

Outcome #4 Monitoring Report

March 10, 2022

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OSD students will...

*Have the skills, knowledge
and **courage** to identify
and confront personal,
systemic and societal bias.*



Outcome #4 Indicators

Our students will...

1. Develop an appreciation of world cultures, which may include the understanding of the basic structure of another world language.
2. Be well versed in local, national and world history and understand how prejudice, racism and xenophobia have contributed to conflict.
3. Demonstrate the ability to recognize that biased attitudes expressed consistently over time gradually distort perceptions until stereotypes and myths about people different from oneself are accepted as reality.
4. Empower themselves to interrupt discriminatory remarks and attitudes.
5. Evaluate the significance and dependability of information used to support positions.
6. Analyze the validity, reliability and credibility of information from a variety of primary and secondary sources while researching an issue or event.

OSD students will...

*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*



Outcome #4 Action Plan

We will...

- A. Provide staff CBA (State Classroom-Based Assessment) training and ensure all schools are implementing Cause and Conflict CBA. **4.2/4.3/4.4/4.5/4.6**
- B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. **4.2**
- C. Continue workshop and training opportunities for staff to eliminate inaccessible documents and information posted on the website to increase accessibility for students and families. **4.3/4.4**
- D. Translate essential documents into other languages to increase accessibility for students and families. **4.3/4.4**
- E. Continue and expand professional development and support for all staff on culturally responsive practices. **4.1/4.3/4.4**
- F. Develop and implement a Board Policy on Translations. **4.4**
- G. Develop and implement a Board Policy on Equity. **4.3**
- H. Provide all students access to digital citizenship and media literacy curriculum to increase awareness of the importance of news and media validity, and the impact of digital drama and hate speech. **4.1/4.3/4.5/4.6**
- I. Explore options for increasing world language opportunities for students. **4.1**
- J. Analyze discipline data by demographics and programs to identify and address disproportionality. **4.2/4.3**
- K. Provide resources to implement Restorative Justice practices in all secondary schools. **4.3**

OSD students will...


*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*



3-Years of Strategic Plan

District Improvement Plan (DIP) & Assessment Data for Goals

*OSD students will...
Have the skills, knowledge
and **courage** to identify
and confront personal,
systemic and societal bias.*

- 
1. **Increase Cause of Conflict CBA (Classroom-Based Assessment) participation in all schools from 15.7% to 100%. 4.2/4.3/4.4/4.5/4.6**
 2. **80% of our students will meet or exceed standard (3-4) on the CBA. 4.2/4.3/4.4/4.5/4.6**
 3. **Increase the number of students taking two credits of a world language. 4.1**

Year	Learning Model	DIP
2018 - 19	In-Person	<i>Development & Approval</i>
2019 - 20	In-Person → Remote	Year 1 of 3
2020 - 21	Remote → Hybrid	Year 2 of 3
2021 - 22	In-Person (If health authority guidance warrants a temporary transition for a classroom or school, students will engage in Remote Learning.)	Year 3 of 3

Related Expectations

Policy 2000 (2011)

Policy 2004 (2011)

Policy 2005 (2011)



Overview of Tonight's Presentation

District Improvement Plan (DIP) & Assessment Data for Goals

*OSD students will...
Have the skills, knowledge
and **courage** to identify
and confront personal,
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Section Title	Strategic Plan Elements
Diverse & Multicultural Perspectives: Instructional Materials, Assessments, & Professional Growth (a) Where we've been & (b) Where we're going	Indicators 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and Action Items A, B, D, G
Equity in Accessibility and Language Access: Website Accessibility and Translations (a) Where we've been & (b) Where we're going	Indicator 4.3 & 4.4 and Action Items C, D and F
Restorative & Inclusive Practices: Discipline and Restorative Justice (a) Where we've been & (b) Where we're going	Indicator 4.2 & 4.3 and Action Items J and K
Digital Rights: Digital Citizenship & Media (a) Where we've been & (b) Where we're going	Indicator 4.1, 4.3, 4.5, 4.6 and Action Item H
Equity Policy (a) Where we've been & (b) Where we're going	Indicator 4.3 and Action Item G

Related Expectations
[Policy 2000](#) (2011)
[Policy 2004](#) (2011)
[Policy 2005](#) (2011)

Board Comments & Questions are invited between each Section.



Diverse and Multicultural Perspectives

Instructional Materials, Assessments & Professional Growth

Action items...

- A. Provide staff CBA (State Classroom-Based Assessment) training to ensure all schools are implementing Cause and Conflict CBA. **4.2/4.3/4.4/4.5/4.6**
- B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. **4.2**
- D. Continue and expand professional development and support for all staff on culturally responsive practices. **4.1/4.3/4.4**
- G. Explore Options for increasing World Language opportunities for students. **4.3**

Related Expectations

- [Policy 2000](#) (2011)
- [Policy 2409](#) (2012) and [Procedure 2409](#) (2012)



State CBA expectation was revised in 2020-2021 school year. This goal will be updated for the 2022 - 2025 Strategic Plan, in partnership with stakeholder groups.

- *Since Spring, 2021, the Cause and Conflict CBA is no longer a State expectation. Instead, OSD reports on the number of teachers who assessed students in alignment with Washington State Learning Standards (WSLSs) for Social Studies once at each elementary, middle and high school*

Where We've Been:

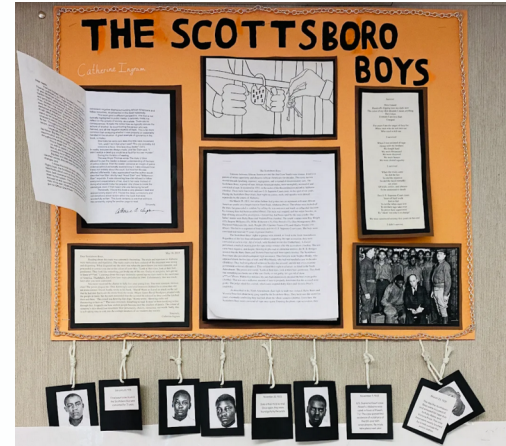
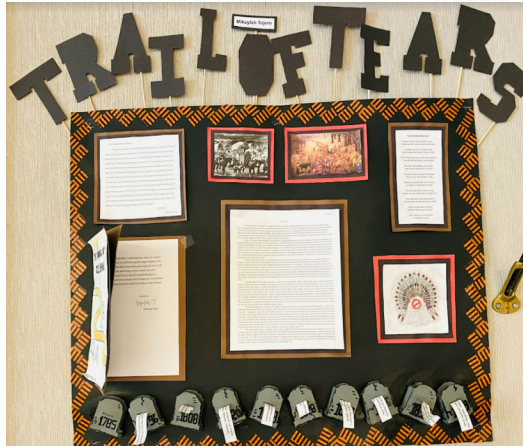
Winter 2020 to Fall 2021 – CBAs, STI & Culturally Responsive Practices

1. Winter 2020: Thirty-three 5th, 7th and 8th grade teachers were trained to use CBAs
2. Spring 2020–Spring 2021: CBA's not a high priority during online and hybrid school
3. August 2021: Whole Child Institute included culturally responsive practices
4. Fall 2021: All instructional coaches completed OSPI's Since Time Immemorial training and all teachers were invited to participate in OSPI's training
5. Fall 2021: Instructional coaches used STI materials to create grade specific resource folders to support teacher access of STI lessons using Burke Box resources from the Burke Museum in Seattle

Where We're Going

Social Studies

C3 Integration: Use College, Career, and Civic Life (C3) inquiry based framework for enhancing social studies and linking social studies education to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies



OSD students will...

*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*



Diverse and Multicultural Perspectives

Instructional Materials, Assessments & Professional Growth

Action items...

- A. Provide staff CBA (State Classroom-Based Assessment) training to ensure all schools are implementing Cause and Conflict CBA. [4.2/4.3/4.4/4.5/4.6](#)
- B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. [4.2](#)
- D. Continue and expand professional development and support for all staff on culturally responsive practices. [4.1/4.3/4.4](#)
- G. Explore Options for increasing World Language opportunities for students. [4.3](#)

Related Expectations

- [Policy 2000](#) (2011)
- [Policy 2409](#) (2012) and [Procedure 2409](#) (2012)



Where We've Been:

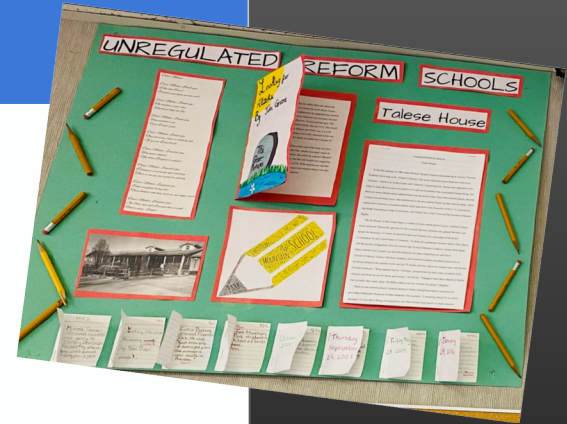
Winter 2022 – STI, Culturally Responsive Practices, and CBA

1. With teacher feedback, coaches created Schoology grade-specific training courses to scaffold STI content for easier access
2. Data collection on how many students have access to learning through STI is in process
3. Teaching & Learning provided educators with access to instructional materials for Black Lives Matter and Black history month lessons
4. Semester 1: K-5 report cards report on student understanding of social studies content & concepts for 3221 students:
 - a. 70.2 % = Exceeding/Proficient; Developing = 24% , Beginning = 0.8% , 5% not assessed or no score
5. Culturally Responsive Education K-5 residency at McLane February 15, 16, 17
6. Thirty-five K-12 educators from across all 22 buildings completed the three-day Washington XITO Institute VII on February 25, 26, and 27
7. Instructional coaches are scheduling CBA training opportunities

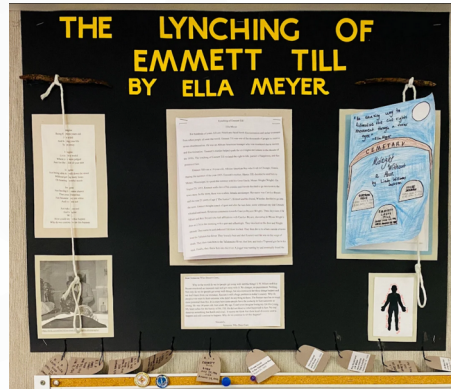
Classroom-Level Highlight

Guiding question(s): How or why has the Constitution failed to prevent human rights violations in America? How do human rights violations contradict our democratic ideals? Students choose from a short or long list of human rights violations

Students integrate social studies, science, and English Language Arts as they conduct research, write an argumentative essay, write a poem, read a related book of fiction, and demonstrate their learning



Human Rights
Project work
samples produced
by 7th & 8th grade
students at
**Thurgood
Marshall Middle
School**



Human Rights
Project Directions



Where We're Going

Strengthen Culturally Responsive Education (CRE)

Action items...

A. Provide staff CBA (State Classroom-Based Assessment) training to ensure all schools are implementing Cause and Conflict CBA. [4.2/4.3/4.4/4.5/4.6](#)

B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. [4.2](#)

D. Continue and expand professional development and support for all staff on culturally responsive practices. [4.1/4.3/4.4](#)

G. Explore Options for increasing World Language opportunities for students. [4.3](#)

CRE Residency #2

1. Dr. Adeyemi Stenbridge residency May 16th at L.P. Brown Elementary
2. Goal: six teachers and six instructional coaches learn how to develop culturally responsive lessons, collaborate to develop a lesson, go into classrooms to teach a lesson, and debrief student engagement with the lesson
3. Progressive outcome: at the end of 2021-22 twelve teachers and nine coaches will have been trained in culturally responsive lesson design
4. Dr. Adeyemi will meet with interested building and district leaders after school the week of May 16th and keynote to kick off 2022-23

Related Expectations

- [Policy 2000](#) (2011)
- [Policy 2409](#) (2012) and [Procedure 2409](#) (2012)


Ethnic Studies

5. Thirty-five K-12 educators from across all 22 buildings completed the three-day Washington XITO Institute VII on February 25, 26, and 27
6. These educators are resources in their buildings



Diverse and Multicultural Perspectives

Instructional Materials, Assessments & Professional Growth

- 
- Increase the number of students taking two credits of a world language.

Where We've Been

1. Offering World Language Courses
2. Providing World Language mastery-based assessment opportunities and Seal of Biliteracy

Action items...


- A. Provide staff CBA (State Classroom-Based Assessment) training to ensure all schools are implementing Cause and Conflict CBA. **4.2/4.3/4.4/4.5/4.6**
- B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. **4.2**
- D. Continue and expand professional development and support for all staff on culturally responsive practices. **4.1/4.3/4.4**
- G. Explore Options for increasing World Language opportunities for students. **4.3**

Related Expectations

- Policy 2000 (2011)
- Policy 2409 (2012) and Procedure 2409 (2012)



Completion of 2-Credits of World Languages: Equity Lens

 Increase the number of students taking two credits of a world language.

**District Total Student Demographic (OSPI)
October 2021**

Students who identify as...	% (n) of 11th grade students who completed 2 credits	% (n) of 12th grade who completed 1.5 credits	% (n) of 12th grade who Completed less than 1.5 credits
Am. Indian/Alaskan Native	0.4% (2)	1.1% (8)	1.8% (4)
Asian	10.3% (45)	10.3% (72)	3.6% (8)
Black	3% (13)	2.1% (15)	5% (11)
Hispanic (of any race)	11% (49)	11.7% (82)	10% (23)
Hawaiian Nat./ Other Pac. Islander	0.4% (2)	0.7% (5)	1.3% (3)
Two or More Races	10.3% (45)	9.6% (67)	7.7% (17)
White	75.6% (331)	76.1% (533)	80.4% (177)
Female	51.5% (225)	50% (348)	35% (79)
Gender X	0% (0)	0% (0)	0% (0)
Male	48.5% (212)	50% (349)	65% (145)

Students who identify as...	N
Am. Indian/Al. Native	52
Asian	717
Black	310
Hispanic (of any race)	1,332
Hawaiian Nat./ Other Pac. Islander	60
Two or More Races	1,113
White	6,189
Female	4,616
Gender X	41
Male	5,141
Students accessing...	N
Multilingual Services	313
Migrant Services	28
Section 504 Services	473
Special Education Services	1,647
Highly Capable Services	49
Students who are...	N
experiencing homelessness	156
experiencing Poverty	3,235
experiencing Mobility	302

Completion of 2-Credits of World Languages: Equity Lens

 Increase the number of students taking two credits of a world language.

**District Total Student Demographic (OSPI)
October 2021**

<i>Students who are accessing...</i>	% (n) of 11th grade students who completed 2 credits	% (n) of 12th grade who completed 1.5 credits	% (n) of 12th grade who Completed less than 1.5 credits
Multilingual Services	1.4% (6)	2.4% (17)	5.7% (13)
Migrant Services	-	-	-
Section 504 Services	7.3% (32)	8.8% (62)	12% (27)
Special Education Services	0.9% (4)	4.9% (34)	34% (77)
Highly Capable Services	10% 44	8% (56)	1.7% (4)
<i>Students who are...</i>	-	-	-
...experiencing Homelessness	0.7% (3)	1% (7)	3.1% (7)
...experiencing Poverty	6.5% (72)	19.5% (136)	43.5% (98)
	-	-	-
Overall Total	438 out of 874 Total	701 out of 926 Total	225 out of 926

<i>Students who identify as...</i>	N
Am. Indian/Al. Native	52
Asian	717
Black	310
Hispanic (of any race)	1,332
Hawaiian Nat./ Other Pac. Islander	60
Two or More Races	1,113
White	6,189
Female	4,616
Gender X	41
Male	5,141
<i>Students accessing...</i>	N
Multilingual Services	313
Migrant Services	28
Section 504 Services	473
Special Education Services	1,647
Highly Capable Services	49
<i>Students who are...</i>	N
experiencing homelessness	156
experiencing Poverty	3,235
experiencing Mobility	302

Completion of 2-Credits of World Languages: 9 - 12th Grade

 Increase the number of students taking two credits of a world language.

**District Total Student Demographic (OSPI)
October 2021**

<i>Students who identify as...</i>	<i>% (n)</i>
Am. Indian/Alaskan Native	0.9% (10)
Asian	11% (122)
Black	2.2% (25)
Hispanic (of any race)	11% (124)
Hawaiian Nat./ Other Pac. Islander	0.6% (7)
Two or More Races	9.8% (110)
White	76% (845)
Female	52% (583)
Gender X	0% (0)
Male	48% (537)

<i>Students accessing...</i>	<i>% (n)</i>
Multilingual Services	2% (23)
Migrant Services	0% (0)
Section 504 Services	7.7% (87)
Special Education Services	24% (27)
Highly Capable Services	9.7% (109)

<i>Students experiencing...</i>	<i>% (n)</i>
...experiencing Homelessness	0.8% (9)
...experiencing Poverty	14% (190)

<i>Students who identify as...</i>	<i>N</i>
Am. Indian/Al. Native	52
Asian	717
Black	310
Hispanic (of any race)	1,332
Hawaiian Nat./ Other Pac. Islander	60
Two or More Races	1,113
White	6,189
Female	4,616
Gender X	41
Male	5,141
<i>Students accessing...</i>	<i>N</i>
Multilingual Services	313
Migrant Services	28
Section 504 Services	473
Special Education Services	1,647
Highly Capable Services	49
<i>Students who are...</i>	<i>N</i>
...experiencing homelessness	156
...experiencing Poverty	3,235
...experiencing Mobility	302

Diverse and Multicultural Perspectives

Instructional Materials, Assessments & Professional Growth

Action items...

A. Provide staff CBA (State Classroom-Based Assessment) training to ensure all schools are implementing Cause and Conflict CBA. [4.2/4.3/4.4/4.5/4.6](#)

B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. [4.2](#)

D. Continue and expand professional development and support for all staff on culturally responsive practices. [4.1/4.3/4.4](#)

G. Explore Options for increasing World Language opportunities for students. [4.3](#)

Related Expectations

- [Policy 2000](#) (2011)
- [Policy 2409](#) (2012) and [Procedure 2409](#) (2012)

Where We've Been: World Language Competency Testing

1. Before February 2022, varying schools in OSD have utilized the STAMP test for students to acquire competency credits and/or a Seal of Biliteracy
 - a. Benefits to Seal of Biliteracy:
 - i. Credential of being multilingual
2. Schools varied in their approach to having students access the STAMP test, ranging from hosting a schoolwide testing option to World Language teachers encouraging students to completing the STAMP test
3. Families paid for the opportunity for their student to take the STAMP test



- A. Provide staff CBA (State Classroom-Based Assessment) training to ensure all schools are implementing Cause and Conflict CBA. **4.2/4.3/4.4/4.5/4.6**
- B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. **4.2**
- D. Continue and expand professional development and support for all staff on culturally responsive practices. **4.1/4.3/4.4**
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Related Expectations

- [Policy 2000](#) (2011)
- [Policy 2409](#) (2012) and [Procedure 2409](#) (2012)



Where we are going

World Language Competency (STAMP) Testing and World Language Access

1. As of March 2022, OSD will be paying for the first attempt of the World Language Competency Test for each language
2. Systematizing the efforts from central office to ensure that all students have equitable access to the test (e.g. offering the test 3x/year, scheduled)
3. Identify multilingual students in Junior Year receiving EL services and get them scheduled to take the test
4. Identify students in advanced language courses (IB and AP students) to complete the test
5. Support in identifying languages less common (or not yet offered) to be added as an opportunity (e.g. Lushootseed language)
6. Grow your own interpreters: Creating a pathway to support students interested in becoming certified interpreters for our district
7. Possible expansion to additional vendors to access more languages
8. Possible expansion to include ASL with our CTE Partners
9. Partner with secondary schools around World Language course offerings and student access for 2022-23 and beyond

STAMP Test Offerings

Arabic	Korean	Monolingual	Filipino (Tagalog)	Marathi	Urdu
English	Mandarin (Simplified & Traditional)	Swahili*	Haitian Creole	Marshallese	Vietnamese
French	Polish	Yoruba*	Haitian Creole	Samoaan	Yup'ik
German	Portuguese	Amharic	Hawaiian ('Ōlelo Hawai'i)	Somali Maay Maay	Zomi
Hebrew	Russian	Armenian	Hmong	Somali Maxaa	Tamil
Hindi	Spanish	Chin (Hakha)	Ilocano	Telugu	Turkish
Italian		Chuukese	Kannada		
Japanese		Czech			

Equity in Accessibility and Language Access

Website Accessibility

Action items...

- C. Continue workshop and training opportunities for staff to eliminate inaccessible documents and information posted on the website to increase accessibility for students and families. **4.3/4.4**
- D. Translate essential documents into other languages to increase accessibility for students and families. **4.3/4.4**
- F. Develop and implement a Board Policy on Translations. **4.4**

Related Expectations

- Policy 4000 series



4.3

- **Action Item C: Continue workshop and training opportunities for staff to eliminate inaccessible documents and information posted on the website to increase accessibility for students and families.**

Where We've Been

- Website Accessibility Notice / Accessible Website Platform launched 2017
- Website Accessibility Specialist
- Professional Development/Training
 - Annual All Staff Trainings
 - New employee orientation
 - 1:1 Training and workshops
 - Staff Blog Accessibility Tips and Resources
 - Accessibility Resources on District Website
- School and Department Web Techs
- Student Engagement
- Voluntary Product Accessibility Template (VPAT)/partner with Technology
- Ongoing Website Scanning

Where We're Going

Website Accessibility

1. Fill Website Accessibility Specialist
2. Professional Development
 - a. Workshops
 - b. Formalized onboarding plan
3. Professional Development Community
 - a. Community Flyers
 - i. Update 4230P to request accessible documents
 - ii. Develop toolkit to educate Community Partners on accessibility requirements

OSD students will...

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Related Expectations

Policy 4000 series



Equity in Accessibility and Language Access

Language Access

Action items...

C. Continue workshop and training opportunities for staff to eliminate inaccessible documents and information posted on the website to increase accessibility for students and families. **4.3/4.4**

D. Translate essential documents into other languages to increase accessibility for students and families. **4.3/4.4**

F. Develop and implement a Board Policy on Translations. **4.4**

Related Expectations

Policy 4000 series

E2SHB 1153 (2022 Leg Session)



4.4

- **Action Item D: Translate essential documents into other languages to increase accessibility for students and families.**
- **Action Item F: Develop and implement a Board Policy on Translations.**

Where We've Been

- OSD Multi-Language Welcome Poster in schools and support buildings
- Translated Documents
 - Messages to families
 - Transcripts out-of-country
 - Forms e.g. enrollment, free & reduced priced meals, extracurricular
 - Handbooks
 - Flyers
 - IEPs
- Moving School and District Newsletters Online
- Family Messaging re: COVID-19 Pandemic Online
- Automated calls for essential/urgent messages
- New this year: Partnership with Transportation for translated texts/Late or canceled bus routes

Where We're Going

Language Access

1. Translate automated attendance line email to families; do pilot Spring '22 with one middle school
2. Develop Language Access Model Policy 4218 and Procedure
3. Continue to expand translations of essential documents
4. Launch Google Form for district translation requests
5. Provided professional development tools and communication to ensure that all educators use LanguageLink as a part of their practice when communicating at home (before September 2021, the responsibility fell on ML specialists and few staff. More PD opportunities will be provided to ensure regular use of LanguageLink

Home Language Survey (Data below pulled February 25, 2022: Top 5 languages/family count)

- **Spanish:** 208
- **Vietnamese:** 105
- **Chinese:** 70
 - Cantonese: 7
 - Mandarin: 21
 - Unspecified: 41
 - Taiwanese: 1
- **Korean:** 32
- **Telugu:** 20

OSD students will...

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Related Expectations

[Policy 4000 series](#)

[E2SHB 1153 \(2022 Leg Session\)](#)



Restorative & Inclusive Practices

Discipline & Restorative Justice

Action items...

J. Analyze discipline data by demographics and programs to identify and address disproportionality. **4.2/4.3**
K. Provide resources to implement Restorative Justice practices in all secondary schools. **4.3**

Provide resources to implement restorative justice practices

Where We've Been

- Fall 2020: Revised procedure 3241P to include restorative practices as “other forms of discipline”
- Fall 2020-Spring 2021: Discipline data dives as a part of our ongoing equity work
- Fall 2021-Winter 2022: Provided resources to implement restorative practices, such as:
 - **Roosevelt Elementary School:** Completed 12 hours of restorative practices (RP) training facilitated by Collaborative Learning Solutions through OSPI’s Inclusionary Practices Professional Development Project
 - One Roosevelt Elementary School educator received an additional 12 hours of Training of Trainers professional development to provide the staff with ongoing RP support
 - **Capital High School:** Completed 12 hours of restorative practices training facilitated by Collaborative Learning Solutions on how to set up and operate a Restorative Justice Center to allow student offenders to take responsibility and to make amends for violating school policy and procedure

Related Expectations

- [Policy 3241](#)
- [Procedure 3241P](#)



Restorative & Inclusive Practices

Discipline & Restorative Justice

Action items...

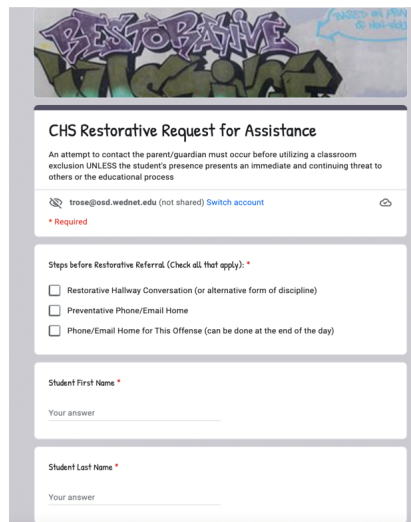
J. Analyze discipline data by demographics and programs to identify and address disproportionality. 4.2/4.3
 K. Provide resources to implement Restorative Justice practices in all secondary schools. 4.3

Provide resources to implement restorative justice practices

Restorative Justice Center at Capital High School

1. Staffed with 1.0 certificated teacher per best practice
2. Students and staff make “Restorative Request for Assistance”
3. Weekly running log documents daily use of restorative practices
4. Data tables summarize type of restorative practice used and for what type of incident

New RJC Assistance Request Form:
https://docs.google.com/forms/d/e/1FAIpQLSYicm2U0nrvy6LDG6WYicFPTUM5IIMBBITep8C9KnoTw/viewform?usp=sf_link



Activity	Percentage
Behavior/Disrespect	25.5%
Cell Phones	6.0% (est.)
Tardies	36.4%
Truancy	9.1%
Attendance	18.2%
Vaping	4.0% (est.)

Activity	Percentage
Tardies	0.0%
Attendance	0.0%
Cell Phone	20.0%
Disrespectful	20.0%
Society	60.0%

Related Expectations

- Policy 3241
- Procedure 3241P



Discipline Data

2021-22 School Year: September through March - Percent of students with Exclusions:
Short-term Suspension, Long-term Suspension, Expulsion, Emergency Expulsion

1. Top 5 Discipline Offenses (Includes all Referrals) (Appendix A)
2. Out of School Suspensions and Emergency Expulsions by Race/Ethnicity (Appendix B)
3. Out of School Suspensions and Emergency Expulsions by Special Program (Appendix C)

District Total Student Demographic (OSPI) October 2021

<i>Students who identify as...</i>	N	
Am. Indian/Al. Native	52	
Asian	717	
Black	310	
Hispanic (of any race)	1,332	
Hawaiian Nat./ Other Pac. Islander	60	
Two or More Races	1,113	
White	6,189	
Female	4,616	
Gender X	41	
Male	5,141	
<i>Students accessing...</i>	N	
Multilingual Services	313	
Migrant Services	28	
Section 504 Services	473	
Special Education Services	1,647	
Highly Capable Services	49	
<i>Students who are...</i>	N	
experiencing homelessness	156	
experiencing Poverty	3,235	
experiencing Mobility	302	

Restorative & Inclusive Practices

Restorative Justice: Student Mentorship Services & Family Liaison Services

Action items...

J. Analyze discipline data by demographics and programs to identify and address disproportionality. 4.2/4.3
K. Provide resources to implement Restorative Justice practices in all secondary schools. 4.3

 Provide resources to implement restorative justice practices

We need a restorative community that heals and empowers our youth, our families, and our community members

June 2021-Present

OSD has developed a comprehensive **Student Mentorship Program** led by Black, Indigenous, and People of Color (BIPOC) student leaders that spans across schools and grade levels

OSD has developed a **Family and Community Partnership Framework** led by Family Liaisons to create a leadership framework rooted in anti-oppressive and antiracist foundations that strengthens partnerships and empowers families.

Related Expectations

- [Policy 3241](#)
- [Procedure 3241P](#)



What our students want and need...

“I want to make a space of inclusiveness and love in our community for students of color. Be there for our students as they transition into their selves. Give something that I wish I had when I was younger.”

“When I first started school in Olympia I was always one of the few Black or BIPOC students in my class or grade. It makes you feel really alone and out of place. I feel like [a student mentorship program for BIPOC students] would be a nice space to not feel so alone sometimes and to bring everyone together”

“I think it helps to give representation to students of color, specifically Black students.”

“This mentor program is an excellent idea to connect BIPOC with others who look like them, especially when we live in a majority white city. I hope this mentor program pulls through to help BIPOC.”

I have attended predominantly white schools for most of my life and have experienced feeling different because of my skin color. I want to help other students feel accepted and know that there are always people that look like them near you, no matter where you live.

Where We Are...

Our promise of building a community of BIPOC and minoritized students.



Academic and Student Well-Being Recovery Plan

“Our goal is to build a community of BIPOC and underrepresented students by providing peer mentoring opportunities and a safe space for social, emotional and academic support. This space will encourage honest and open conversations about differences and identity while providing leadership opportunities for students to earn high school credit...”

We need a community to restore to that heals and empowers our youth, our families, and our community members

OSD students will...

*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*



Here's what our students are saying now...

“I believe it helped us to explore the culture and history of Black people in America and helped to foster an environment of students of color that me and others can feel safe and comfortable in.”

“This field trip connects with our mission in B.S.U to develop equality and equity for POC in school. This trip motivates and inspires us because we see the sacrifices our ancestors made for us to be here. We also see the beauty of our heritage and culture:)”

“It's wonderful to de-stress and hang out with people from your own community.”

“These events will probably have a significant impact on many Black students who are a little less social like myself to be comfortable and talk with other POC. Throughout my childhood I didn't have much Black friends so this events is a way to build community and just relaxed after a stressful final week.”

“This event gives our groups a chance to strengthen our relationships and meet new people. I'm looking forward to this event to do that and to just have some fun!”

Family Liaisons as leaders in educational justice

1. Move towards a meaningful partnership between the community and the schools.
2. Create schools to be community hub to facilitate access to resources for families to thrive:
3. Co-lead practices and co-create systems towards anti-oppression and anti-racism in Olympia School District:

Resources

Washington Family
Engagement
Framework:
Dual Capacity Model



Elementary School Digital Rights

Digital Citizenship & Media

Action items...

H. Provide all students access to digital citizenship and media literacy curriculum to increase awareness of the importance of news and media validity, and the impact of digital drama and hate speech. **4.1/4.3/4.5/4.6**

Related Expectations

Policy 2021 (2011)

Policy 2022 (2012)

Policy 2025 (2011)

Policy 4007 (2015)



Where We've Been

1. Book collection development to better understand cultures, racism, tolerances and differences
2. Book collection growth focusing on BIPOC, LGBTQ+, AAPI and people with handicaps
3. Battle of the Books focusing on titles that encourage discussion and viewpoints, in regards to the aforementioned items
4. Digital Citizenship woven into all aspects of Battle of the Books
5. Discussion and celebration of “Banned Book Week” leading to “fREADom” around not/choosing a title to read
6. Reorganization of library spaces to reflect cultures, personality and titles reflecting how students see themselves
7. Students engaging in Digital Detective Squad (author Jennifer LaGarde and Darren Hutchins) which teaches digital citizenship in age appropriate ways. Specifically: triggers, memes and identifying misinformation, disinformation and malinformation
8. Organization of library titles via spreadsheet to align with the 13 principles of BLM.

Where We're Going

Elementary School: Digital Citizenship & Media Literacy

1. Continuation of a Socratic Seminar focusing on “Okay Brown Girl, Okay”
2. Continuation of the Digital Detective Squad (it has had very enthusiastic engagement)
3. Common Sense Media lessons for K-3 focusing on Privacy and Security, Cyberbullying and Digital Footprint
4. A unit of study and activities for 4th and 5th graders that focus on the Digital Detectives book.
5. LGBTQ+ book studies
6. Racial and social justice in poetry
7. Maintaining the library as a safe space for exploration and discussion of the aforementioned vital topics, and the eventual inclusion of parents into the activities associated with them

OSD students will...

*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*

Related Expectations

Policy 4000 series



Middle School Digital Rights

Digital Citizenship & Media

Action items...

H. Provide all students access to digital citizenship and media literacy curriculum to increase awareness of the importance of news and media validity, and the impact of digital drama and hate speech. [4.1/4.3/4.5/4.6](#)

Related Expectations

[Policy 2021](#) (2011)

[Policy 2022](#) (2012)

[Policy 2025](#) (2011)

[Policy 4007](#) (2015)



Where We've Been

1. Internet Safety Lessons: 1:1 Chromebook Responsibilities, Digital/Life Balance, Digital Footprint
2. Research Lessons: Avoiding Plagiarism, Citing Works, Database Usage
3. Book Displays: Black and LGBTQ+ authors
4. Book Lists: Tied directly to lessons on race/ethnicity, gender identity, sexual orientation, able-ness, socio-economic status, age and religion
5. Battle of the Books with emphasis on racial equity and anti-racist themes
6. School-wide lessons around the book "This Book is Anti-Racist"
7. Common Sense Media lessons about online hate speech
8. Learning about implicit bias and ways to individually and collectively disrupt bias and systemic racism

Where We're Going

Middle School: Digital Citizenship & Media Literacy

1. Lessons on: creating safe passwords, avoiding internet scams, and website credibility
2. Book displays focused on books set in different countries
3. Human rights projects involving demonstrations of research, citation and presentation skills
4. Vertically aligned Common Sense Media lessons (from the overall OSD Teacher Librarian Scope and Sequence)
5. Themed months - Examples: Women's Literature and Achievements (March) and Latinx Literature and Achievements (April)

OSD students will...

*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*

Related Expectations

Policy 4000 series



High School Digital Rights

Digital Citizenship & Media

Action items...

H. Provide all students access to digital citizenship and media literacy curriculum to increase awareness of the importance of news and media validity, and the impact of digital drama and hate speech. **4.1/4.3/4.5/4.6**

Related Expectations

Policy 2021 (2011)

Policy 2022 (2012)

Policy 2025 (2011)

Policy 4007 (2015)

Where We've Been

1. Social Studies and English Departments working with student groups to analyze curriculum through an equity lens
2. Student groups also work to incorporate social justice units and raise awareness for historical and current injustices
3. Multiple book studies with the community at large (students, staff, families and community). Such titles include: “We Want to Do More Than Survive” by Bettina Love and “Bridges to Heal US” by Erin Jones
4. Classroom collaboration to conduct lessons on evaluation of sources for bias and credibility



Where We're Going

High School: Digital Citizenship & Media Literacy

1. To continue equity, inclusion and diversity work within equity teams, SIP teams and Homeroom
2. Expand professional development offerings surrounding diverse literature and how to incorporate them into classes and conversations during Homeroom

OSD students will...

*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*

Related Expectations

Policy 4000 series



Equity Policy Update

Following March 3 Work Study

Action items...

G. Develop and implement a Board Policy on Equity. **4.3**

Driving Initiative:

In response to the above State expectations, the Olympia School District (OSD) Instructional Leadership Team (ILT) learned from stakeholders across the Olympia schools and community during the 2020-2021 school year to inform the development of a multi-year vision for a Recovery Plan passed by our OSD Board and submitted to OSPI at the end of May, 2021.

Where we've been and where we are:

Project Phase: Discovery

Equity Policy Development - Project Charter Updates

- March 2022
 - The Teaching & Learning Team will complete updates to the draft project charter based on feedback Board work sessions. (10/21/21, 1/23/22, 3/3/22)
 - These sessions helped identify in-equitable areas of priority focus for parallel District analysis and action while the policy is being created.
 - The Board and Superintendent's office continued community interviews and outreach activities - feedback from these sessions are being incorporated into the project goals, plans, processes, and artifacts.
 - Feedback consolidation and tracking continued

Related Expectations

OSD Board Policy Review expectations



Where We're Going

Milestone	Deliverable	Anticipated Completion
Discovery Phase	Project Charter - signed Focus Groups and Other Data Collection, including community outreach	April 2022
Planning Phase	Detailed planning documents including meetings, norms, communications, processes	May 2022
Draft Equity Policy for Board Review	Draft Policy Document	July 2022
Execution Phase	Final Equity Policy Implementation Discussions and Planning	August 2022
Closing Phase	Project Closure Form, Phase II Project Charter Prioritized project list	TBA

Action items...

G. Develop and implement a Board Policy on Equity. 4.3

Related Expectations

OSD Board Policy Review expectations



Outcome #4 Monitoring Report

March 10, 2022

Mick Hart

Executive Director of Secondary Education

Susan Gifford

Executive Director of Communications and
Community Relations

Marc Elliott

Chief Information Officer

Ryan Howland

Director of Projects & Grants for Student Success

Ken Turcotte

Executive Director of Student Support

Dr. Cherlyn Pijanowski

Senior Director of Teaching & Learning

Char Franz

Director of Whole Child Success

Antonio McClinton

K - 12 Student Mentor Services Coordinator

OSD students will...

*Have the skills, knowledge
and **courage** to identify
and confront personal,
systemic and societal bias.*



Appendices

OSD students will...

*Have the skills, knowledge and **courage** to identify and confront personal, systemic and societal bias.*

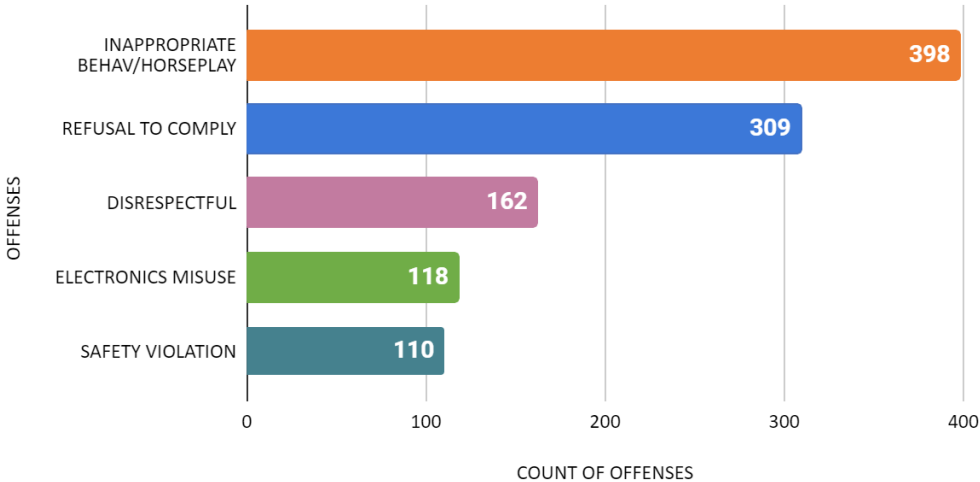


Appendix A

Top 5 Discipline Offenses in OSD High Schools and Middle Schools September 8, 2021 - March 3, 2022

Top 5 Offenses in OSD High Schools and Middle Schools

September 8, 2021 - March 3, 2022



Inappropriate Behavior/Horseplay	398
Refusal to Comply	309
Disrespectful	162
Electronics Misuse	118
Safety Violation	110

Where do referrals and offenses originate...

CLASSROOM	1150
NOT SPECIFIED	757
HALLWAY	161
CAFETERIA	99
GYMNASIUM	99
OTHER	74
RESTROOM	66
FIELD	63
BUS	38
COMMONS	34
OFFICE	25
PARKING LOT	25
HOPE	22
LIBRARY	11
PLAYGROUND	11



Appendix B

Out of School Suspensions and Emergency Expulsions by Race/Ethnicity

MS & HS 2022	Hispanic/ Latino of any race(s)	American Indian/ Alaskan Native	Asian	Black/ African American	Native Hawaiian/ Other Pacific Islander	White	Two or More Races
Student Count Susp/Exp	13	4	6	22	1	80	33
MS & HS Enrollment (5,474)	717	165	800	507	120	4,606	1232
% of students Susp/Exp based on enrollment by group	1.80%	2.40%	0.80%	4.30%	0.80%	1.70%	2.70%
Percentage of Susp/Exp (148)	9%	3%	4%	15%	1%	54%	22%

Action items...

J. Analyze discipline data by demographics and programs to identify and address disproportionality. 4.2/4.3

A total of 148 out of school suspensions and emergency expulsions occurred from September 8, 2021 to March 2, 2022.



Appendix C

Action items...

Out of School Suspensions and Emergency Expulsions by Special Program

J. Analyze discipline data by demographics and programs to identify and address disproportionality. 4.2/4.3

MS & HS 2022						
Student Count Susp/Exp	1	7	13	11	3	14
MS & HS Enrollment	156	390	761	91	340	1595
% of enrollment MS & HS by group	0.60%	1.80%	1.70%	12.10%	0.90%	0.90%
Percentage of exclusions (148)	0.70%	4.70%	8.80%	7.40%	2.00%	9.50%

