School Year 2017-18 Report
Quarters 1 & 2
Office of the Student Advocate, an independent office within the State Board of Education, provides guidance and resource supports for families in order to assist them in navigating our complex system of public education in the District of Columbia.

Request for Assistance Line
- operates live Monday-Friday, 9 a.m. to 5 p.m. to answer questions/concerns regarding public education in DC

(202) 741-4692

Online Resources and Tools
- resources for topics ranging from special education to homelessness to attendance and truancy

student.advocate@dc.gov

Education and Community Resource Guide
- over 400 education-related resources and agencies categorized into 20 different topic areas on our website

https://studentadvocate.dc.gov
Quarters 1 & 2
August 1st – October 31st & November 1st – January 31st
Requests for Assistance (RFAs) – Quarters 1 & 2 Breakdown

220

Quarters 1 & 2 Requests for Assistance

- Provided Resources and Information, 49%
- Provided Referral, 26%
- Provided Coaching, 24%
- Intervention, 1%
RFA School Year Comparison

Number of RFAs

- RFAs: SY 15-16
  - RFAs for entire SY 15-16: 135

- RFAs: SY 16-17
  - RFAs for entire SY 16-17: 336

- RFAs: SY 17-18
  - RFAs for SY 17-18 to date: 220
Where We Are Today

To date, for SY 2017-18 Quarters 1 and 2:...we have supported 220 individuals through our Request for Assistance (RFA) process. This accounts for a percentage increase of over 120% from where we were this time last year.
Quarters 1 & 2
Origin of Referrals to Our Office

Word of Mouth, 52%
DC Council, 12%
SBOE, 25%
School, 4%
Community Organization, 7%
RFA Quarters 1 & 2 Topic Areas

- Abuse and / or Neglect, 3%
- Academics/Instruction, 5%
- Attendance/Truancy, 4%
- Communication & Engagement, 3%
- Enrollment/Access, 27%
- Student Safety, 14%
- Student Discipline/Behavior Support, 14%
- Special Education/Disability, 17%
- Resource Need, 9%
- Homelessness, 3%
- Mental Health & Wellness, 1%
RFA Numbers by Sector
Quarters 1 & 2

DCPS (DC Public Schools), 60%
PCS (Public Charter Schools), 34%
PRI (Private or Parochial School)/Other, 4%
NPP (Non-Public Placement), 1%
Not Enrolled, 1%
RFA Numbers by Race
Quarters 1 & 2

Black/African American, 90%

White/Caucasian, 6%

Hispanic/Latino, 3%

Declined to Identify, 1%
RFAs by Ward Breakdown
RFAs SY 17-18 Quarters 1 & 2
Ward of Residence Breakdown

*Data included reflects the number of total RFAs.
RFAs SY 17-18 Quarters 1 & 2
School Ward Breakdown

*Data included reflects number of RFAs associated with a public school, either DCPS and public charter.
RFA Data by School Ward Location

Ward: 1
- DCPS in-boundary: 27%
- DCPS out-of boundary: 46%
- PCS (w/in ward): 27%

Ward: 2
- DCPS in-boundary: 50%
- DCPS out-of boundary: 25%
- PCS (w/in ward): 25%

Ward: 3
- DCPS in-boundary: 67%
- DCPS out-of boundary: 33%

Ward: 4
- DCPS in-boundary: 44%
- DCPS out-of boundary: 33%
- PCS (w/in ward): 17%
- PCS (outside of ward): 6%
RFA Data by School Ward Location

Ward: 5
- DCPS in-boundary: 26%
- DCPS out-of boundary: 32%
- PCS (w/in ward): 23%
- PCS (outside of ward): 19%

Ward: 6
- DCPS in-boundary: 45%
- DCPS out-of boundary: 41%
- PCS (w/in ward): 14%

Ward: 7
- DCPS in-boundary: 40%
- DCPS out-of boundary: 38%
- PCS (w/in ward): 13%
- PCS (outside of ward): 9%

Ward: 8
- DCPS in-boundary: 53%
- DCPS out-of boundary: 21%
- PCS (w/in ward): 15%
- PCS (outside of ward): 11%
Quarters 1 & 2
Outreach & Engagement Activities

- Organization Stakeholder Engagement, 33%
- Government Stakeholder Engagement, 21%
- Community Engagement, 31%
- School Visit, 13%
- Parent and Student Engagement, 3%

Meetings, Panels, & Events attended in Quarters 1 & 2

40
Outreach & Engagement Modes SY 17-18 to Date

More than 900 have been touched by our office via one of our engagement and outreach modes.
“Right to Know” Ask Sheets

These ask sheets serve as a guide, providing helpful conversation starters for families.

**Topics include:**

- Absences
- Achievement
- Attendance
- Behavior
- Enrollment
- Homelessness
- PARCC
- Pre-K3/Pre-K4
- Response to Intervention
- Special Education

For more information, visit https://sboe.dc.gov/node/1284401.
Our Go-To Guide includes some information and resources we offer on our website in one handy document. **Topics include:**

- Public Education in DC
- Achievement
- Behavior
- Attendance
- Enrollment
- Special Education
- Additional Resources
Our Parent and Student Advisory Committee provides an outlet for parents and students as they assist the Office of the Student Advocate in better serving families throughout DC. This committee fosters conversations and uncovers solutions about issues all stakeholders face within DC’s public education landscape.

[Image: Diagram showing the committee's purpose and focus areas]
Special Education Workshop Series
in conjunction with Markus Batchelor,
Ward 8 Representative, State Board of Education, and Excel Academy PCS

Thursday, February 1, 2018
6:30 - 8:30 p.m.
Excel Academy PCS
2501 Martin Luther King Jr Ave SE

*Child-friendly environment with light snacks provided

1. Know Your Rights Discussion
   Lead by our team at Office of the Student Advocate on everything you need to know for your student(s) about special education

2. Individualized Mini-Sessions
   That's right! One-on-one mini-sessions with various partners who work in the special education space in DC who can help in answering your specific questions about the needs of your student(s)

3. Special Education Resources
   We will have a compiled list of special education resources for you and your student(s), including 504 plans v. IEPs, how to make a request for evaluation, annual reviews, and connections for organizational support

For more information: email student.advocate@dc.gov or call 202-741-4692
2017 Annual Report

- Family Engagement & Partnership
- Student Discipline
- Special Education
- Mental Health Supports & Resources
- Attendance & Truancy
- Homelessness

https://sboe.dc.gov/page/reports-and-official-testimony
So there is a lot of confusion…
Our office is working to provide clarity.

Each of the 60 plus LEAs or school districts in the District of Columbia has its own student discipline policies.

For the past two school years (2016-17 and 2017-18), our office has conducted, in partnership with the Council for Court Excellence and Howard University School of Law, an analysis of LEA student discipline policies in the District.
2017 Student Discipline Analysis Findings

During Fall 2017, students in the School Discipline seminar and the Education Rights Center (ERC) at Howard University School of Law in collaboration with the Office of the Student Advocate analyzed the discipline policies in the handbooks of 57 local education agencies (LEAs) in the District of Columbia.

Analysis of LEA handbook policies in five areas:

1) parents/students rights and responsibilities
2) statements of infractions and penalties
3) due process, appeal process, and impartial decision makers
4) zero tolerance/positive or restorative justice
5) alternative education for students out of school due to discipline or illness
2017 Student Discipline Analysis Findings

Parents’ Rights and Responsibilities
• In general, parent and student rights and responsibilities that are created or imposed by LEAs are not consistently presented in a clear and easily identifiable section. Rather, they are scattered throughout various provisions of handbooks, making them difficult to fully access and comprehend.
• Approximately two-thirds of LEA handbooks contain good or very good descriptions of discipline policies for students with disabilities. However, approximately 20% of the handbooks have little or no mention of such policies.

Statements of Infractions and Penalties
• While more than half of the LEAs have statements of infractions and a tiered consequence system, approximately 20% do not even list statements of infractions nor provide students and parents any notice of disciplinary consequences.
• Even among LEAs that list infractions and consequences, many of the policies are very vague and lack definitions, potentially leading to confusion among students and parents.

Analysis By:
Office of the Student Advocate in collaboration with Howard University School of Law School Discipline seminar and the Education Rights Center (ERC)
Due Process, Appeal Process, and Impartial Decision Maker

• While roughly two-thirds of LEAs have good statements of basic due process rights for expulsions and suspensions, half have good statements of the appeal process, and only 20% have appellate decision makers who hold a position with some degree of impartiality.

Zero Tolerance, Trauma-Informed Discipline, Positive Behavior, & Restorative Justice

• Most LEA handbooks indicate some form of exclusionary discipline. Slightly less than half still maintain some form of zero tolerance policy.
• While approximately 20% of handbooks contain good or very good trauma-informed or positive behavioral intervention disciplinary practices, roughly half make little or no mention of either. Restorative justice practices are present in a small sampling of LEAs.
Alternative Education

- Approximately half of all the policies fail to mention anything regarding alternative education for students on suspension or medical leave. Those schools that do provide alternative education have very limiting policies. For the most part, many schools only indicate that students are allowed to receive assignments and make-up any missed exams. However, there are not many schools that focus on students’ actual access to learning during suspension.
Questions?