



Children and Families of Incarcerated Parents Workgroup Policy and Service Review

DRAFT September 30, 2008

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Underlined> activities have been completed or are under way.

Identified Service Need	Current Policies and Services to Address Need (Include accessibility issues, such as cultural appropriateness, and/or access by those with special needs)	Current Barriers or Gaps	Initial recommendations to meet need
Enrollment of student with incarcerated parent	School enrollment is based on proof of custody.	<p>Internal (within OSPI divisions): N/A</p> <p>External (between administrations, or OSPI and other agencies, or with state or federal laws and/or tribal code):</p> <p>Custody documents (even for third party custody) may not be available when a CIP student enrolls</p>	<p>Training materials for front office and other building and district staff should include information on enrollment options, including McKinney-Vento self-enrollment provisions.</p> <p>Consultation with WSSDA and school district legal staff for non-McKinney students.</p>
Identification of students with incarcerated parent	School-based and other Head Start and ECEAP programs have Family Support roles that help in connecting social support networks and schools. Their work with families is inclusive, and they are more likely to know CIP students' status.	<p>Internal:</p> <p>No data is available on these students by CIP status.</p> <p>External:</p> <p>FERPA and other privacy laws</p>	<p>Connect with external contacts (ECEAP, Head Start, other) to identify what tools and support they currently offer to support CIP students' younger siblings.</p>



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<p>Identification of students with incarcerated parent (continued)</p>		<p>prevent information-sharing of educational data without parental consent. Early Learning and After School groups (Schools Out Washington, DEL, Head Start state collaboration office, ECEAP, WAPCAN-Strengthening Families project) and schools may need information before they can coordinate services.</p>	<p>Explore methods with courts of how and when pre-K and K-12 could be notified, with parent permission.</p>
<p>Eligibility for educational and school-based programs for student with incarcerated parent (is it affected by parental incarceration?)</p>	<p>WAC 180-16-215 provides accessibility to the education program for legally eligible students 5-21 who have not completed their high school requirements.</p> <p>WAC 180-16-220 explains that State Board of Education (SBE) approval is tied to the School Improvement Plan, which includes educational equity factors (“such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability”). The SBE strongly encourages “that equity be viewed as giving each student what she or</p>	<p>Internal: Some currently incarcerated people under age 21 may not know or be able to access high school services funded by basic education.</p> <p>External:</p> <p>School improvement plans are not currently required to address family incarceration (although it could be</p>	<p><u>Improve notification of schools</u>, incarcerated parents, caregivers, and families, about:</p> <ul style="list-style-type: none"> a) Access to educational services, b) Methods to address CIP issues in School Improvement Plans, and c) Opportunities for



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	<p>he needs and when and how she or he needs it to reach their achievement potential” including via technology and family involvement.</p> <p>The School Improvement Plan shall be based on a self-review including “active participation and input” by parents.</p> <p>Regarding school nutrition, a school principal may sign a free and reduced price meal application for a CIP student given the following: the parent is not able to complete and sign, and the principal has evidence that the student lives within a household that would otherwise qualify the student for free or reduced price meals.</p>	<p>included, including specific plans to use improved technological communication and family involvement as strategies).</p> <p>Incarcerated parents may not know they can participate in School Improvement Planning.</p> <p>On nutrition, there may be no evidence of income available from the care-giver.</p>	<p>parental and family involvement.</p> <p>d) Access to nutritional services despite parental incarceration.</p>
<p>Service coordination for student with incarcerated parent (including case management, if necessary)</p>	<p>Head Start and ECEAP programs have Family Support roles that help in connecting social support networks and schools. There work with families is inclusive.</p> <p>Other students affected by trauma and transition have these services available through some programs.</p> <p>Schools have counselors who can provide referral and some case management.</p>	<p>Internal: No special provisions for CIP.</p> <p>External: Counseling and case management in schools is currently overburdened.</p>	<p>Share CFIP information with early learning providers, <u>K12 educators</u>, and <u>K12 counselors</u>. Improve access to counseling and case management services.</p> <p>Extend services for “students in transition” to CIP students.</p>



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<p>Training for educators and staff on the special needs of children of incarcerated parents</p>	<p>Training and professional development is provided for staff, including issues such as parental and family involvement.</p> <p>WAC 181-78A-270 establishes the approval standard for residency certificates for teachers, counselors, administrators and other staff, and includes many different areas where educators need to learn about the challenges facing students in a variety of situations.</p> <p>WAC 181-78A-540 professional certificate programs require that teachers must demonstrate cultural sensitivity in teaching and in relationships with students, families, and community members -- including informing, involving, and collaborating with families and community members as partners in each student's educational progress.</p> <p>WAC 181-78A-700 all students in First People's Language and Culture programs shall be provided equitable educational opportunities</p>	<p>Internal: Lack of awareness and collaboration across divisions on CFIP issues.</p> <p>External: Lack of info on CFIP issues available for providers, professional development programs, educator preparation programs, and others. While there are many avenues in current residency and professional development program requirements to address CFIP issues, people may not know about these requirements.</p>	<p><u>Create and disseminate toolkit.</u> Offer training and professional development sessions to <u>K12 educators</u>, pre-service educator preparation programs, and in-service programs, and others. Coordinate with DEL to provide training and support for preschool providers, early learning educators and other staff that interact with children and families of incarcerated parents.</p> <p>Expand awareness of certificate and professional development requirements of educators to CFIP constituencies.</p> <p>Include <u>CFIP information in Trauma-Sensitive ("Compassionate") Schools</u></p>



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	<p>WAC 181-79A-030 Issues of abuse: “The content shall discuss the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students”</p> <p>WAC 181-82A-207 Specialty endorsements WAC 181-82A-208 Specialty endorsement for deaf education WAC 181-83 teacher internships (could include internships at DSHS or DOC to become more familiar with CFIP issues)</p> <p>Puget Sound ESD Early Head Start program at WCCW is a potential resource.</p>		<p><u>Training.</u></p> <p>Expand public awareness efforts to decrease stigma.</p> <p>Examine the professional development needs of children, care-givers, parents and other “informal educators.”</p>
<p>Continuity of educational service for student with incarcerated parent (facing mobility, custody, other issues)</p>	<p>Continuity of eligibility applies to all eligible children and programs; CIP not excluded.</p> <p>Some types of specialized services are available for students affected by homelessness, foster care, and military deployment.</p>	<p>Internal:</p> <p>External: Continuity services are available for only some students in transition.</p>	<p>Military compact-type provisions should be available for all students in transition to provide or enhance continuity.</p>



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Access to transportation for student with incarcerated parent	<p>McKinney-Vento homeless act allows students to stay at the “school of origin” with transportation. State law addresses foster care students.</p> <p>CIP students can get access to services to visit their parents (run by non profit organizations).</p> <p>Transportation WAC (see below)</p>	<p>Internal:</p> <p>External:</p> <p>Current transportation funding shortfalls for public schools.</p> <p>Lack of sufficient funding for non-profit organizations to meet the need.</p>	<p>Treat all students in transition the same for transportation (with funding). Adopt new proposed transportation funding formula.</p> <p>Address transitional transportation in new Basic Education Funding proposals</p>
Transfer of educational records for student with incarcerated parent	<p>RCW 28A.225.330 and 28A.635.060 outline records transfer requirements for all students.</p> <p>Records transfer WAC (see below)</p>	<p>Internal:</p> <p>External: Lack of ability to confirm custody can act as a barrier to enrollment and educational records transfer, in cases of informal kinship care.</p>	<p>Work with the School Principals and School Administrators organizations to investigate the scope of this barrier with local staff – how many students are really turned away for this reason?</p>
Sharing of educational information	<p>FERPA applies to all students.</p> <p>OSPI memo and Attorney General letter explain OSPI policy (attached).</p>	<p>Internal:</p> <p>External: Information sharing for</p>	<p><u>Continue to facilitate agreement around DSHS-OSPI data-sharing</u></p>



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(confidentiality) for research/service design for student with incarcerated parent	See below	research purposes has different restrictions than for service delivery improvement.	<u>agreement</u> . Pay attention to parental permission restrictions and IRB issues for any student surveys (human subjects review).
Sharing of educational information (confidentiality) for service delivery for student with incarcerated parent	FERPA applies to all students. OSPI memo and Attorney General letter explain OSPI policy (attached). WAC 180-08-004 Definition of “public record” WAC 180-44-010 teacher retention of records	Internal: External: FERPA restrictions have kept this issue from progressing beyond initial discussions. Parental permission is necessary to share student records.	<u>Continue to explore this discussion in Data Subcommittee</u> . Find and share examples where parental permission has been granted because the benefits were explained to families.
Support for grief, loss, trauma for students with an incarcerated parent	Operation Military Kids offers resources to help students with grief and loss: http://www.k12.wa.us/OperationMilitaryKids/pubdocs/ToughTopics3GriefLoss.pdf http://www.k12.wa.us/OperationMilitaryKids/pubdocs/crisisguide02.pdf Mary Bridge “Bridges” program offers resources to help	Internal: Need for specific tool modified for CFIP External: Stigma can prevent students from finding each other	<u>Identify existing tools, include in toolkit</u> Create new tools, specific to CFIP Work to support student support groups, like those in Tacoma



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	<p>students with grief and loss: http://www.multicare.org/marybridge/bridges-center-grieving/</p>		
<p>Access to school health care services for students with an incarcerated parent</p>	<p>All students are eligible for school nursing services (as available) Medicaid provides coverage for children with family incomes at or below 200 percent of FPL. The State Children’s Health Insurance Program (SCHIP) provides coverage for children with family incomes at or below 250 percent of FPL. The Children’s Health Program provides coverage for children under age 18, who are not eligible for Medicaid (immigrants with family incomes at or below 100 percent of FPL. The “Cover All Kids” act requires DSHS to create a seamless program for all children under age 19, up to 250 percent of FPL, and (subject to appropriation) to expand coverage to 300 percent of FPL.</p>	<p>Internal: Lack of specific messages about CFIP and health care access. External: Incarceration affects families at all income levels. Families with higher income still cannot get medical services (even though their income may have changed based on legal bills, etc.). Permissions for medical treatment are tied to access to the parent.</p>	<p>Establish medical protocols for CIP students</p>
<p>Access to financial family support</p>	<p>N/A, other than Free and Reduced Lunch eligibility</p>	<p>Internal:</p>	<p>N/A</p>



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services for students with an incarcerated parent		External:	
Visitation between children and parents who are incarcerated (barring safety concerns)	Non-profit organizations provide transportation for some students.	Internal: Lack of funds for non-profits Prisoners and students can be from any DOC facility and any school.	OSPI transportation office should examine whether there is a role here for school transportation.
Services to assist in maintaining parent-child contact through other means (ex: assistance with telephone call costs, or virtual prison 'visits')	DOC currently offers services to support parent-student-teacher telephone conferencing. Every school district and every DOC facility has access to the K-20 videoconferencing system.	Internal: Interactive video between schools and DOC facilities has been discussed but not tried. External: Lack of awareness at school level of needs and possibilities. An ESD or district would need to serve as host site. Viewing of any assessment data must be arranged by the district assessment director, who would need to be present during	<u>OSPI should share DOC telephone protocols with all school districts and provide connections to DOC staff when possible.</u> <u>OSPI and DOC have identified a candidate at Purdy for the first conference.</u>



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		the viewing.	The agency communications offices should then send a message to all districts, institutions, and communities about how easy and great this was.
Access to services for children who have incarcerated parents to meet their educational, social, psychological and developmental needs	The Readiness to Learn program (authorized through the Family Policy Council statute), through direct outreach and family resource centers, offers a variety of services, from support groups, to referrals to mental and physical health counseling, to mentoring, to skill development for both caregivers and children as a means to provide support for family sustainability.	Internal: External: If the caregiver or child does not get referred, then Readiness to Learn services will not be available.	Provide training on CFIP issues for RTL coordinators and for <u>school administrators and counselors</u> .
Services to assist in the reunification of children with previously incarcerated	OSPFI does not currently have any policy in this area.	Internal: External: Most school districts are not familiar with their local DOC re-entry	<u>Link Criminal Justice Centers and major school districts (such as our discussions in Tacoma) to establish partnerships.</u>



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<p>parents (barring safety concerns)</p>		<p>services.</p>	
<p>Services for caregivers of children with incarcerated parents to help them meet the educational needs of the children in their care and provide supports</p>	<p>There is a federal set-aside under the Even Start program that provides comprehensive family literacy services for incarcerated parents, and their children between Birth and age 8. None of the current grantees are in Washington State.</p> <p>The Federal Workforce Investment Act contains an “Adult and Family Literacy” section that provides funds to WA SBCTC to provide adult literacy services and ELL instruction in Washington State DOC facilities. Title I-B Even Start Family Literacy provides family literacy services, including parenting education, adult education, early childhood education and parent-child literacy activities in communities across Washington State. Projects exist in Mattawa, Renton, Tacoma, While there are no specific provisions for CFIP, families with incarceration currently participate in some program services.</p> <p>There are also federal requirements for parenting education</p>	<p>Internal:</p> <p>External</p> <p>One requirement of Even Start is that the parents participate in the program. If a DOC facility doesn’t offer ways for prisoners to participate, then Even Start would not be an option.</p>	<p>Encourage DOC and WCCW to apply for the Even Start Prison set-aside program.</p> <p>Encourage DOC facilities serving clients from the seven Even Start communities to spend time with their children and families in literacy.</p>



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	under Even Start and Head Start.		
Services for children or families (please specify) in prevention, mental health, and chemical dependency	<p>The Student Assistance Prevention Intervention Services Program (SAPISP) is provided under Title IV of NCLB, Safe and Drug Free Schools and Communities Act, and the state Substance Abuse Prevention Awareness statute (RCW 28A.170).</p> <p>Services are administered through the nine regional Educational Service Districts and the four largest school districts (Seattle, Tacoma, Spokane, and Kent). Student assistance professionals (SAPs) are assigned to K-12 school sites (based on district need) to provide direct service to students who are at risk, and/or harmfully involved with alcohol, tobacco, or other drugs. They provide an array of counseling, individual, and family interventions.</p>	<p>External:</p> <p>Parental consent is required for participation in the program; parental incarceration could cause obstacles.</p> <p>Students might not be able to get to assessment and treatment visits.</p> <p>Interventions work best for students when the whole family is involved; parental incarceration can jeopardize delivery of family counseling services.</p>	<p><u>Provide orientation on CFIP issues to ESD SAPISP coordinators.</u> Provide more in-depth training and experiences for interested SAPISP coordinators.</p> <p>Provide more information on prevention and intervention to school districts affected by large numbers of children of incarcerated parents.</p>
Services for parents while incarcerated: parenting skills training	<p><i>See Even Start above.</i></p> <p>Pacific Oaks College in Pasadena, CA, and other programs have offered parenting support and trainings for parents in prison, in addition to current DOC/SBCTC and non-profit services offered in Washington.</p>	<p>Internal:</p> <p>External:</p>	<p>Reach out to Puget Sound ESD early Head Start team about what they have offered at WCCW in Purdy.</p>
Services for	The City of Seattle Conservations Corps serves homeless	Internal:	Explore expansion of Seattle



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<p>parents while incarcerated: economic, educational and vocational</p>	<p>adults who are returning to the workforce using a conservation corps model. They offer employment counseling and a training system that helps participants move into jobs.</p>	<p>External: Current programs have more clients than they can serve adequately.</p>	<p>Conservation Corps and similar models.</p>
<p>Services to assist students with an incarcerated parent, or their families (please specify) with homelessness</p>	<p>The federal McKinney-Vento program offers services and enrollment assistance to students and families, including: the capacity to remain in the “school of origin” despite residential moves; transportation to the “school of origin;” the capacity to enroll in school immediately, even if lacking typically required documents including proof of guardianship; and academic support services (including tutoring, shoes, alarm clocks, transportation for parents). Districts with long-term homeless students can access McKinney-Vento and Title I Part A funds to support parental involvement activities.</p>	<p>Internal: External: Few school districts receive McKinney-Vento funds. Students are often homeless for short periods of time.</p>	<p><u>Improve homeless liaison training related to CFIP issues (including distribution of “Beyond the Walls” to homeless liaisons statewide, and district staff training on McKinney-Vento and Title I Part A allowable activities.</u></p>



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<p>Services to assist parents and children in transitioning from incarceration to family settings</p>	<p>The Issaquah School District will soon be providing educational support to a large transitional housing facility, <i>Passage Point</i> that is within their school district. The housing program is being administered by the YWCA and DOC.</p> <p>Similar transition services are also provided in other high-need school districts.</p>	<p>Internal:</p> <p>External: School districts need staffing, training, and other supports to be able to successfully manage the transitions of large groups of students (between 50 and 150 students over the next few school years in Issaquah).</p>	<p><u>Request establishment of a special needs grant program to fund the additional impacts of large groups of children of incarcerated families on high-need school districts (including Issaquah, Tacoma, and others).</u></p>
<p>Services to address intergenerational incarceration (including situations where a parent is incarcerated in a DOC facility and their child is incarcerated in a</p>	<p>The state's institutional education program offers educational support and assistance to incarcerated students (some of whom are parents).</p>	<p>Internal:</p> <p>External: These students and their children have few supports when they return to school districts and communities.</p>	<p><u>Establish an educational advocate at each Educational Service District to better coordinate transition services for youth offenders.</u></p>



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JRA facility)			
Preventive programs to help reduce rates of incarceration	The Center for the Improvement of Student Learning is a parent involvement and outreach center inside the Office of Superintendent of Public Instruction (authorized by 1993 HB 1209, Washington’s Education Reform Act). The Center provides parents, families and schools with a clearinghouse of information on parent involvement and best practices to meet the educational and other needs of diverse students.	Internal: CISL needs more information related directly to incarceration. External:	Link OSPI Children of Incarcerated Parents website and other information to CISL website and vice versa. <u>Provide copy of CFIP Toolkit to CISL staff.</u>
Child care for parents undergoing court proceedings (or for other needs for children of incarcerated parents)	Child care is currently provided at some courts in WA. Many school districts provide access to high-quality child care, through a variety of local partnerships.	Internal: External: This issue (child care services at court facilities or for court appearances) is still new for many communities.	Expand current court programs, and improve coordination of OSPI, DEL, OAC, and community programs specifically to support the needs of families dealing with incarceration.
Arrest or school safety protocols to ensure that children’s needs	Arrest protocol subgroup is making recommendations.	Internal: External:	Review arrest protocol subgroup recommendations.



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<p>are addressed at time of parental arrest</p>			
<p>Cross-training, liaison work or similar relationships or programs established to strengthen collaborative work between schools and correctional facilities</p>	<p>The Professional Development and Outreach Subcommittee members have discussed cross-training, shared materials, and collaboration.</p>	<p>Internal: PD and Outreach subcommittee conversations have progressed, but OSPI staff has not been able to devote time to comprehensive interagency work planning, to this date.</p> <p>External:</p>	<p>OSPI should participate in cross-training as described in DSHS CFIP report.</p> <p>OSPI should respond to overall subcommittee recommendations in this regard, and any interagency efforts at developing common presentations and cross-training plans.</p>
<p>Existing Memorandum of Understanding (MOU) with DOC, other administrations or other agencies</p>	<p>Currently, DSHS and OSPI have data sharing agreements related to foster care and other issues.</p>	<p>Internal:</p> <p>External:</p>	<p>OSPI should continue to explore data-sharing agreements with DSHS and other agencies regarding children of incarcerated parents.</p>



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<p>concerning the needs of incarcerated parents and/or their children</p>			
<p>Contracts or agreements with community-based organizations or non-profits to provide assistance to children/families of incarcerated parents</p>	<p>Some individual school districts may have these agreements</p>	<p>Internal: OSPI staff need to know more about which communities might be offering these services in conjunction with school districts.</p> <p>External:</p>	<p>Explore joint service agreements and other collaborative efforts with local community-based organizations.</p>
<p>Data systems gather information on parental incarceration status and history. Training for line</p>	<p>Some DOC facilities currently ask questions of offenders/clients about their children.</p>	<p>Internal:</p> <p>External: It takes time to change local practice when it comes to data management.</p>	<p>OSPI should continue to coordinate with DOC regarding intake forms, and questions that will provide useful educational information. OSPI needs to</p>



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staff on the entering of such data into systems.			share data from the statewide educator survey with this group.
Items from rules review (following):			
Parental permission, notification, and involvement requirements	WAC 180-18-055 waivers for high school graduation WAC 180-51-001 education reform vision WAC 180-51-003 Graduation requirements WAC 180-51-040 Copies of grad requirements WAC 180-96 General Educational Development (GED) test; HIV/AIDS and Sexual health education (various) WAC 392-163-700 Title I parent involvement WAC 392-164-360 migrant program WAC 392-168 citizen complaint procedure WAC 392-170-047 highly capable program Special Education: <ul style="list-style-type: none"> • WAC 392-172A-01125 definition of parent • WAC 392-172A-03000 parental rights with IEPs, and IDEA processes • WAC 392-172A-03100 Parent participation 		Provide information to Center for Improvement of Student Learning and Title I staff and school districts.



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	<ul style="list-style-type: none"> • WAC 392-172A-04000 Parentally-placed private school students • WAC 392-172A-05185 Notice to parents • WAC 392-172A-05225 consent for release of records • WAC 392-172A-05420 Student right to educational records • WAC 392-172A-06050 Public information <p>WAC 392-182 student health records WAC 392-183A Athletic participation WAC 392-192-020 Professional growth planning WAC 392-192-050 professional growth WAC 392-380 immunization, parental permission WAC 392-500 testing and record keeping</p>		
Special student categories listed or individual differences noted	<p>WAC 180-08-002 SBE school recognition WAC 180-44-010 Teacher responsibilities WAC 180-51-001 education reform vision (includes learning outside of school) WAC 180-51-003 Graduation requirements (includes unique characteristics of schools) WAC 180-51-035 Graduation age</p>	<p>To be eligible, students “must have a substantial and warranted reason for leaving the regular high school program, or have complete a program of home-based instruction” – substantial reasons include personal</p>	<p>Provide CFIP information to key staff with SBE, OSPI, and other agencies. Add parental incarceration to the list of reasons to allow GED</p>



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	WAC 180-96 General Educational Development (GED) test; WAC 392-100-100 Definition of low income student WAC 392-101-015 Determination of indigency – list by DSHS categorical programs WAC 392-172A-07040 Special education: Disproportionality of expulsion and suspension WAC 392-164-155 definition of migratory children WAC 392-170-035 highly capable program WAC 392-348-245 library access for special students	problems, financial crisis, lack of appropriate curriculum and instruction, the inability or failure of the school to adjust its program for the individual	
Innovative programs	WAC 392-121-182 Alternative learning experience requirements WAC 392-134-003 and 010 Part-time enrollment WAC 180-52 Home Based Instruction WAC 180-90 Private Schools WAC 180-72 Adult Education (including, adult education can be “provided by public educational institutions and community-based organizations” WAC 180-96 General Educational Development (GED) test;		Provide professional development on eligibility for programs.



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Enrollment count dates	WAC 392-121-119 enrollment count dates defined	Children visiting prison or unable to attend school on count days.	Explore.
Attendance – Becca Bill	RCW 28A.225	Students getting to visit parents in prison	OSPI CIP staff work with OSPI safety center and others to improve school’s ability to grant excused absence for children to visit family member in prison.
Institutional education provider	WAC 392-122-208 “providing an institutional education program in an adult correctional facility operated by DOC under contract with OSPI and DOC. WAC 392-122-213 definition of excused absence in institutional education		none
Learning improvement days	WAC 392-140-957 includes activities to improve student learning for all students including students with diverse needs	In high need areas, could these include time for staff visits to prison, or meetings with families of the incarcerated? Time for these days is VERY hard to free up.	Explore.



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Special transportation	WAC 392-141-148 “also included are students who require special transportation to special education, gifted, bilingual, or homeless programs located outside their basic transportation service area or at alternative program time. WAC 392-145-005 definition of a school bus	Visits to prison to visit incarcerated parents	OSPI transportation office should explore the possibilities with school districts and non-profits.
Pupils	WAC 392-400 rights and responsibilities of pupils WAC 392-400-205 suspension, expulsion defined WAC 392-400-215 no student denied opportunity because of arrest or incarceration (on an list); no denial without due process WAC 392-400-220 student disciplinary boards		Explore whether CIP need to be specifically called out.
Other items from OSPI recommendations (following):			
OSPI staffing	OSPI had full-time staffing in 07-08 and part-time staffing in 08-09.	Without staff time devoted exclusively to CFIP, OSPI’s role will be diminished, in terms of interagency collaboration and services to the field.	<u>Request ongoing staffing.</u>
Regional training	OSPI has offered professional development and awareness	Regional staff at education, social	Provide training for existing



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	training directly to educators and counselors through conferences, and outreach to some regional staff.	service and other agencies cannot support what they have not been trained in.	regional staff (ESD juvenile justice, prevention/intervention, etc.) in conjunction with DSHS regional staff.
Public awareness campaign	OSPI participates in a variety of interagency social marketing campaigns, through the OSPI communications office.	Absence of community-wide social marketing messages allows stigma to persist and promotes ignorance of the needs of children of incarcerated parents and their families.	Continue to explore funding for a public awareness campaign about school obstacles faced by children of incarcerated parents.
OSPI toolkit development	OSPI has created a toolkit of brochures, books, and videos for all school districts, to promote awareness of CFIP issues.	More materials are being created all the time to address CFIP needs.	<u>Request funds to continue to develop curriculum and tool kit materials</u> , both online and through materials purchasing. Funding should include books and videos for each school (books and videos have already been provide to school district offices).



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			Support educators and other clients to create and disseminate effective materials.
Parent-child book club	OSPI has provided examples of books to all school district offices.	DOC offenders at WCCW have suggested that OSPI/DOC provide books, reading guides, fun exercises, and “car-ride” materials to support child-parent interaction with books and stories – both CIP-related and school-related topics.	<u>Budget request should include funding for this effort.</u>
Counselors and social workers	Schools are currently funded for counselors and social workers, from the same basic education formula from which they provide all certificated instructional staff (including teachers).	Needs for CIP and other students facing trauma and transition outstrip the ability of local counselors and social workers to meet their needs.	<u>Through the Basic Education Task Force recommendations, request additional counselors, social workers, and other staff for all schools to be able to meet CIP issues at local level – include funding for brokering functions (coordination of support for</u>



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			children's emotional needs pre-and-post-visit; participation with local non-profits, etc.)
OSPI website	OSPI currently offers a CIP web page: http://www.k12.wa.us/Incarceratedparents/default.aspx , which includes links to DOC, DSHS and other sources for educators. Toolkit notification and contents will also be published here by November, 2008.	The web-page needs to be much more interactive and offer more in-depth information and places for local educators to post effective strategies.	<u>OSPI has just hired a web developer (yay!)</u>