

**Iowa Judicial Branch
Children’s Justice Education Collaborative
School Participation Workgroup
Iowa Judicial Branch Building, Room 216
11/2/2015 Minutes
1:00 PM - 4:00 PM**

Present: Ruth Frush, Holli Miller, Thomas Mayes, Daniel Zeno, Bess Wood, Beth Rydberg, Kristie Oliver, Andrea Dencklau

Staff: Sarah Vandenberg

Agenda Topic	Key Decisions & Discussion	Decision/Follow-Up
Introductions	In addition to workgroup members in attendance, Marquee Morris (Youth member), Terri Bailey (AMP, Foster Youth Council) and Jane Lindaman (Waterloo Community School District) have also been invited to be on this Workgroup.	
Brief Discussion of Education Collaborative Thomas Mayes	<p>The Education Collaborative was established as an effort of the Children’s Justice State Council to address the challenges kids in care experience as relate to educational outcomes.</p> <p>A data sharing agreement was signed by DHS, Education, JCS, and DPS. The Data Workgroup is working to take the siloed information from each of the systems and matching/combining the data to form a single database. The Workgroup is preparing a first-round snapshot of a variety of information just to get a general idea of the educational outcomes of kids in care vs. not in care. DOE is managing the matching and analysis of the data. This first report may include data on:</p> <ul style="list-style-type: none"> • Suspensions • Expulsions • Law Violations • Average number of placements <p>Once the first report has been reviewed by the other workgroups, they can pose their own questions to the Data Workgroup to see if there is available data to answer them. Members were curious as to how far back the data goes. It would be nice to track cohorts.</p> <p>The Academic Performance workgroup seeks to address the academic challenges kids in care experience, such as logistics for kids’ transitions between schools, credit transfers, etc.</p> <p>The School Participation Workgroup is an outgrowth of the Education Collaborative as an area of high need that must be addressed. For kids in care, school is often <i>the stable place</i> in their lives. To address negative behaviors, schools and systems must develop discipline structures</p>	

	<p>that support kids in care. The purpose of the School Participation Workgroup is to review the situation of kids in care as relates to their participation in the school system (e.g., attendance, suspension, expulsion, etc.) and to develop recommendations to address any gaps and prevent unnecessary school moves. Workgroup members will also research who have done the heavy lifting for us (e.g., Denver schools Code of Conduct). These recommendations can span many levels (e.g., statutory, policy, practice, etc.). Recommendations will be presented to the Education Collaborative, which will then be presented to Justice Appel, Director Palmer, and Director Wise to determine which ones they will act on.</p>	
<p>Discussion of Purposes of Workgroup and Existing Programs</p>	<p>Many challenges and gaps exist in the current system:</p> <ul style="list-style-type: none"> • Teachers lack a thorough understanding and skills base for trauma informed care/service provision. • Not enough foster homes for teens. • Group homes are not in the child’s home school system. • Schools are only able to identify approximately 20% of children in care. • A kid’s progress can be hindered in the name of confidentiality. • Educators have the perception that want to teach only, not do social work/behavior management. • Schools use punitive discipline, which does not result in positive outcomes (e.g., suspension/expulsion for truancy). • A situation that requires school discipline does not necessarily equal a criminal act. Law enforcement data indicates that 81% of school based arrests are due to: interference with official acts, theft (items worth less than \$100), Vandalism of property (less than \$100 damage) disorderly conduct, etc. Weapons possession, drug possession, and assault causing bodily injury make up 13% of school based arrests. • DHS and Education are siloed systems (e.g., different language/acronyms, confidentiality constraints, etc.). • Kids need help learning life skills (e.g., budgeting, laundry, cooking, healthy relationships, medication management, etc.). • Disproportionality often can be found as a result of “professional Judgement” decisions. • Thirty percent of kids who leave PMIC do not have any services after their placement (based on Medicaid claims). 	

	<p>Workgroup members discussed a variety of potential solutions to address these gaps:</p> <ul style="list-style-type: none"> • <i>School Based Mental Health Services</i> already exist in some Iowa districts. These services allow kids to access needed services without having to leave the school, navigate transportation, etc. This will ensure better stability for kids and will help establish and strengthen relationships between schools and mental health providers. • How can we maintain the child’s relationship with their home school and social system? Transportation assistance? Distance learning? • Develop a good universal education plan/individual education plan/case plan for each child and coordinate the plan with other plans across systems. • <u>Positive Behavior Interventions and Supports (PBIS)</u> - Framework that uses data to make decisions for discipline. It operationally defines problem behaviors, teaches kids expectations, acknowledges when a kid hasn’t met expectations, and follows that with consistent discipline based on a level-system. This framework also would require continuous trainings for teachers and students on the behaviors, consequences, and interventions to make sure all are fully informed due to turnover. • <i>Check and Connect</i> - an evidence based program that helps prevent dropouts for disengaged kids through mentoring, etc. • Transition Planning should be required for all kids in care, not just kids with IEPs. A template/conversion table could be developed to identify requirements for plans for kids with disabilities vs. foster care kids, etc. • Update the Case Permanency Plan to incorporate important points from other existing plans (e.g., IEP, JCS plan, and other community based plans), add a discharge section, etc. Education should be meaningfully incorporated into this. • Breakdown silos by developing a “decision tree” for local providers that explains the process of the different systems. Give siloed groups incentives to work together (e.g., shared professional norms, improved outcomes for kids, crosswalk recommendations with professional standards of each group, etc.). • Educators and Administrators should identify and use objective standards by which school discipline decisions can be made rather than relying on “professional judgement”. • Identify the purpose of the behavior the child is exhibiting and think about what is developmentally appropriate yet annoying vs. a problem behavior. • <i>Trauma informed care provision training for teachers/administrators</i> - Find/develop an empirical curriculum that builds off of mental health first aid and gives tools to schools on how to better serve kids who have experienced trauma. This may be unique to 	<p>Bess will send an annual report on PBIS and the number of school districts that are using PBIS to workgroup members.</p>
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	<p>each school district.</p> <ul style="list-style-type: none"> Additional teacher training on cultural competency/implicit bias to help teachers recognize how certain behaviors may be interpreted differently based on race or other factors. Research current pre-service instruction on diversity and behavior management to determine where additional instruction would be beneficial. Look at increasing this training in district-wide or building-wide in-service requirements. 	
<p>Discussion of How to Work Towards Purposes</p>	<p>This Workgroup will need to look for factors in school moves that cause problems for kids.</p> <p>Efforts should be examined from a Student - Up and Program - Down approach</p> <p>Potential Data Questions:</p> <ol style="list-style-type: none"> Compare data for kids with high placements and no suspensions for kids with same number of placements and lots of suspensions. What are the risk/resiliency factors? What are the predictors/prediction breakers? <p>Some agencies have climate surveys which can also gather more data to shed light on educational outcomes for kids in care vs. out of care. Data on aftercare youth if collected quarterly. National Youth in Transition Database may also be able to answer data questions.</p> <p>To get at the 1% of school kids who are in care, you may need to change the school system for all kids. General Education students may benefit from this as well.</p> <p>Major barriers to change are bureaucracy and infrastructure. The Workgroup needs to make any recommendations doable and actionable as well as looking at long-term sustainability. This can largely be addressed by developing/strengthening relationships amongst the systems. The Workgroup should look for areas where the relationship between Education and DHS goes well and what can be gleaned from that situation that could be applied to other areas.</p>	<p>Items F & G on the Workgroup Gap Analysis Template cannot be answered by the Data workgroup as they rely more on qualitative data. Add to the agenda an item that addresses qualitative data.</p>
<p>Next Meeting</p>	<p>Ruth will send out a Doodle Poll to determine when people are available to attend another meeting.</p> <p>Ruth will also send out a poll that asks workgroup members to identify which of the Goals listed on the outline developed by Kathy McNaught they are most invested in. This will help guide future discussion as to strengths, gaps, and solutions.</p> <p>Thomas will also invite someone from the Data Team to help share the first-round data</p>	<p>Sarah will look into a file sharing resource that the workgroup can use.</p>

	<p>snapshot and explain the process.</p> <p>The workgroup will discuss the importance and use of qualitative data at the next meeting as well.</p>	
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