we'll send the notifications for districts that were identified for the fiscal year 2020 dataset. That will be required to conduct.

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00:17:44.729 --> 00:17:58.493

To conduct the review so let me explain what I mean, when I say fiscal year 2020, this includes data for the year of 201,920 for indicator for because they are reported on a lag year and 24,021 for indicator 9 and 10, which is our identification.

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00:18:03.808 --> 00:18:13.949

Then districts will have until April 30th to upload their documentation for the initial review the top level review of your policies and procedures.

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00:18:13.949 --> 00:18:28.469

Beginning mid to late April, your ISI division support team will schedule a virtual meeting with districts to complete the policy and procedure review and determine if an onsite visit is needed to conduct a student level a student record review.

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00:18:28.469 --> 00:18:33.959

If we determine that we're going to go in and do the student if we determined together, um.

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00:18:33.959 --> 00:18:44.788

Your AC, division support team and your district team determined to get it that we're going to do a student, uh, record review those

onsite visits will be scheduled to occur between May. And June.

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00:18:44.788 --> 00:18:52.919

We'll also hold a session for districts that the May Institute to further provide support to districts who are in the review process.

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00:18:52.919 --> 00:19:00.719

And then in July, the division will provide districts with any recommended improvements, um, via a memo.

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00:19:00.719 --> 00:19:14.128

From your ISI division support team districts will then have through September 2022 to address recommendations from the reviews and will still be receiving support from their assigned team from an easy division.

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00:19:14.128 --> 00:19:24.479

In October, the AC division support teams will verify the recommended corrections and report the corrections and our 2023 s Apr.

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00:19:25.314 --> 00:19:40.284

So, it's important to let, you know, that due to the issues that we faced in 920 with coban 19 as well as the development of this new review process. The notifications for significant discrepancy and disproportionate representation is almost a year behind.

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00:19:41.398 --> 00:19:48.118

Because of this, we selected a small portion of districts to participate in the FY 2020 review.

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00:19:48.118 --> 00:20:02.519

Process the selection for significant discrepancy for FY, 2020 indicator 4, was that if a district was found to have a significant discrepancy in 3 or more races, they were selected for the review.

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00:20:02.519 --> 00:20:11.848

This means that the district was suspending or expelling students with disabilities greater than 2.5 times. The amount that non disabled students sources.

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00:20:11.848 --> 00:20:15.028

Suspended or expelled for greater than 10 days.

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00:20:15.028 --> 00:20:23.219

And we look at the indicator for data by all races 1st, which is indicator for a, and then we break it down by each individual race.

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00:20:23.219 --> 00:20:31.409

So, if a district had a rate ratio of greater than 2.5 and 3 or more of those areas, they were selected to be part of this initial.

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00:20:31.409 --> 00:20:36.778

Review for indicator, 9 and 10 for the 2020 review.

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00:20:36.778 --> 00:20:45.118

If the district was identified as having significant disproportionality, or we're on the warning list for identification for more than 3 years.

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00:20:45.118 --> 00:20:52.858

And met the risk ratio of equal to, or greater than 3.0 when we calculated the disproportionate representation.

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00:20:52.858 --> 00:21:05.249

They were selected for the 2020 review if you notice on your 920 determinations that are coming out this week that you received a 1, an indicator for B9 or 10.

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00:21:05.249 --> 00:21:19.253

This means that your district did have significant discrepancy or disproportionate representation. However, you will only be notified to engage in the review process and 2020. if you met the selection criteria that I just mentioned.

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00:21:21.114 --> 00:21:35.723

So it's a little bit different this year, because we are behind, um, and we wanted to just take an opportunity to really dig deep learn as much as we can from you and with you about this process. Um, so not every district this year.

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00:21:35.903 --> 00:21:40.884

That was bound to have significant discrepancy or disproportionate

representation.

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00:21:41.368 --> 00:21:45.209

Is required to participate in this initial review.

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00:21:45.209 --> 00:21:56.009

That being said, going forward, beginning with our 2021 data, any district bound to have a significant discrepancy on indicator for.

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00:21:56.009 --> 00:22:04.528

Or disproportionate representation for indicator 9 and 10 will be required to engage in the review process with the division.

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00:22:04.528 --> 00:22:10.919

The notifications for 2021 are scheduled to be released in the last week of April.

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00:22:10.919 --> 00:22:21.659

This will allow us to catch up with our notifications as well as align the review process for districts who may find themselves identified in both 2020 and 2021.

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00:22:21.659 --> 00:22:36.568

Now, let me, let me say this very clearly if your district is identified and 24,021, you're only going to be required to engage in 1 review process this year. We're not gonna, um.

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00:22:36.568 --> 00:22:47.844

Hit you 2 times this year, we're just gonna do it all together and we will be using the most current data that we have. So we would use if you're identified in 2020, we're going to just move you up and use your 2021 data.

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00:22:47.844 --> 00:22:55.644

So that any improvement efforts that have been made in your district over the past 2 years will be reflected. And we can see that. Um, as we, as we.

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00:22:58.078 --> 00:23:10.378

Collaborate with this review, I'm going to pause right there cause that was a lot of information and then I'm kind of gonna show you the

same timeline in a different format so that it'll maybe.

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00:23:10.378 --> 00:23:19.108

Make a little bit more sense. Lauren. Do you have anything to add to? What I just shared.

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00:23:22.259 --> 00:23:26.189

No, nothing to add it. It it it is.

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00:23:26.189 --> 00:23:31.439

A lot and, um, it is that we have.

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00:23:31.439 --> 00:23:36.088

A little bit different process for this 1st group, because we are behind.

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00:23:36.088 --> 00:23:39.088

Um, we are owning that and.

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00:23:39.088 --> 00:23:42.929

Using it as an opportunity to pilot this new process.

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00:23:42.929 --> 00:23:48.298

All right, and by saying we owned it, we, we truly did own it.

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00:23:48.324 --> 00:23:59.634

On our submission of our, we let those staff know that we had not completed these reviews. So we do have to report on both tiers when we submit our in February of 2023.

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00:23:59.634 --> 00:24:05.003

so, we truly did, um, own the fact that we were revising this process and that we were behind.

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00:24:10.199 --> 00:24:19.558

Okay, so let's look at it again in a little bit of a different format. So, again, what you're looking at on your screen right now is for the 2020 reviews.

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00:24:19.558 --> 00:24:29.963

So this is for indicator for discipline, which is your 920 data, and we only had districts identified for indicator 10 for this year and when that's for 202,021 data. So we're doing our webinar today.

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00:24:29.963 --> 00:24:37.134

Tomorrow you should receive your notifications if you're wanting to districts that were identified for the fiscal year 2020.

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00:24:41.963 --> 00:24:54.624

Then you'll have to the 30th to upload your documentation, and we're gonna walk you through that. Um, as we continue in into this webinar and then we'll start those on site reviews. Beginning may 1st, through June 30th.

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00:24:55.528 --> 00:24:58.828

Again, we'll have a May Institute session.

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00:24:58.828 --> 00:25:08.249

And then we'll notify you by July 30th, any recommendations that stem from those reviews, which you'll already know, because you'll be working closely with your support team.

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00:25:08.249 --> 00:25:19.679

And then in October, we'll follow up with you and see how it's going and we'll see how those recommendations are coming out. And the work that you've been doing in your district.

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00:25:21.148 --> 00:25:30.269

Just to be clear that the, that that window for onsite reviews, that's only if needed.

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00:25:30.864 --> 00:25:31.463

Right,

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00:25:32.094 --> 00:25:36.503

and if if you with along with your division support team,

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00:25:36.503 --> 00:25:37.223

if your team,

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00:25:37.223 --> 00:25:41.963

and the ISI division support team have decided that you want to do a deeper dive,

174

00:25:41.963 --> 00:25:43.614

and you want to look at student record,

175

00:25:44.334 --> 00:25:47.273

then we will schedule the onsite review with your support team.

176

00:25:47.548 --> 00:25:51.088

And again, that's going to be based on.

177

00:25:51.088 --> 00:25:59.699

Whether the, the policies and procedures at the district level, or the system level.

178

00:25:59.699 --> 00:26:04.739

Um, do in fact, look really solid and.

179

00:26:04.739 --> 00:26:09.838

Y, your, and your hypothesis is that you have some sort of.

180

00:26:09.838 --> 00:26:15.689

Implementation issue with these compliant policies and procedures.

181

00:26:20.993 --> 00:26:29.693

Okay, so now we're looking at the f, y21 and you'll notice that there's some overlap happening now. So, again, we're we still with with 202,021.

182

00:26:29.784 --> 00:26:42.384

we're still going to meet with you guys an offer that may Institute session to those that are on the list for 2021. that group will have from May 9th through June 3rd to do their resource upload their documentation upload.

183

00:26:42.413 --> 00:26:50.993

And then if the onsite review is, um, is needed, then those will

happen June 6th through September 30th.

184

00:26:57.173 --> 00:27:05.334

And then again, in October, we will be sending those notifications of improvement recommendations and really important.

185

00:27:05.334 --> 00:27:07.824

We wanted to point out to you that in November,

186

00:27:07.824 --> 00:27:22.673

what we're going to what we're going to do is we're going to take all of the data from the ISI division support teams and your district teams that we collect during these reviews and we're going to review them at the state level to see if there are any opportunities for us to improve our

187

00:27:22.673 --> 00:27:23.513

processes,

188

00:27:23.874 --> 00:27:25.554

how can we support you better?

189

00:27:25.554 --> 00:27:39.473

What kind of technical assistance is needed or professional development is needed to be created around what we're finding out in the district and so we plan on using all of this information to provide better support to you.

190

00:27:39.503 --> 00:27:46.463

So, we'll be bringing all of this back to our state systemic improvement plan group and talking through this.

191

00:27:46.798 --> 00:27:57.118

And then in December, we'll follow up with the corrections of noncompliance, any reviews that we have. And again, we'll be reporting on this year in our, um.

192

00:27:57.118 --> 00:28:01.949

And on February 1st of 2023.

193

00:28:01.949 --> 00:28:10.409

And then again, I just want to say that again that if you're bound to be on both list, a combined review will be conducted.

194

00:28:10.409 --> 00:28:21.058

And then going forward, we really want to get this process. I don't want to say streamlined because we're not looking to push it through. We really want to use this as an opportunity.

195

00:28:21.294 --> 00:28:36.203

To engage with you and to try to problem solve around why we're, we're finding these, these gaps and so going forward. We want to have these notifications to you by March 1st of each year.

196

00:28:36.384 --> 00:28:44.544

And then we want to have our reviews completed by June 30th, and then any follow up or review of corrections to be done by September 30th of each year.

197

00:28:46.618 --> 00:28:59.489

And that's going forward in our future years. So I know I know. I know we have questions that are coming in on the pallet. Um.

198

00:28:59.489 --> 00:29:03.659

I'm wondering is is everybody, okay if we.

199

00:29:03.659 --> 00:29:13.709

We go to the tablet after we get through this initial content and that then going through those questions we'll sort of serve as a summary and review for everyone.

200

00:29:13.709 --> 00:29:22.259

I think that's a good idea. Lauren. Okay. And I, there is 1 question just just a request. If you would repeat Kelly.

201

00:29:22.259 --> 00:29:27.778

Um, the part about if you had a 1 on indicator or 920 data.

202

00:29:28.134 --> 00:29:40.794

I wonder if that's that's from Wendy I think I think wendy's question was specific to indicator for and specifically for B, and that would

be Kelly. Correct me?

203

00:29:40.794 --> 00:29:49.973

If I'm wrong, if you show that the significant discrepancy with the rate ratio that we define as 2.5 for across 3 or more races is how they were selected for 920.

204

00:29:53.578 --> 00:30:06.328

Okay, well that was that is correct for, um, engaging in the review process. However, if there was any, um, significant discrepancy at greater than 2.5, then you would have received the 1.

205

00:30:10.108 --> 00:30:17.723

So there is, there is a little bit of a difference. Um, but, yeah, you'll it'll, it'll make more sense when you guys receive your notifications.

206

00:30:17.753 --> 00:30:26.003

Um, but if you weren't found to have a significant discrepancy, an indicator for be on any 1 of those races, then you would have received a 1 on your determinations.

207

00:30:26.334 --> 00:30:39.443

However, if you only had 1 or 2 races, um, that were identified for 2020, which is your 920 dataset, you would not have, you will not be notified to have engage in the review process. The very 1st review process.

208

00:30:46.798 --> 00:30:51.808

That's that's helpful. Restating Thank you Kelly.

209

00:30:51.808 --> 00:30:58.259

Yes, and please feel free to reach out to me. Personally if you have questions about your data, when you're when you're.

210

00:30:58.259 --> 00:31:13.048

Receiving these notifications are when you're reviewing your determinations or your significant disproportionality data happy to go over it with you and kind of show you your data and you'll see more of them as, as you receive your notifications.

211

00:31:16.828 --> 00:31:27.088

Okay, so looking at our, um, support teams, there are 19 districts that were identified based on the criteria that we talked about, um, for the 2020 review.

212

00:31:27.088 --> 00:31:31.648

And this is again, we selected.

213

00:31:31.648 --> 00:31:41.933

We used a selection process, do, not only to timing, but because we want to use this 1st, round as a learning process for both the easy division support teams as well as districts.

214

00:31:42.173 --> 00:31:48.534

That have the most significant needs in the areas of discipline and identification based on what we're seeing in the data.

215

00:31:48.838 --> 00:32:03.118

So, each district will be assigned a team of at least 3 staff to support the review and walk through the review tool with the district team districts will have a point of contact with their division support staff. Um.

216

00:32:03.118 --> 00:32:10.979

On their designated team, most likely it's going to be your RC that we'll let, you know, who that will be going forward.

217

00:32:10.979 --> 00:32:19.558

And they will coordinate your meeting times how to share documents and be available to answer questions. As you go, as we're going through this process.

218

00:32:20.394 --> 00:32:31.824

And then, for your team composition, we have some suggestions, and you'll see this a little bit more as we get into the tools certainly would want your ISI director to be involved in this.

219

00:32:32.094 --> 00:32:32.544

But also,

220

00:32:32.544 --> 00:32:39.534

you want to think about other members that you might want to have at the table such as curriculum leads student services directors,

221

00:32:39.864 --> 00:32:41.933

particularly if you're dealing with discipline,

222

00:32:41.933 --> 00:32:50.753

you may want to consider a building administrator being involved and even considering special education teacher general education teachers and parents,

223

00:32:51.173 --> 00:32:52.584

so be thinking about that,

224

00:32:52.584 --> 00:32:56.094

and we'll provide more information about this team as we go forward.

225

00:32:56.398 --> 00:33:01.199

And I think I'm going to turn it over to Lauren to start sharing the 1st of our tools.

226

00:33:01.199 --> 00:33:04.888

Yes.

227

00:33:07.013 --> 00:33:20.124

So, I'm going to just get a quick return us back here, um, to the 1st step in the process, which is the support team, the easy division support team and the team.

228

00:33:20.368 --> 00:33:29.699

Will meet virtually to look at policies and procedures and so which policies and procedures are we talking about?

229

00:33:31.199 --> 00:33:36.959

So, if, uh, you are identified.

230

00:33:36.959 --> 00:33:41.939

For as having a say, make a significant discrepancy.

231

00:33:41.939 --> 00:33:49.048
And are on the list in this 1st, 19.

232
00:33:49.048 --> 00:34:01.828
Some of the things, and let me just preface this before we get into the particulars of what's on these, these lists is, um, this is sort of the opposite of an IRS audit.

233
00:34:01.828 --> 00:34:06.659
Like, when the IRS says we want to take a look at your documents.

234
00:34:06.659 --> 00:34:12.329
You only give them what they ask for right? You're not showing them anything else.

235
00:34:12.329 --> 00:34:24.389
This is the opposite what you want to do is be making a case for yourself and for us as your partners, but really for yourself and for your local team. Um.

236
00:34:24.389 --> 00:34:34.259
You want to gather any and everything that's gonna make a case for? Yes our policies and procedures are in really good shape. Um.

237
00:34:34.259 --> 00:34:44.909
And or maybe they're not, and maybe this is an opportunity to, um, get them in better shape. Right what what we're wanting to do is find out what's.

238
00:34:44.909 --> 00:34:48.869
Causing the data to be like it is.

239
00:34:48.869 --> 00:35:00.119
And then, once we figure out, sort of that root, cause, what can we do about it? What recommendations or changes will make sense given what we find right?

240
00:35:00.119 --> 00:35:09.358
So, we, you will get a link for your own version of this template and for indicator for, um.

241

00:35:09.358 --> 00:35:14.728

The sort of the dumping ground for what you will be providing.

242

00:35:14.728 --> 00:35:22.378

And again, it's we would like to see this populated by April 30th.

243

00:35:23.608 --> 00:35:34.108

For this 1st, cohort of 19 not all 19 are identified for indicator for just that's combined for indicator for.

244

00:35:34.974 --> 00:35:49.134

So, you're, you're going to want to look at your discipline policies and your written protocols and procedures for discipline. Right? So wherever you have those housed on your website, or if you have those in, um.

245

00:35:49.409 --> 00:35:50.153

You know,

246

00:35:50.273 --> 00:35:52.193

PDF forms it,

247

00:35:52.224 --> 00:36:06.923

it may make sense for you to begin to build your own folder of some kind that you can share with us particularly if you have PDFs or documents that aren't linkable on some public facing website that you all have.

248

00:36:07.134 --> 00:36:13.434

You may want to begin to think about building a folder and we're happy to help you kind of organize if, um.

249

00:36:13.978 --> 00:36:17.128

If you need that sort of support, but.

250

00:36:17.128 --> 00:36:20.489

This is this is sort of the.

251

00:36:20.489 --> 00:36:29.728

The list of things that you're gonna want to gather in preparation for that virtual meeting, right? Your student code of conduct parent rights handbook.

252

00:36:29.728 --> 00:36:40.168

Any documentation and data you have regarding parent appeals of disciplined decisions, your homebound policies and data.

253

00:36:40.168 --> 00:36:50.818

And I, and then you're going to see lots of other sort of example, our data to make a case for our policies and our.

254

00:36:51.293 --> 00:37:05.364

Procedures are, are are not in good shape. Um, we would love to to have at least 2 years to the last 2 school year's worth of data as your, especially for this 1st group.

255

00:37:06.114 --> 00:37:06.864

Um.

256

00:37:08.398 --> 00:37:15.088

So some exemplar data around indicator for that, you, you.

257

00:37:15.088 --> 00:37:18.208

May want to think about.

258

00:37:18.208 --> 00:37:23.159

Sharing with us examining yourselves and with us.

259

00:37:23.159 --> 00:37:29.759

Any intervention data you have related to behavior or social emotional learning.

260

00:37:29.759 --> 00:37:37.378

Um, any example, are that have behavior supports and goals behavior intervention plans.

261

00:37:37.378 --> 00:37:51.208

Manifestation determination data and we're, we're thinking of like, how many have you done? Um, can you break that disaggregate that by

race? Um.

262

00:37:51.208 --> 00:37:55.949

How many prior written notices related to discipline? Do you have.

263

00:37:55.949 --> 00:38:00.329

Do you have attendance and disciplined data and reports that you can be.

264

00:38:00.329 --> 00:38:03.923

desegregating by a student with disability,

265

00:38:03.923 --> 00:38:08.184

compared to non non disabled students and or by race,

266

00:38:08.213 --> 00:38:08.903

um,

267

00:38:08.934 --> 00:38:14.244

service documentation that demonstrates that you are supporting students on their,

268

00:38:14.364 --> 00:38:15.893

with their behavior goals.

269

00:38:16.500 --> 00:38:16.860

Uh,

270

00:38:16.885 --> 00:38:18.684

any progress monitoring data,

271

00:38:18.985 --> 00:38:19.284

um,

272

00:38:19.315 --> 00:38:19.974

and then,

273

00:38:19.974 --> 00:38:20.574

of course,

274

00:38:20.574 --> 00:38:24.563

any professional learning that you've you're doing and coaching,

275

00:38:24.835 --> 00:38:25.195

um,

276

00:38:25.224 --> 00:38:33.835

supports for staff that you've provided that demonstrates your efforts to half fidelity of implementation with these policies and procedures.

277

00:38:34.050 --> 00:38:37.679

And then, of course, we, I think we're going to learn.

278

00:38:37.679 --> 00:38:38.219

Um,

279

00:38:38.425 --> 00:38:39.204

in this 1st,

280

00:38:39.204 --> 00:38:39.744

round with you,

281

00:38:39.744 --> 00:38:40.135

all,

282

00:38:40.164 --> 00:38:40.494

uh,

283

00:38:40.914 --> 00:38:44.844

additional resources documentation data,

284

00:38:44.875 --> 00:38:49.164

that will make the case for where you are in terms of your,

285

00:38:49.375 --> 00:38:59.574

your system level policies and procedures related to discipline and

how that's impacting and being implemented for students with disabilities.

286

00:38:59.849 --> 00:39:03.719

So, I'll pause there.

287

00:39:03.719 --> 00:39:09.539

Like I said, you're going to get your own version of this template and you'll just be.

288

00:39:09.539 --> 00:39:13.559

Copying and pasting links to these documents.

289

00:39:13.559 --> 00:39:16.650

And or reports, um.

290

00:39:18.539 --> 00:39:29.610

Again, creating the, the narrative through your documentation of where you are with your policies and procedures related to discipline.

291

00:39:29.610 --> 00:39:41.400

So, I'll just pause and give folks a minute to be populating questions related to.

292

00:39:41.400 --> 00:39:51.239

Your preparation for indicator for if you want to use the pamphlet, we'll just I'm just going to have a silent minute here and then we'll move on to the.

293

00:39:51.239 --> 00:40:00.119

Lists for indicator 9 and 10.

294

00:40:02.429 --> 00:40:06.690

Putting the link.

295

00:40:06.690 --> 00:40:13.650

For the document that we're have on the screen in the chat, now it's also linked.

296

00:40:13.650 --> 00:40:18.539

In the PowerPoint, which you have access to as well.

297

00:40:36.869 --> 00:40:42.059

Casey, um, are are you seeing questions.

298

00:40:42.059 --> 00:40:53.849

Popping up in the pallet no, not in response to this. At this time there are still questions from, from earlier that we can come back to but.

299

00:40:53.849 --> 00:41:00.059

Not additional 1 specific to this tool. Okay. I want to give people a little bit. I think time here.

300

00:41:00.059 --> 00:41:10.289

Uh, so just a couple of things as we're looking at both of these lists of documentation that you're gonna.

301

00:41:10.289 --> 00:41:19.079

Examine as part of understanding why your data looks the way it does for in this case for your significant discrepancy.

302

00:41:19.079 --> 00:41:22.260

If you are participating in this process with us.

303

00:41:22.260 --> 00:41:32.309

Um, if you're having difficulty finding these things, um, if we go back to our.

304

00:41:32.309 --> 00:41:35.369

If we go back to our process.

305

00:41:36.204 --> 00:41:41.934

If you just if there aren't a lot of documents to demonstrate what you have in place,

306

00:41:41.934 --> 00:41:43.135

in terms of structures,

307

00:41:43.164 --> 00:41:44.724
procedures and processes,

308

00:41:45.204 --> 00:41:53.155
that's going to point us to we might we not might not have a complete
set of documentation and that's where we'll begin the problem solving
right.

309

00:41:53.429 --> 00:42:06.570
The other thing I want to say about these lists is these are starting
points. They're not exhaustive list and we're not going to be doing
any kind of like.

310

00:42:06.775 --> 00:42:14.545
Necessarily like assessment of how many of these boxes you get filled,

311

00:42:14.724 --> 00:42:16.255
except that if you,

312

00:42:16.255 --> 00:42:17.635
if you're like I said,

313

00:42:17.755 --> 00:42:22.704
having difficulty finding some of these documentations of procedures.

314

00:42:22.920 --> 00:42:26.219
And policies related to discipline.

315

00:42:26.219 --> 00:42:35.039
Um, then that's just gonna be an indicator for all of us right? That's
going to. We'll, we'll start the conversation in terms of problem
solving.

316

00:42:35.039 --> 00:42:46.829
But I, I think what I'm also trying to say is do not sweat bullets. If
you don't have something for every single thing that's on this list.
Is that fair to say, Kelly?

317

00:42:46.829 --> 00:42:50.369

And Casey, absolutely.

318

00:42:51.480 --> 00:42:54.929

That's correct. Okay. These really important.

319

00:42:54.929 --> 00:43:04.679

Yeah, go ahead. Yeah, I was going to say, we definitely don't want you to spend the next 2 weeks trying to create that or develop that in your in your in your.

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00:43:04.679 --> 00:43:10.710

District, we will, um, work from there when we meet with, you.

321

00:43:16.045 --> 00:43:26.605

Yeah, and likewise if you don't have any of these data handy, or you're not in the habit of looking at these data, you don't run those reports.

322

00:43:28.710 --> 00:43:35.909

I did, did you say sweat bullets, Chuck.

323

00:43:40.795 --> 00:43:52.253

Um, what that's that may be another place for us to begin to think about problem problem solving and us supporting use is, how do you access those data?

324

00:43:52.284 --> 00:43:57.295

How do you develop practices of looking at them routinely on a,

325

00:43:57.445 --> 00:43:59.664

in a kind of a scheduled way um,

326

00:43:59.695 --> 00:44:08.063

so that you can monitor where you are with this particular indicator and how students with disciplined disabilities are being disciplined.

327

00:44:08.335 --> 00:44:13.074

Um, so that's again, like, if you're like Kelly said, we're not.

328

00:44:13.349 --> 00:44:18.090

We're not expecting that you're going to try to, like.

329

00:44:18.090 --> 00:44:27.389

Create all of these things in the next 3 weeks so much as gather what you have and then let's have the problem solving discussion from there.

330

00:44:27.389 --> 00:44:37.590

So, moving on to indicator, 9 and 10, the list is a little bit longer and remember indicator. 9 and 10 are about identification.

331

00:44:37.590 --> 00:44:40.889

Right.

332

00:44:41.485 --> 00:44:43.614

And so the,

333

00:44:43.644 --> 00:44:58.405

we're looking at a sort of a bigger part of the process beginning with child fine moving through evaluation and reevaluation and so there are are more

334

00:44:58.405 --> 00:45:02.965

parts of the special education process that we are going to investigate.

335

00:45:02.994 --> 00:45:14.815

Because of what this, these 2 indicators measure, and you can see they're beginning with any anything you can demonstrate in terms of your documentation of child find.

336

00:45:15.119 --> 00:45:23.880

Activities your public bonuses, um, you're, we're gonna be looking at your intervention system.

337

00:45:23.880 --> 00:45:29.429

And who's accessing those interventions and.

338

00:45:29.875 --> 00:45:43.614

And to to what degree did they have access to intervention before that they were referred for special education evaluation that's what several of these next few items are. Right?

339

00:45:43.614 --> 00:45:47.155

So what are your data decision rules for your tiered interventions?

340

00:45:47.489 --> 00:45:54.630

What sort of progress monitoring structures do you have in place for your general education? Interventions?

341

00:45:56.400 --> 00:46:03.539

And then, what sort of protocols do you have for that written notification in terms of? Um.

342

00:46:03.539 --> 00:46:08.880

What's the actions that are taken once a notification is submitted?

343

00:46:08.880 --> 00:46:22.769

Um, we, we, we're, you may want to look at the age data on the age of students at initial referral.

344

00:46:22.769 --> 00:46:30.420

Just aggregated by grade level, race, disability category. That's there's gonna be quite a bit of.

345

00:46:30.420 --> 00:46:40.230

So, the information for it, the, the notion of a flashlight here data is at age of referral, it's going to be very helpful.

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00:46:40.230 --> 00:46:52.320

Um, your protocols for receiving that notification, like I said, do you have a log of your received written notifications of concern? Um.

347

00:46:53.639 --> 00:46:56.760

Documentation of what the response is when a.

348

00:46:56.760 --> 00:46:59.940

A notification is received.

349

00:46:59.940 --> 00:47:03.750

Any kind of interview protocols you're using.

350

00:47:03.750 --> 00:47:12.960

As, as you move through the referral process and make a decision about the need for a special education evaluation.

351

00:47:14.010 --> 00:47:19.619

Um, demonstrations that evaluators and interpreters are.

352

00:47:21.750 --> 00:47:26.219

Fluent in the language spoken in the student's home that's 1 of the.

353

00:47:26.219 --> 00:47:35.639

The sort of components of the requirements that we have to track according to and the, the.

354

00:47:35.639 --> 00:47:38.880

Sort of the description of this.

355

00:47:38.880 --> 00:47:51.744

These 2 indicators, any of your family, your family s, data will be helpful to be looking at performance data of non disabled students and disproportionate racial groups, or by grade level.

356

00:47:52.795 --> 00:47:53.965

Um.

357

00:47:55.530 --> 00:48:01.559

So so what we're, what we're gonna look at together for 910 really is.

358

00:48:01.559 --> 00:48:04.860

The health of your child find system.

359

00:48:04.860 --> 00:48:15.269

And the consistency with which decisions from referral to evaluation to eligibility determination are made across sub groups.

360

00:48:16.500 --> 00:48:25.980

And the final part of this document is, uh, we won't go over it today, but just so, you know, it's there in the future. If we get to the part in the process where we've.

361

00:48:25.980 --> 00:48:30.150

We've looked together at your policies and procedures and everything looks great.

362

00:48:30.150 --> 00:48:39.269

We then we are gonna suspect some kind of implementation issue how we're, how we're going to select those student records is documented here.

363

00:48:39.269 --> 00:48:42.389

Um, but again, I think.

364

00:48:42.389 --> 00:48:48.929

This this is sort of plenty will be making those selections.

365

00:48:48.929 --> 00:49:01.829

Of those students, um, and, and letting, you know, which files we'll be looking at, before we come on site, if that's needed. And this is just a description of how the selection process will happen for each indicator.

366

00:49:03.059 --> 00:49:15.269

So, I know this is, this is your, I think you're, you know, of course, if you're 1 of the, the 1st, 19, the details in these 2 lists are going to be pretty quickly. Like.

367

00:49:15.269 --> 00:49:18.329

Imminent important, um.

368

00:49:18.329 --> 00:49:24.449

I, we're sharing this with the whole state because like Kelly said, um.

369

00:49:24.449 --> 00:49:28.769

We're we're gonna go ahead and notify at the end of April.

370

00:49:28.769 --> 00:49:33.900

The next year's worth of.

371

00:49:33.900 --> 00:49:38.610

Lists so that we're caught up for our next.

372

00:49:38.610 --> 00:49:43.980

So, it's it's.

373

00:49:43.980 --> 00:49:50.130

I think the other word for everyone on the call is even if you don't.

374

00:49:50.425 --> 00:50:04.465

Find yourself on 1 of these lists for these 2 years that we're examining these are really these could be really helpful tools for you to do your own sort of internal assessment and

375

00:50:05.155 --> 00:50:06.054

be if there,

376

00:50:06.085 --> 00:50:07.945

if there are any parts of your.

377

00:50:08.219 --> 00:50:18.360

Your district improvement plan that include this proportionality. These might be really helpful tools to begin. Some of the problem solving.

378

00:50:18.360 --> 00:50:21.420

And with that, I'm going to turn it over to Casey.

379

00:50:21.420 --> 00:50:30.210

Thank you Lauren going to share my screen. It would it be okay if I pull up my screen? Yes, of course.

380

00:50:35.545 --> 00:50:36.204

Thank you,

381

00:50:37.315 --> 00:50:46.315

so I will be doing a brief overview of the indicator review tools so that you have a chance to just get that,

382

00:50:46.344 --> 00:50:46.675

um,

383

00:50:46.704 --> 00:50:48.144

initial overview,

384

00:50:48.414 --> 00:51:00.054

knowing that for the select there are certainly will be additional follow up conversations and training around the use of the tools and this collaborative process.

385

00:51:00.655 --> 00:51:11.394

So what I'm gonna do is start with indicator for review tool and I'm gonna be on the instructions tab. And if you'll notice there are 4 tabs across the bottom.

386

00:51:11.994 --> 00:51:15.625

That help to orient us to this particular tool.

387

00:51:16.014 --> 00:51:16.344

So,

388

00:51:16.344 --> 00:51:30.625

for indicator for this review tool is intended to support a collaborative review of the policy practices and procedures related to significant discrepancy and disciplinary actions for students with disabilities,

389

00:51:30.835 --> 00:51:33.054

compared to non disabled students.

390

00:51:33.474 --> 00:51:47.664

And this process is a review of the district and or school level policies. So there are 2 tabs here for each of those different review components. And so we will be, um, walking through each part of that.

391

00:51:47.664 --> 00:51:54.324

So, you can take a look at the review components as well as the student record re, review component.

392

00:51:55.590 --> 00:52:08.250

The 1st section we want to just walk through briefly is the checklist to complete the review. And what you'll see is there are 5 items here that kind of walk us through from start to finish.

393

00:52:08.250 --> 00:52:14.190

In the process of doing the review. So the 1st, piece of this is.

394

00:52:17.545 --> 00:52:30.835

A notification after notification has been sent to the district, the school superintendent are designee would select the team members to conduct the review and we've included recommendations and required components.

395

00:52:31.110 --> 00:52:31.440

Um,

396

00:52:31.465 --> 00:52:32.905

of that items,

397

00:52:32.934 --> 00:52:40.675

just to help guide that process so so the the selection of that team might include a team leader to oversee the process,

398

00:52:41.065 --> 00:52:41.425

um,

399

00:52:41.605 --> 00:52:44.335

selecting the actual team members with the relative,

400

00:52:44.605 --> 00:52:45.025

um,

401

00:52:45.054 --> 00:52:48.775

cross disciplinary expertise representing different areas,

402

00:52:48.775 --> 00:52:50.875
that could include administration,

403

00:52:51.204 --> 00:52:51.715
um,

404

00:52:52.614 --> 00:52:54.985
coordinators guidance counselors,

405

00:52:54.985 --> 00:52:56.005
social workers,

406

00:52:56.034 --> 00:52:56.695
special ed,

407

00:52:56.724 --> 00:52:57.414
teachers,

408

00:52:57.445 --> 00:52:57.985
general,

409

00:52:57.985 --> 00:52:58.164
Ed,

410

00:52:58.195 --> 00:52:58.824
teachers,

411

00:52:59.275 --> 00:53:03.054
parents of a student with disability and or school psychologist,

412

00:53:03.684 --> 00:53:04.014
um,

413

00:53:04.045 --> 00:53:08.635
to provide objectivity and benefit from technical assistance during
the review.

414

00:53:08.635 --> 00:53:10.554
It would be recommended that.

415
00:53:11.094 --> 00:53:14.545
That when the review is required,

416
00:53:14.545 --> 00:53:17.244
because of identification of significant discrepancy,

417
00:53:17.244 --> 00:53:21.534
or disproportionality by race or ethnicity that the team give
consideration to,

418
00:53:21.534 --> 00:53:28.494
including representatives who are diverse and have racial diversity or
ethnic backgrounds to participate in the review.

419
00:53:29.335 --> 00:53:42.324
It's also recommended that the review team include at least 3 to 4
people who have access to eat cats and power school to help support,
navigating through the review process and the relative information.

420
00:53:42.594 --> 00:53:51.385
That would be necessary for looking at the districts disciplinary
practices and documentation related to students with disabilities.

421
00:53:52.945 --> 00:54:04.195
So, that initial, the team will probably come together, conduct an
initial meeting to review and discuss timelines for this review
process and collect the required information.

422
00:54:04.195 --> 00:54:04.494
So,

423
00:54:04.494 --> 00:54:19.344
that might include a signing staff who are responsible for compiling
and submitting the relative policies and procedures such as those that
Lauren was reviewing on the preparation for review

424
00:54:19.704 --> 00:54:26.125

document and completing the student record reviews as well as a signing staff,

425

00:54:26.905 --> 00:54:33.445

identifying the process to complete the review and due dates and establish meeting dates to review results as well.

426

00:54:33.445 --> 00:54:38.005

So, those are just components of planning and meeting coordination.

427

00:54:39.355 --> 00:54:46.105

In terms of the data sources and the information, that would be reviewed. Lauren just went over this document linked here.

428

00:54:46.105 --> 00:55:01.045

Again, the preparation for review of policies practices and procedures is really that primary repository for your documentation. That demonstrates evidence of the items. That will be reviewed.

429

00:55:01.315 --> 00:55:05.184

And she walked through that's not an exhaustive list and there's an other box,

430

00:55:05.394 --> 00:55:16.585

and we'll talk a little bit more about things you might want to consider for additional documentation that you might want to provide to support your demonstration of the particular items being reviewed.

431

00:55:16.889 --> 00:55:30.389

Um, and so each section of that protocol identifies the, the, the information that would be looked for as part of this process and we'll and we'll point to that just a moment when we get on that tab.

432

00:55:31.764 --> 00:55:34.375

In terms of the sample of students as Lauren mentioned,

433

00:55:34.403 --> 00:55:34.644

um,

434

00:55:34.974 --> 00:55:44.545

that process and how that would be explained is at the bottom of the documentation as well but the information and the data around the student files would be provided by,

435

00:55:45.085 --> 00:55:51.324

as part of this process to help support the review of relative student documents and student files.

436

00:55:52.135 --> 00:56:06.594

And then the, this step is really completing the resource review and or the student record review. So, as we talked about on the flowchart, um, the 1st step in, that is the resource review and we'll move to that tab in just a moment.

437

00:56:06.864 --> 00:56:13.974

And then if agreed upon or necessary, that student record review would be the additional component. And both of those are.

438

00:56:14.280 --> 00:56:18.210

On this particular document.

439

00:56:18.210 --> 00:56:24.239

So, the next step I'm going to review is the review process.

440

00:56:26.789 --> 00:56:33.300

Lauren, I want to pause 1 moment, because it looks like my screen keeps going out. Are you still able to see my screen.

441

00:56:34.974 --> 00:56:39.445

I am okay, good. Just checking, because it keeps saying reconnecting.

442

00:56:39.775 --> 00:56:50.184

Okay so the, um, the review process this is a description of well, so that now we have the tool what will this review look like what's going to happen?

443

00:56:50.514 --> 00:56:58.014

So this is that collaborative process of working together with our team members as well as your team members.

444

00:56:58.704 --> 00:57:04.014

To collaboratively review the information that is aligned to each of these items.

445

00:57:04.315 --> 00:57:15.864

And we're so the, the next piece of this is ensuring that we have access to the look at items and resources before beginning the review, which is why we have that document that Lauren outlined.

446

00:57:15.864 --> 00:57:27.385

So, that we can have that uploaded and prepared, um, when we're working together 1, person on the review team should be able to have that review the item, or the document being reviewed pulled up.

447

00:57:27.385 --> 00:57:39.565

And the other reviewer we might have the review tool, pulled up and ready to document or record the team's response to the particular item. And obviously, for student record review this might mean that you need to pull paper file.

448

00:57:40.255 --> 00:57:44.125

So, just some historical data might be archived. There.

449

00:57:45.085 --> 00:57:56.994

Rather than in, and that's just possible. If we were doing those onsite for student record reviews, each review pair will review the relevant information listed.

450

00:57:56.994 --> 00:58:08.454

And the evidence is look at column to determine if they'll look for are demonstrated. And we'll talk a little bit about what that looks like um, all of the look at items are not required.

451

00:58:08.454 --> 00:58:19.014

So, like Lauren pointed out, those resources are listed, but all of them are not required to demonstrate evidence of the particular item.

452

00:58:19.045 --> 00:58:32.304

They're just recommended evidences to look at to see if we can see what's being demonstrated. Um, and the review team will determine the most appropriate rating using the descriptions outlined below.

453

00:58:33.505 --> 00:58:33.864

So,

454

00:58:33.894 --> 00:58:44.184

while the individual student records will be reviewed and rated the intent of the process is to identify systemic concerns associated with implementation of policies,

455

00:58:44.184 --> 00:58:45.804

practices and procedures,

456

00:58:46.074 --> 00:58:54.474

which looks different than an individual's student file review for the purpose of an individual outcome or a result.

457

00:58:54.715 --> 00:59:04.974

So this is much more looking at patterns that could emerge as trends after reviewing a variety of files or a number of files.

458

00:59:05.250 --> 00:59:11.579

To note those trends and recognize that that might be indicative of a systemic concern.

459

00:59:13.019 --> 00:59:21.179

So, the ratings are listed here for, um, for the teams to use and what the, the ratings are.

460

00:59:21.179 --> 00:59:32.579

Um, are clearly demonstrated and what you can see is that when when you're marking that, that the look for items are available, some evidence demonstrates the item that's being reviewed and it.

461

00:59:32.579 --> 00:59:35.664

Is sufficient that it is clear,

462

00:59:35.664 --> 00:59:37.914

and there is agreement between the team members,

463

00:59:38.215 --> 00:59:53.065

that the evidence documents that partial demonstrated as a rating indicates that a portion of the relative look for items are clearly documented or demonstrated and there's sufficient evidence to demonstrate the implementation of the item but it

464

00:59:53.065 --> 00:59:57.744

might not be fully clearly demonstrated it's only partially in place.

465

00:59:58.079 --> 01:00:13.050

And then obviously not demonstrated would be minimal, or no evidence of the relative look for items or demonstrating implementation of the item being reviewed. We recognize that there could be variation and rater agreement.

466

01:00:13.255 --> 01:00:21.355

And so we've included in here a note that, ideally, reviewer teams would come to consensus after reviewing it a particular item.

467

01:00:21.385 --> 01:00:30.655

But when there is disagreement about the rating response teams would be encouraged to rate partially demonstrated as a way to capture the variation and interpretation.

468

01:00:30.864 --> 01:00:33.054

And make a note in the comment section,

469

01:00:33.295 --> 01:00:40.704

so that at the end of the process that can be discussed and and considered as a potential area,

470

01:00:41.215 --> 01:00:42.534

or recommendation,

471

01:00:42.565 --> 01:00:43.014

um,

472

01:00:43.045 --> 01:00:45.894

to address an implementation gap or a point,

473

01:00:45.894 --> 01:00:48.144

that might be beneficial to clarify.

474

01:00:48.480 --> 01:01:01.980

Moving forward in terms of notes and comments that would be used to really document those partial demonstrated or not demonstrated. And also, if there were model practices that were identified in the review process.

475

01:01:03.300 --> 01:01:14.664

And that the last component of the, the process is the review summary so at the end, there would be a summarization of the ratings for this process.

476

01:01:14.664 --> 01:01:21.775

And it would be discussed collaboratively by the team to discuss themes points of clarification, concerns items.

477

01:01:21.775 --> 01:01:31.014

That might need further review and, for example, the team might discuss actions to address systemic concerns for a variety of strategies.

478

01:01:31.855 --> 01:01:45.594

To clarify, revising a policy or practice a way to strengthen documentation to consider delivering professional development or implementing more frequent local monitoring plan.

479

01:01:45.894 --> 01:01:51.565

So, there might be components that are discussed in the summarization around what was identified.

480

01:01:51.744 --> 01:02:06.445

And then findings would would would give us the opportunity to provide recommendations that the team would discuss and determine collaboratively for improvement areas where those partial items might be noted or when there

481

01:02:06.445 --> 01:02:13.644

are areas that it is really an opportunity to address an implementation gap or improve the,

482

01:02:13.644 --> 01:02:14.125
um,

483

01:02:14.425 --> 01:02:19.224
the implementation of policies practices and procedures in this area
corrections.

484

01:02:19.224 --> 01:02:31.554
On the other hand, following the review, the team might discuss and
determine if there are any needed corrections, resulting from lack of
evidence or documentation required for a component of policy.

485

01:02:31.945 --> 01:02:43.344
Or if a student record review trends indicated less than 50% of the,
the reviewed files indicated partially demonstrated status for an
item.

486

01:02:44.250 --> 01:02:49.440
Which art, which is the policy component um.

487

01:02:49.440 --> 01:03:00.864
So, the team would discuss those areas needed and then, and then the
correspondence would be provided to clarify what those are and the
expectations around that, along with the timeline.

488

01:03:00.864 --> 01:03:12.204
And obviously, if no corrections were noted, the would receive
correspondence, documenting the conclusion of this review process. So,
I'm gonna pause right there as I.

489

01:03:12.690 --> 01:03:23.099
Prepared to transition to the next 2 slides and just check in Lauren.
Kelly are there additional components on the instructions? And again,
this is just for indicator for at this point.

490

01:03:26.010 --> 01:03:34.380
No, I think once you get into the, um, look look at and look for along
with the components um, it'll tie all in together. So thank you.

491

01:03:36.775 --> 01:03:45.954
Thank you Kelly. Okay. Well, I will, I will start that and if we have

additional questions, we can capture that or come back to it as we need to.

492

01:03:46.434 --> 01:03:53.545

So, what I've done is I've left the instructions tab, and I've navigated to the 1st tab, which is the resources.

493

01:03:53.844 --> 01:04:06.414

So, remembering that Lauren set, um, Lauren's document that she reviewed, um, the the preparation for review document that had the list of resources that you could hyperlink.

494

01:04:06.775 --> 01:04:06.954

Well,

495

01:04:07.135 --> 01:04:09.804

what you're gonna see is this column B,

496

01:04:09.954 --> 01:04:10.824

is really,

497

01:04:10.945 --> 01:04:11.994

uh,

498

01:04:12.144 --> 01:04:14.184

a list of those,

499

01:04:14.364 --> 01:04:14.755

um,

500

01:04:14.784 --> 01:04:17.905

look at those are the documents or resources that are,

501

01:04:17.934 --> 01:04:18.355

um,

502

01:04:18.655 --> 01:04:24.414

documents that would potentially demonstrate evidence of the items that we're gonna.

503

01:04:24.414 --> 01:04:28.494

Right. So, I just wanted to call your attention there as we're going through this. Um.

504

01:04:29.125 --> 01:04:42.114

So, this indicator for this is the actual review for the resources and what you'll see when you come to this page, is there are 9 items on this page that will be reviewed.

505

01:04:42.385 --> 01:04:51.985

And, um, the, the way this works is this 1st, box in column a, um, each of these 9 items are listed here.

506

01:04:51.985 --> 01:05:04.614

And what you'll see in there is the description of the particular procedural requirement and program standards related to indicator. 4, that are required under policy.

507

01:05:04.614 --> 01:05:07.315

And it includes the policy reference.

508

01:05:08.065 --> 01:05:09.175

For your review,

509

01:05:09.204 --> 01:05:10.525

so if you look at this 1,

510

01:05:10.795 --> 01:05:11.364

this 1st,

511

01:05:11.364 --> 01:05:23.724

1 is the district notifies parents on the date of which the decision is made to make a removal that constitutes a change in placement of a child with a disability because of a violation of the code of conduct parent,

512

01:05:23.724 --> 01:05:30.264

receives copies of the parent rights and responsibilities and special Ed and you have the policy citations there.

513

01:05:30.599 --> 01:05:41.219

So this is the, the component that is being reviewed the component of your policy practices and procedures and as Warren said, WH, what what W.

514

01:05:41.219 --> 01:05:50.244

The review team is is doing is looking for evidence of this item that we're wanting to document this item.

515

01:05:50.275 --> 01:06:00.744

It could be in the look at that Loren mentioned, but it might also be that when you look at this item, you say well, that's not gonna be there in my district.

516

01:06:00.775 --> 01:06:13.284

We document that in this location, or in this document, or on this website, or in this file, wherever that might be you might put that, um, additional resource or evidence.

517

01:06:14.065 --> 01:06:27.835

In the other file, or in the other category on the form that Lauren was referencing. But these look at and look for are provided here as just helping supports to frame. What was what?

518

01:06:27.864 --> 01:06:39.655

Where might we find evidence of this particular item at the district level if the district is demonstrating compliance with this component, where might we see evidence of that?

519

01:06:39.775 --> 01:06:47.784

And in this case, it might be in those discipline policies and written protocols and procedures and it could be in your student code of conduct. Um.

520

01:06:48.565 --> 01:06:52.014

When we get that what are we specifically going to be looking for?

521

01:06:52.224 --> 01:06:52.465

Well,

522

01:06:52.465 --> 01:06:53.784
what we would want to know is,

523

01:06:53.815 --> 01:06:57.414
is there documentation that there's been training or support,

524

01:06:57.414 --> 01:06:59.394
or clarification in our policies,

525

01:06:59.394 --> 01:07:14.125
or professional development around parent notification regarding
disciplinary change in placement policies related to discipline for
students with disability any of the training or support or fidelity
data or

526

01:07:14.454 --> 01:07:16.644
components related to discipline data,

527

01:07:16.644 --> 01:07:24.625
entry requirements that demonstrate that the district has a process
for ensuring that this item is in place.

528

01:07:25.375 --> 01:07:38.394
So, again, kind of sticking to this is what needs to be demonstrated.
It could be these components that help you to demonstrate it. But you
might also have something different that would be beneficial for the
review team.

529

01:07:38.425 --> 01:07:41.335
That would demonstrate this at the district level.

530

01:07:41.815 --> 01:07:54.445
Um, and then the rating would simply be documented here um, at the
references for the ratings are over here on the left again, it might
be clearly demonstrated partially or not demonstrated.

531

01:07:54.690 --> 01:08:01.409
And any reviewer comments about those partial, or not demonstrated
could be documented here as well.

532

01:08:02.034 --> 01:08:12.175

So this is the indicator for tool and the page for the resources and then if we navigate to the student record review,

533

01:08:12.204 --> 01:08:20.454

because we said there were 2 components what I'd like to call your attention to is this page has the exact same items.

534

01:08:20.484 --> 01:08:22.375

These are the exact same.

535

01:08:22.649 --> 01:08:36.600

Procedural requirements and program standards that are listed on the resources page. They're exactly the same. But instead this page is focusing on. What would that look like?

536

01:08:36.625 --> 01:08:39.895

As evidenced in your student records.

537

01:08:40.045 --> 01:08:52.704

So what would we look at in a student record that would demonstrate this parent notification on the date of the decision being made for, um, the removal that constitutes a change in placement.

538

01:08:53.364 --> 01:09:02.875

So, where might we look, we might look at your sampling of student records of students suspended greater than 10 days because that's our indicator for criteria.

539

01:09:03.324 --> 01:09:10.404

We might also look at parent notification for, um, the meeting related to disciplinary incidents prior written notices.

540

01:09:10.704 --> 01:09:25.435

We might look for alignment of the parent notification requirements, including the date of the disciplinary incident, compared to the date of parent notification there might be other information or documentation and power school as well.

541

01:09:25.435 --> 01:09:32.095

That could be beneficial and demonstrate evidence of implementation or compliance with this component.

542

01:09:33.414 --> 01:09:43.765

So these are the 2 pieces for indicator 4, and the review tool, the component, and the student record review component.

543

01:09:44.364 --> 01:09:53.125

And then the 4th and final tab is where the summary will be documented the key findings of the review,

544

01:09:53.154 --> 01:09:57.595

the collaborative review as well as any corrective actions that would be noted,

545

01:09:57.715 --> 01:10:02.604

or any recommendations for the to consider for improvement,

546

01:10:02.604 --> 01:10:02.904

planning,

547

01:10:02.904 --> 01:10:03.234

moving,

548

01:10:03.234 --> 01:10:03.864

forward,

549

01:10:03.895 --> 01:10:05.425

related to indicator for.

550

01:10:07.289 --> 01:10:20.010

I'm going to pause right there as I for a period of transition to the, to the next tool. Are there additional are there any questions, Kelly or Lauren or any components? You'd like to add for further clarification?

551

01:10:20.010 --> 01:10:29.069

On the tools only want to add or reinforce what you've said, Casey, that the items on these tools.

552

01:10:29.069 --> 01:10:35.489

Are required either in the measurement table, or in the.

553

01:10:35.489 --> 01:10:43.920

The federal descriptions in and are also echoed in our.

554

01:10:43.920 --> 01:10:49.979

Policies governing students for disabilities, which is to say, we're not making this up.

555

01:10:49.979 --> 01:11:00.270

In terms of sort of the technical nature of what is required and what we'll be looking at, that these are required.

556

01:11:00.270 --> 01:11:03.420

Both in our state and federal regulations.

557

01:11:05.310 --> 01:11:13.590

Thank you Lauren, would it be acceptable to make the transition to briefly? Look at indicator? 9 tool.

558

01:11:16.859 --> 01:11:20.430

I think so.

559

01:11:20.545 --> 01:11:30.295

Okay, so, in making the transition to the indicator 9 and 10 review tool um, I'd like to orient you and the very same way.

560

01:11:30.295 --> 01:11:38.335

What you'll see is these tools are very, very similar in their structure, their, um, spreadsheets and the 1st page is again the instructions.

561

01:11:38.574 --> 01:11:53.515

You'll see that this follows the same footprint and structure except, um, there are slight variations here because what's being reviewed is different. So this is no longer about discipline for students with disabilities.

562

01:11:53.515 --> 01:12:04.225

This is about disproportionate representation and identification for students with disabilities. So we're talking about identification and disproportionate representation.

563

01:12:04.585 --> 01:12:05.454

And as a result,

564

01:12:05.484 --> 01:12:18.265

you'll see that some of the technical skills of your review team might be slightly different and that you would want to give consideration to team members who might have expertise related to knowledge of skills,

565

01:12:18.324 --> 01:12:25.944

relevant relevant to the policies procedures and practices for students with disabilities related to identification,

566

01:12:26.215 --> 01:12:30.204

that skillset might be something that you would want to consider at the local level.

567

01:12:30.630 --> 01:12:37.734

Um, for this particular review tool, but all of the steps for this process are relatively identical.

568

01:12:37.944 --> 01:12:50.664

Um, and, um, again, this preparation tool has a separate list as Lauren pointed out for the documentation that that will be reviewed as part of this particular indicator.

569

01:12:51.085 --> 01:13:03.085

And, um, and then for the review process, the, the ratings are identical to the tool that we just reviewed. And the summarization process is the same.

570

01:13:04.104 --> 01:13:13.975

So, as we navigate over to the 1st tab, which again is the resources where we would start with the review of your resources.

571

01:13:14.664 --> 01:13:27.265

Um, what you'll notice on the indicator 9 and 10 tab is there are 2

parts the 1st, 1 is orange at the top, and it has 6 items, and it is focused on child find and referrals.

572

01:13:27.265 --> 01:13:40.854

So, if we're looking at indicator, 9 and 10, and we're focused on identification of students with disabilities, the 1st part we're going to look at, are the components of policy related to child fund and referrals.

573

01:13:41.244 --> 01:13:55.765

And then, for the 2nd part, we're going to look at evaluation re, evaluation and eligibility determination, and it's color coded blue, and there are 5 items in that particular section.

574

01:13:56.005 --> 01:14:03.265

So this tool has a few more items and it has 2 parts. And we tried to color code it to help organize it a little bit.

575

01:14:03.984 --> 01:14:11.845

What you'll see is, it's the same structure as the previous tool you have the item that is being reviewed.

576

01:14:11.875 --> 01:14:25.704

This is the component of your child find process that that that the evidence must demonstrate that you are implementing this the district has written procedures for implementation of child. Fine.

577

01:14:26.274 --> 01:14:39.295

W, W, would look like the use of systematic processes to address learning and, or behavior of students K12 in a school and the relative policy citation for that particular component.

578

01:14:40.734 --> 01:14:54.895

And as Lauren pointed out, there are a number of evidences, including just a formal written procedure of your child, find procedure. So, again, if that was your document, Here's my written child, find procedures.

579

01:14:54.925 --> 01:15:08.395

That would be the demonstration of that. So, long as it included those pieces of what that looks like across your district. Because again, these are district level level review.

580

01:15:08.425 --> 01:15:22.765

So you would want not just a school 1 for a district. But the, what we would be looking for is that you have that process, and that is in place and that you have evidence to demonstrate it the same way that we've mentioned with the other tool. These are not exhaustive.

581

01:15:22.975 --> 01:15:37.734

They are not all required. But what were the main thing is that we're giving consideration to the reflection of evidence to support this rating as clearly demonstrated partially demonstrated or not demonstrated.

582

01:15:38.034 --> 01:15:42.654

And the same would be in place for reviewer ratings notes and comments on the side.

583

01:15:42.960 --> 01:15:49.710

Um, and and and you would do the same thing for each of these items in the next section as well.

584

01:15:52.500 --> 01:16:00.060

Then the same structure is in place for the student record review the same.

585

01:16:00.085 --> 01:16:07.795

Review items from policy, or in the column a, um, and it mirrors exactly the district level review.

586

01:16:08.123 --> 01:16:22.164

But here, we're talking again, more in depth not at the district level, not your district level view of this component of policy and how it is implemented in your district.

587

01:16:22.404 --> 01:16:32.664

But if we were looking for evidence in the student record review, what would that look like where, where would we look and what would we look for?

588

01:16:32.845 --> 01:16:46.435

And so these are some of those components that could demonstrate at

the student level, evidence of your child, find your referral process, your evaluation process, your eligibility determinations.

589

01:16:46.585 --> 01:16:49.375

And so the evidences for these components.

590

01:16:49.619 --> 01:16:55.739

Again would be spaces where we would want to see evidence of the particular item being reviewed.

591

01:16:55.739 --> 01:17:09.479

And then, lastly, the summary is exactly the same where collaboratively the team would develop key findings, corrective actions and recommendations as necessary to help support improvement.

592

01:17:17.939 --> 01:17:27.149

Lauren Kelly, so much Casey for covering those tools and I think we're at the point Lauren, where we want to give.

593

01:17:27.149 --> 01:17:31.739

Folks an opportunity to ask questions, or we or we can review questions.

594

01:17:33.899 --> 01:17:43.859

So, I brought up the pallet, um, and I wonder if some of these, um, we could answer in short order.

595

01:17:43.859 --> 01:17:51.600

And it does, maybe we just want to clarify 1 more time what the notification was a couple of weeks ago.

596

01:17:51.600 --> 01:18:03.090

Related to significant disproportionality and how that differs from the notification that that will happen for indicator 49 and 10 beginning tomorrow.

597

01:18:06.954 --> 01:18:10.734

Do you want to outline that Kelly? Sure.

598

01:18:10.854 --> 01:18:11.335

1st,

599

01:18:11.364 --> 01:18:11.725

so,

600

01:18:11.725 --> 01:18:12.175

again,

601

01:18:12.354 --> 01:18:14.635

the significant disproportionality data,

602

01:18:15.265 --> 01:18:18.534

it differs in the fact that we are including students,

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01:18:18.564 --> 01:18:18.954

ages,

604

01:18:18.954 --> 01:18:27.475

3 through 21 and we're we're looking at multiple components of significant disproportionality when we're looking at identification as well as when we're looking at discipline.

605

01:18:27.475 --> 01:18:37.284

The only difference for identification. When we're looking at 9 and 10, is that the, the subset of students a little bit smaller, because we're only looking at 5 through 21 year old.

606

01:18:37.284 --> 01:18:51.444

So, if you have a larger number of Pre K, students that are appearing in your identification, you might not, you may not be identified for indicators 9 and 10, because we've removed that set of students.

607

01:18:51.444 --> 01:19:03.145

And so that might be a reason why you might have significant disproportionality, but may not be identified for 9. and 10 is just because it's a subset of those of those students.

608

01:19:03.145 --> 01:19:14.935

It's very different when we're talking about indicator for so significant disproportionality and discipline follows the same risk

ratio brush threshold that we're looking at,

609

01:19:14.935 --> 01:19:18.564

for significant disproportionality and identification.

610

01:19:18.564 --> 01:19:25.225

So it's still the 3.0 risk ratio. And we're only looking at students with disabilities when we're talking about disproportionality.

611

01:19:27.810 --> 01:19:41.305

When we move into significant discrepancy for indicator for we are looking at the comparison of how students with disabilities are disciplined compared to their non disabled peers and the rate ratio for that is 2.5.

612

01:19:41.305 --> 01:19:41.694

so,

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01:19:41.694 --> 01:19:47.484

if you are suspending and expelling students with disabilities for greater than 10 days,

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01:19:47.484 --> 01:19:50.845

2.5 times or greater more than your non,

615

01:19:50.845 --> 01:19:51.835

disabled peers,

616

01:19:51.835 --> 01:19:53.034

their non disabled peers,

617

01:19:53.274 --> 01:19:59.963

then you would be bound to have a significant discrepancy and can find yourself on the list for indicator for so,

618

01:19:59.963 --> 01:20:02.215

I see a question is in there,

619

01:20:02.215 --> 01:20:04.494

so if we were not on the disproportionality list,

620

01:20:04.494 --> 01:20:06.954

we could still be on the new list.

621

01:20:06.954 --> 01:20:10.524

And that is true. Mainly only for indicator for significant discrepancy.

622

01:20:14.039 --> 01:20:26.670

Typically, I don't think that there would be a way that she would be found on indicator 9 and 10 if you were not already on the warning list or the significant disproportionality lists, um, for identification.

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01:20:30.930 --> 01:20:40.829

I hope that was helpful and we will only be, um, notifying those that are.

624

01:20:40.829 --> 01:20:48.600

On the this initial group of 19 will be the only ones to get notification and then later.

625

01:20:48.600 --> 01:20:57.689

In April, only those who are identified as having a significant discrepancy, or disproportionality in.

626

01:20:57.689 --> 01:21:05.310

Disproportionate representation will be notified. We're not, we're not going to notify you and tell you, you're not on the list, right right.

627

01:21:05.310 --> 01:21:16.585

Yeah, and and I'll go ahead and continue with what I was talking about, because I see the next comment over from talking about the disproportionality list is about the multiple year review.

628

01:21:16.914 --> 01:21:27.925

So that is also a component of significant disproportionality. That is not available to us in the measurement table from upset when we're talking about indicator for 9 and 10.

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01:21:27.925 --> 01:21:37.675

so we do not have reasonable progress available to us when we're talking about, um, significant discrepancy and disproportionate representation.

630

01:21:37.675 --> 01:21:44.154

So, no, there is not a multiple year review, but that is not leaving you when we're talking about significant disproportionality.

631

01:21:44.395 --> 01:21:55.914

We still consider reasonable progress when we're looking at your data for significant disproportionality and whether you remain on the warning list, or move into the mandatory list.

632

01:21:56.515 --> 01:22:09.654

So, again, just different sets of data, and those districts who are identified on 49 and 10 for either fiscal year, 2020, or 2021, it'll become clearer as we begin to work through the data. So I know that right now. Um.

633

01:22:13.050 --> 01:22:27.689

It it's just it's all kind of CO mingling together because we're not only talking about different sets of data. We're talking about multiple years of data. Um, but we will work very closely with you to kind of unpack that and make it make more sense.

634

01:22:37.050 --> 01:22:41.850

I'm just kind of reading through the questions that there's 1 that you guys can answer. Please feel free.

635

01:22:44.755 --> 01:22:55.375

Yeah, go ahead. I was just going to address the question, which is a great question about the North Carolina, social, emotional learning and educational equity project that that work is continuing.

636

01:22:55.375 --> 01:23:08.545

That work will continue as a result of this review of practice policies and procedures to be the ongoing technical assistance and providing professional learning. So they will definitely be some overlap.

637

01:23:08.545 --> 01:23:10.585
And the teams that will be, um.

638
01:23:10.859 --> 01:23:14.310
Supporting the review process.

639
01:23:14.310 --> 01:23:17.520
But those teams will be working collaboratively together.

640
01:23:17.520 --> 01:23:23.789
But there may be some different representation of individuals across those teams for your particular.

641
01:23:35.430 --> 01:23:45.359
It looks like there are some requests for support in, in accessing some of these data and reports and E, cats.

642
01:23:45.359 --> 01:23:55.680
Um, and we will take those, um, comments back and work with our.

643
01:23:55.680 --> 01:24:00.810
Cats group and see what we can, um, find find for folks.

644
01:24:04.470 --> 01:24:10.770
I I also see a couple of other comments about, um, just sort of the.

645
01:24:10.770 --> 01:24:20.010
The, the technicality of this review and it's cumbersome and some of the timing and so we will.

646
01:24:20.010 --> 01:24:24.600
Definitely, as a team take these under advisement.

647
01:24:24.600 --> 01:24:28.920
Um, as part of this initial process and.

648
01:24:33.689 --> 01:24:39.960
Yeah, there may be a couple of these that we want to think about before we.

649

01:24:39.960 --> 01:24:43.619

Finish up the notification on this 1st round.

650

01:24:59.729 --> 01:25:03.090

Hello.

651

01:25:15.630 --> 01:25:28.560

So that we are getting close to our time, I just wanted to make sure that, um, Matt and sherry had an opportunity to wrap up and we will take all of these.

652

01:25:28.560 --> 01:25:35.939

Uh, comments and questions that are coming into the pallet and work on responding as quickly as we can.

653

01:25:39.779 --> 01:25:43.289

Thanks Kelly I just want to say, thank you to everybody for um.

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01:25:43.585 --> 01:25:57.774

Participating this afternoon again, I know that we went into quite a bit bit of of complexity, giving timing and requirements, but but please know that we will be there to support you along along the way.

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01:25:57.774 --> 01:26:00.295

And this is just the 1st, part of an, an ongoing.

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01:26:00.869 --> 01:26:11.699

Um, collaborative partnership and support, and I have nothing else to add to that. Uh, did, uh, just thanks for your participation today.

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01:26:11.699 --> 01:26:24.960

We will be continuing to answer questions and get clarity. And so those of you that that do receive letters tomorrow, then we'll be talking and and working in partnership to.

658

01:26:24.960 --> 01:26:38.935

To kind of forge this new path of how we're going to address these indicators to see if we can get some results turned around for our kids. That's the whole purpose. This is about what we need to be doing

for kids. So, thank you for for today.

659

01:26:38.935 --> 01:26:43.524

And thank you to Casey and Lauren, and Kelly for all this intensive work.

660

01:26:47.430 --> 01:26:49.380

Thank you everyone.