West Virginia Deaf and Hard of Hearing Advisory Committee 2022 Report

As Required by the 2020 Passage of House Bill 4414, resulting in the creation of W.Va. Code §16 - 1 - 20

West Virginia Deaf & Hard of Hearing Advisory Committee

W V D E | W V D H H R

West Virginia Department of Education

West Virginia Birth to Three — Growing Together

Part One: Responsibilities

W.Va. Code §16 - 1 – 20 requires the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Department of Education (WVDE), consistent with federal law regarding the education of children with disabilities and federal law regarding the privacy of student information, to do the following:

Responsibility #1: Establish an advisory committee to solicit input from certain stakeholders on the selection of language developmental milestones for children who are deaf or hard of-hearing that are equivalent to those for children who are not deaf or hard-of-hearing for inclusion in the family resource.

2022 Progress: The West Virginia Deaf and Hard of Hearing Advisory Committee (WVDHHAC) has been established based on the parameters set forth in House Bill 4414 and W.Va. Code §16 - 1 – 20. Membership is listed in the chart below:

2022 Membership of the West Virginia Deaf and Hard of Hearing Advisory Committee

Name	Role as required by HB 4414	Title	Agency	Contact
Dr. Monica DellaMea	WVDE Representative	Director	WVDE	*mdellamea@k12.wv.us*
LeeAnn Brammer	WVDE Representative	Coordinator	WVDE	*lbrammer@k12.wv.us*
Pam Roush	DHHR Representative	Director	WV Birth to Three	*Pam.S.Roush@wv.gov*
Delegate Ruth Rowan	Ex Officio Member	Delegate	WV Legislature	*ruth.rowan@wvhouse.gov*
Pat Homberg	Ex Officio Member	Special Education Coordinator	WVSDB	*phomberg@k12.wv.us*
Melanie Hesse	» Early Interventionist of deaf and hard of hearing children who is knowledgeable in the use of the dual languages of English and American Sign Language (ASL) » Credentialed Educator of deaf and hard of hearing children whose expertise is in curriculum and instruction in American Sign Language (ASL) and English.	WVSDB Dean of Students	WVSDB Outreach	*mhesse@k12.wv.us*
Allison Cunningham	Parent of a child who is deaf or hard of hearing who uses assistive technology to communicate with spoken English	President	WV AG Bell	*Lex12jen7@yahoo.com*
Dr. Nancy Gillespie	Educational Audiologist who can address the issues of aural habilitation and assistive technology to advocate for children using spoken language in mainstream environments	Educational Audiologist	Mountain State Educational Cooperative	*Ngillispie@gmail.com*
Dr. Jodi Cottrell	» Educational Audiologist who can address the issues of aural habilitation and assistive technology to advocate for children using spoken language in mainstream environments » Advocate for teaching the use of instruction in assistive technology to communicate with spoken English.	Director of the MU L-Lab and Audiologist	Marshall University Luke Lee Listening, Language, and Learning Lab (L-Lab)	*cottrellj@marshall.edu*

2022 Membership of the West Virginia Deaf and Hard of Hearing Advisory Committee

Name	Role as required by HB 4414	Title	Agency	Contact
Jenn Baker	Credentialed Provider: Speech Language Pathologist of deaf and hard of hearing children who is knowledgeable in the use of assistive technology to communicate with spoken English.	Speech Language Pathologist (SLP)	Marshall University L-Lab	*jen.baker@marshall.edu*
Christina Payne	Parent of a Child who is hard of hearing that uses the dual languages of American Sign Language and English	Director of WV Hands and Voices	WV Hands & Voices	*Christina.payne@wvhandsandvoices.org*
Karen Haines	» Expert who researches or is knowledgeable in the research regarding language outcomes for deaf and hard of hearing children using assistive technology to communicate with spoken English. » Credentialed Provider: Speech Language Pathologist of deaf and hard of hearing children who is knowledgeable in the use of assistive technology to communicate with spoken English.	Retired SLP	WVU	*Karen.Haines@mail.wvu.edu*
Nora Smith Stevenson	» Early Interventionist of deaf and hard of hearing children who is knowledgeable in the use of the dual languages of English and American Sign Language (ASL) » Credentialed Educator of deaf and hard of hearing children whose expertise is in curriculum and instruction in American Sign Language (ASL) and English.	WVSDB Outreach DHH Specialist	WVSDB Outreach	*nsmith@k12.wv.us*
Annette Carey	» Expert who researches or is knowledgeable in the research regarding language outcomes for deaf and hard of hearing children using American Sign Language (ASL) or English » Credentialed Educator of deaf and hard of hearing children whose expertise is in curriculum and instruction in American Sign Language (ASL) and English.	WVBTT Sensory Consultant	WV Birth to Three Contracted Specialist	*annettecarey56@gmail.com*
Scott Hottle	» Parent of a Child who is hard of hearing that uses the dual languages of American Sign Language and English » Credentialed Educator of deaf and hard of hearing children whose expertise is in curriculum and instruction in American Sign Language (ASL) and English.	Director WV Deaf Services Center	WV Deaf Services Center	*hottle2000@yahoo.com*
Patricia Shaffer-Dressler	Early Interventionist of deaf and hard of hearing children who is knowledgeable in the use of assistive technology to communicate with spoken English	DHH specialist	Monongalia	*pschaefferdresler@gmail.com*
Karen Hott	Credentialed Educator of deaf and hard of hearing children whose expertise is in curriculum and instruction in American Sign Language (ASL) and English.	Teacher of the Deaf of Hard of Hearing	By Contract: Hampshire County/ Tucker County	*klhott@k12.wv.us*

2022 Membership of the West Virginia Deaf and Hard of Hearing Advisory Committee

Name	Role as required by HB 4414	Title	Agency	Contact
Molly Simonton	Credentialed Educator of deaf and hard of hearing children whose expertise is in curriculum and instruction in American Sign Language (ASL) and English.	Contract DHH Teacher, Adjunct Professor for MU DHH Certification Program	Kanawha County and Marshall University	*Molly.simonton@ marshall.edu*
Krystal Shelton Dosh	Advocate for teaching the use of dual languages of American Sign Language (ASL) and English.	WVSDB Teacher	WVSDB Alumni Association	*kshelton@k12.wv.us*
Ashley Suddath	Credentialed Provider: Speech Language Pathologist of deaf and hard of hearing children who is knowledgeable in the use of dual languages of American Sign Language (ASL) and English	SLP	WVSDB	*Ashley.suddath@k12.wv.us*

Responsibility #2: Jointly select language developmental milestones from existing standardized norms, to develop a family resource for use by families and service providers to understand and monitor deaf and hard-of-hearing children's receptive and expressive language acquisition and progress toward English literacy development.

2022 Progress: *Members of the WVDHHAC will soon begin reviewing the most recent research by the Center for Disease Control (CDC) to include updated language to "The West Virginia Resource Guide for Families of Young Children," which is applicable for children ages birth to five. This document contains developmental language milestones that have been synthesized using a variety of national and state-level research-based resources.*

Responsibility #3: Prepare a list of valid and reliable existing tools for assessments for service providers that can be used periodically to determine the receptive and expressive language and literacy development of deaf and hard-of-hearing children.

2022 Progress: *Members of the WVDHHAC have been given a copy "Assessment Options for Children with Hearing Loss: A Collaborative list of assessment options for Deaf and Hard of Hearing Children (Birth to Age 5)." This document will be reviewed periodically.*

Responsibility #4: Disseminate the family resource and the educator tools and assessments, as well as the provision of informational materials on the use of the resources, tools, and assessments; imposing certain requirements on the child's individualized family service plan team and individual education program team if a deaf or hard-of-hearing child does not demonstrate progress in receptive and expressive language skills.

2022 Progress: *Once updated, the revised guide will be distributed to West Virginia Birth to Three Providers and WVDE Technical Assistance Center for Accessibility and Transitions Outreach Providers who serve children with hearing loss to families they serve as well.*

The "Assessment Options for Children with Hearing Loss: A Collaborative list of assessment options for Deaf and Hard of Hearing Children (Birth to Age 5)" has been distributed to County Collaborative Early Childhood Team members to assist with transitioning children into West Virginia Universal Pre-K Programs and will be further disseminated in the coming months.

Responsibility #5: Annually produce an aggregated report that is specific to language and literacy development of children whose primary exceptionality is deaf and hard-of-hearing from birth to five years of age.

2022 Progress: *Please see below for the aggregated reports of children served whose primary exceptionalities are deaf and hard-of-hearing:*

Please note that the following data are based on federal reporting requirements as identified in the Individuals with Disabilities Education Act, parts C and B, respectively.

West Virginia Birth to Three Primary Eligibility* **	Birth Through Age 2
Hearing Loss	58
Hearing/Vision Loss	17
Total:	**75**

*Data Source: December 1, 2021 Child Count
**Federal law does not require a secondary exceptionality be identified for reporting purposes.

West Virginia Ages 3 through 5 Enrollment by Age and Grade for Students with Hearing Impairments *

Primary Exceptionality	Ages 3-5*	PK Students Aged 3-5**
Hard of Hearing (HI)	45	24
Deaf (DF)	9	7
Deaf Blind (DB)	4	3
Total:	**58**	**34**

*Count by age includes PK and K students up to age 5
**Count by grade level includes only PK students
***Federal law does not require a secondary exceptionality be identified for reporting purposes.
Data source: December 1, 2021 Child Count

Part Two: Next Steps for 2022-2023

1. Continue to honor the family, specifically the parents, as the child's first teacher, including the family's right to choose the mode of communication (signing versus spoken language) that their deaf or hard of hearing child will utilize.
2. Continue to focus on family partnerships to help ensure all children, particularly those who are deaf or hard of hearing, have ample opportunities to develop language milestones prior to school entry.
3. Continue to ensure the following interrelated variables are considered as part of the educational evaluation process for all children who are deaf or hard of hearing:
   » Audiological Factors
      · Age of onset and age of identification
      · Age of full-time amplification
      · Auditory skills and use of residual hearing.
      · Effectiveness of hearing technology
      · Etiology of the hearing loss
      · Type and degree of hearing loss
   » Behavioral Factors
      · Attitude and motivation level of the student
      · Psychosocial behaviors
   » Communication Factors
      · Augmentative communication devices; assistive technology
      · Language abilities or disabilities
      · Primary language
      · Preferred mode of communication
   » Educational Factors
      · Additional eligibilities or exceptionalities
      · Attendance consistency and stability
      · Early education
      · Performance on curriculum-based assessments and measures
   » Social-Developmental-Medical Factors
      · Family history (i.e., home language, cultural factors, etc.)
      · Genetic history
      · Medical issues/concerns: risk factors (i.e., birth trauma, infections, syndromes, and medical alerts), mental health, routine medications, etc.
      · Parent knowledge and support
      · Vision status
4. Partner with the Newborn Hearing Screening Committee, the Early Childhood Advisory Council of West Virginia, and pediatricians statewide to make available "The West Virginia Resource Guide for Families of Young Children," which includes the language developmental milestones for children ages birth to five who are deaf or hard of hearing.

5. Continue to adhere to all federal and subsequent state laws regarding services for children with disabilities using a focus on the whole child. West Virginia DHHR adheres to IDEA, Part C for children ages birth to three, while the WVDE adheres to IDEA, Part B for children ages three through 21. The components of IDEA Part B are reflected in WVBE Policy 2419 (Regulations for the Education of Students with Exceptionalities). This State Board of Education Policy requires the following.
    a. For a child who is deaf or hard of hearing, a comprehensive language assessment in the child's language and communication mode must be included in his/her evaluation.
    b. Pg. 51, Section 2.E: If the student who is deaf or hard of hearing does not demonstrate progress in expressive or receptive language skills as measured through an appropriate assessment tool, the IEP Team must explain the reasons for the lack of progress in meeting the language milestones or progressing toward them and recommend specific strategies, services, and programs that will track the child's success toward English literacy.
6. Disseminate documents for families of Deaf and Hard of Hearing via the various stakeholders who are members of West Virginia Deaf and Hard of Hearing Advisory Committee.
7. Continue to expand upon existing partnerships between WV DHHR, the WVDE, and the WVDE's Outreach Program for Accessibility and Transitions at the West Virginia Schools for the Deaf and the Blind to provide additional services for a larger population of children ages birth to five whose primary exceptionality is identified as deaf or hard of hearing.
8. Continue to provide WVDE-sponsored professional learning that is co-led by state-level speech-language pathology experts to provide professional learning that focuses on comprehensive language evaluation and reporting guidance for those speech-language pathologists, teachers of the deaf/hard of hearing, and district special education directors who work with children ages birth to age five.

For additional information, contact a co-chair of the West Virginia Deaf and Hard of Hearing Advisory Committee:

»   Dr. Monica DellaMea, *mdellamea@k12.wv.us* or
»   Ms. Pam Roush, *pam.s.roush@wv.gov*

W. Clayton Burch
West Virginia Superintendent of Schools

Update on the West Virginia Schools for the Deaf and the Blind

| WEST VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND (WVSDB)

- Fulfilling the mission of the school as outlined in W. Va. Code §18-17-1, *et seq.*, to be the center of excellence in the education of deaf, hard of hearing, blind, low vision, and deafblind students across the state of West Virginia.

- Fostering a culture of success and increasing post-secondary opportunities for graduates.

- Focusing on student well-being, appropriate social-emotional supports, and opportunities for residential students.

- Providing an immersive educational experience for students with low incidence disabilities.

- Ensuring student access to educational materials.

- Increasing the efficiency of the operations of the WVSDB to directly meet the needs of students:
  - » Finances
  - » Facilities and Campus Safety
  - » Personnel

- Collaborating with community partners to increase availability of services and support for students.

| WEST VIRGINIA DEPARTMENT OF EDUCATION TECHNICAL ASSISTANCE CENTER FOR ACCESSIBILITY AND TRANSITIONS (WVDE TACAT)

MISSION: To educate, train, guide, and support district administrators, educators, related service providers, and families to build understanding, implement practices, and transition from birth to post-secondary for students with access exceptionalities.

VISION: To improve educational equity for students with access exceptionalities by providing educational materials, assistive technology, transition, and supports statewide through training and technical assistance to district staff.

COLLABORATING AGENCIES: WVDE TACAT, Instructional Resource Center (IRC), Division of Rehabilitation Services (DRS), WV Birth to Three (WVBTT), West Virginia Adult Education, SPOKES, and EPIC, the West Virginia Department of Education (WVDE), and the WVSDB. Additional onsite partners will be moving into our WVDE TACAT extension site in the Brannon Building.

West Virginia School Discipline Report as Required by West Virginia Code §18-2-43

July 2022

West Virginia DEPARTMENT OF
EDUCATION

Introduction

The following report provides an overview of the statewide disciplinary data from SY2017-2018 through SY2021-2022. The following supports make up a comprehensive approach to student discipline, from a statewide perspective. While supports are provided at a state level, it is important to note that each county has the ultimate autonomy to select programs, plans, or processes that best fit the needs of individual school communities. Each school also has the duty to record and implement discipline practices. A list of additional county-selected supports can be found *here*.

Supports for Student Behavior and Student Discipline

- » *Policy 4373: Expected Behavior in Safe and Supportive Schools*
- » *West Virginia Multi-Tiered System of Support*

Social Emotional/Behavior Supports

- » *WV College and Career Readiness Dispositions and Standards for Student Success*
- » *WV Behavior & Mental Health Technical Assistance Center (BMHTAC)*
- » *Positive Behavior Interventions & Supports (PBIS)*

Mental Health/Trauma Supports

- » *WV Expanded School Mental Health (ESMH)*
- » *WV Behavior and Mental Health Technical Assistance Center (BMHTAC)*
- » *Project AWARE (ESMH & PBIS)*
- » *Handle with Care*
- » *PREPaRE Model Crisis Intervention*
- » *Trauma-Informed Elementary Schools (DHHR)*
- » *24/7 Children's Crisis and Referral Line*
- » *Prevent Suicide WV Training (DHHR)*

Support for At-Risk Students

» *Communities In Schools (CIS)*

» *Homeless Grant / McKinney Vento*

» *West Virginia Schools of Diversion & Transition*

» *Neglected and Delinquent State Agency Program*

» *Neglected and Delinquent Local Educational Agency Program*

» *Guidepost to Graduation*

Substance Abuse Prevention

» *WVBE Policy 2520.5 – WV College andCareer Readiness Dispositions and Standards for Wellness Education*

» *WVBE Policy 2520.19 – WV College and Career Readiness Dispositions and standards for Student Success*

» *WV Students Against Destructive Decisions (SADD)*

» *WVDHHR Prevention Lead Organizations*

Community Partnerships/Initiative

» *21st CCLC Afterschool Programs*

» *WV Family Engagement Grant*

» *Parent Educator Resource Centers (PERC) /Family Engagement Resource Centers (FERC)*

» *School Based Health Centers*

» *Lawyers in Schools Programs*

» *DHHR Office of Children, Youth & Families*

Data and Analysis on School Discipline

Table 1: Student Enrollment and Subgroups

Table 1 provides information by school year on student subgroups based on total student enrollment. The percentages describe the proportion of the total student population represented by each subgroup. For example, in school year 2019-2020, students identified as Low Socioeconomic Status (SES) represented approximately 47% of the total student population.

Table 1: Student Enrollment and Subgroups		SY17-18	SY18-19	SY19-20	SY20-21	SY21-22
Statewide	**All Students**	**270,613**	**265,755**	**261,633**	**252,357**	**250,899**
Gender	Female	48.3%	48.2%	48.3%	48.2%	48.3%
	Male	51.7%	51.8%	51.7%	51.8%	51.7%
Race/Ethnicity	White	90.1%	89.7%	89.5%	89.3%	89.1%
	Black	4.3%	4.2%	4.1%	4.1%	4.0%
	Multi-racial	3.1%	3.4%	3.6%	3.8%	4.1%
	Hispanic/Latino	1.8%	1.9%	2.0%	2.0%	2.1%
	Other Minority	0.8%	0.8%	0.8%	0.8%	0.7%
Special Education	Students without Disabilities	83.3%	82.9%	82.6%	82.3%	82.1%
	Students with Disabilities	16.7%	17.1%	17.4%	17.7%	17.9%
Socioeconomic Status	Not Low SES	50.8%	52.5%	53.1%	52.1%	50.0%
	Low SES	49.2%	47.5%	46.9%	47.9%	50.0%
Foster Care Status (EOY)	Not in Care	97.9%	97.8%	97.8%	98.5%	
	Foster Care	2.1%	2.2%	2.2%	1.5%	

Table 2: Population Distribution of Disciplinary Referrals Overall and by Incident Severity Level

Table 2 provides information by school year on discipline referrals, including breakdowns by incident severity level and student subgroup information. The percentages describe the proportion of all referrals (either overall or by severity level) that involved students in the identified subgroup. For example, in school year 2018-2019 of all Level 2 Referrals, approximately 73% involved students without disabilities.

Table 2: Population Distribution of Disciplinary Referrals						
				Incident Severity Level		
Disciplinary Referrals		**All Referrals**	**Level 1**	**Level 2**	**Level 3**	**Level 4**
2017-2018	**All Referrals**	**205,140**	**127,337**	**57,519**	**18,108**	**2,176**
Gender	Female	25.4%	26.3%	24.6%	22.0%	26.5%
	Male	74.6%	73.7%	75.4%	78.0%	73.5%
Race/Ethnicity	White	84.6%	85.0%	83.4%	85.3%	83.7%
	Black	9.7%	9.3%	10.7%	9.7%	9.1%
	Multi-racial	3.8%	3.7%	4.0%	3.3%	4.9%
	Hispanic/Latino	1.6%	1.6%	1.6%	1.4%	2.0%
	Other Minority	0.3%	0.4%	0.2%	0.3%	0.3%
Special Education	Students without Disabilities	77.1%	80.9%	72.2%	67.7%	60.5%
	Students with Disabilities	22.9%	19.1%	27.8%	32.3%	39.5%
Socioeconomic Status	Not Low SES	30.9%	32.4%	28.7%	27.6%	28.4%
	Low SES	69.1%	67.6%	71.3%	72.4%	71.6%
Foster Care Status	Not in Care	94.6%	95.1%	94.1%	93.1%	91.5%
	Foster Care	5.4%	4.9%	5.9%	6.9%	8.5%
2018-2019	**All Referrals**	**210,444**	**129,354**	**57,568**	**21,257**	**2,265**
Gender	Female	26.5%	27.6%	24.9%	23.6%	28.3%
	Male	73.5%	72.4%	75.1%	76.4%	71.7%

Table 2: Population Distribution of Disciplinary Referrals

Disciplinary Referrals		All Referrals	Incident Severity Level			
			Level 1	Level 2	Level 3	Level 4
Race/Ethnicity	White	84.1%	84.0%	83.7%	85.7%	82.8%
	Black	9.7%	9.7%	10.1%	8.6%	10.7%
	Multi-racial	4.2%	4.2%	4.1%	4.0%	4.4%
	Hispanic/Latino	1.8%	1.8%	1.8%	1.4%	1.9%
	Other Minority	0.3%	0.4%	0.3%	0.3%	0.3%
Special Education	Students without Disabilities	77.0%	80.5%	72.7%	68.7%	56.6%
	Students with Disabilities	23.0%	19.5%	27.3%	31.3%	43.4%
Socioeconomic Status	Not Low SES	42.9%	44.2%	41.2%	40.0%	42.2%
	Low SES	57.1%	55.8%	58.8%	60.0%	57.8%
Foster Care Status	Not in Care	95.0%	95.4%	94.5%	93.6%	91.6%
	Foster Care	5.0%	4.6%	5.5%	6.4%	8.4%
2019-2020	**All Referrals**	**170,041**	**106,475**	**44,757**	**16,882**	**1,927**
Gender	Female	26.6%	27.7%	24.7%	24.0%	29.2%
	Male	73.4%	72.3%	75.3%	76.0%	70.8%
Race/Ethnicity	White	82.6%	82.1%	83.2%	84.9%	82.8%
	Black	10.6%	10.9%	10.2%	9.0%	9.7%
	Multi-racial	4.8%	4.9%	4.8%	4.4%	5.7%
	Hispanic/Latino	1.7%	1.8%	1.6%	1.4%	1.4%
	Other Minority	0.3%	0.3%	0.2%	0.3%	0.3%
Special Education	Students without Disabilities	75.7%	79.5%	70.9%	65.8%	57.1%
	Students with Disabilities	24.3%	20.5%	29.1%	34.2%	42.9%

Table 2: Population Distribution of Disciplinary Referrals

Disciplinary Referrals		All Referrals	Incident Severity Level			
			Level 1	Level 2	Level 3	Level 4
Socioeconomic Status	Not Low SES	30.9%	32.2%	29.2%	27.4%	27.4%
	Low SES	69.1%	67.8%	70.8%	72.6%	72.6%
Foster Care Status	Not in Care	94.8%	95.2%	94.3%	93.7%	92.0%
	Foster Care	5.2%	4.8%	5.7%	6.3%	8.0%
2020-2021	**All Referrals**	**45,463**	**26,271**	**13,103**	**5,520**	**569**
Gender	Female	27.5%	28.3%	25.7%	28.0%	24.8%
	Male	72.5%	71.7%	74.3%	72.0%	75.2%
Race/Ethnicity	White	84.2%	83.3%	84.9%	87.5%	83.0%
	Black	9.2%	10.1%	8.7%	6.2%	8.4%
	Multi-racial	4.9%	5.0%	5.0%	4.7%	6.7%
	Hispanic/Latino	1.3%	1.4%	1.1%	1.4%	1.1%
	Other Minority	0.3%	0.3%	0.3%	0.2%	0.9%
Special Education	Students without Disabilities	72.8%	75.5%	70.1%	67.9%	56.8%
	Students with Disabilities	27.2%	24.5%	29.9%	32.1%	43.2%
Socioeconomic Status	Not Low SES	31.6%	33.1%	30.4%	27.5%	29.0%
	Low SES	68.4%	66.9%	69.6%	72.5%	71.0%
Foster Care Status	Not in Care	96.5%	96.8%	96.3%	95.5%	95.4%
	Foster Care	3.5%	3.2%	3.7%	4.5%	4.6%

Table 2: Population Distribution of Disciplinary Referrals

Disciplinary Referrals		All Referrals	Incident Severity Level			
			Level 1	Level 2	Level 3	Level 4
2021-2022	**All Referrals**	**173,455**	**107,250**	**45,400**	**18,738**	**2,067**
Gender	Female	30.0%	30.9%	28.1%	29.8%	28.9%
	Male	70.0%	69.1%	71.9%	70.2%	71.1%
Race/Ethnicity	White	81.9%	81.2%	82.4%	84.9%	84.0%
	Black	10.2%	10.9%	9.7%	8.1%	7.8%
	Multi-racial	5.6%	5.6%	5.8%	5.0%	6.1%
	Hispanic/Latino	1.9%	1.9%	1.9%	1.6%	1.5%
	Other Minority	0.4%	0.4%	0.3%	0.3%	0.5%
Special Education	Students without Disabilities	75.2%	78.0%	71.6%	68.7%	63.8%
	Students with Disabilities	24.8%	22.0%	28.4%	31.3%	36.2%
Socioeconomic Status	Not Low SES	34.5%	35.4%	33.6%	31.5%	32.3%
	Low SES	65.5%	64.6%	66.4%	68.5%	67.7%
Foster Care Status	Not in Care	--	--	--	--	--
	Foster Care	--	--	--	--	--

Table 3: Intervention Categories Overall and by Incident Severity Level
(for referrals where action was warranted)

Table 3 provides information by school year about the intervention/actions taken for referrals where actions were warranted, including incident severity level and intervention/action category. The percentages describe the proportion of all interventions/actions accounted for by the specified category. For example, in school year 2017-2018, approximately 13% of all interventions for Level 4 behavior referrals resulted in "Other Interventions" that did not remove students from learning or social opportunities (e.g., referrals for counseling or other services).

Table 3: Intervention Categories Overall and by Incident Severity Level						
Intervention Categories for Referrals	Total Actions/ Interventions	All Actions/ Interventions	Level 1	Level 2	Level 3	Level 4
2017-2018	**201,772**	**201,772**	**124,777**	**56,861**	**17,983**	**2,151**
Alternative Education Placement	498	0.25%	0.09%	0.27%	0.75%	4.56%
Detention	72,045	35.71%	45.39%	24.08%	9.50%	0.60%
In-School Suspension	35,131	17.41%	15.75%	21.14%	18.87%	2.98%
Out-of-School Suspension	33,479	16.59%	6.37%	26.80%	48.64%	71.73%
Expulsion	285	0.14%	0.00%	0.04%	0.51%	7.58%
Other Interventions	60,334	29.90%	32.40%	27.67%	21.73%	12.55%
2018-2019	**207,338**	**207,338**	**127,025**	**56,930**	**21,133**	**2,250**
Alternative Education Placement	574	0.28%	0.08%	0.34%	0.80%	5.07%
Detention	75,020	36.18%	46.16%	24.84%	10.56%	0.62%
In-School Suspension	38,064	18.36%	16.44%	22.04%	21.47%	4.40%
Out-of-School Suspension	32,807	15.82%	5.59%	25.34%	46.11%	68.04%
Expulsion	264	0.13%	0.00%	0.03%	0.37%	7.33%
Other Interventions	60,609	29.23%	31.73%	27.41%	20.69%	14.53%
2019-2020	**167,076**	**167,076**	**105,410**	**43,429**	**16,343**	**1,894**
Alternative Education Placement	370	0.22%	0.07%	0.21%	0.60%	5.76%
Detention	59,687	35.72%	45.37%	23.78%	9.28%	0.84%
In-School Suspension	30,314	18.14%	15.78%	23.45%	21.02%	3.54%
Out-of-School Suspension	24,147	14.45%	5.34%	22.30%	46.42%	66.10%
Expulsion	185	0.11%	0.00%	0.03%	0.30%	6.34%
Other Interventions	52,373	31.35%	33.44%	30.24%	22.38%	17.42%

Table 3: Intervention Categories Overall and by Incident Severity Level

Intervention Categories for Referrals	Total Actions/ Interventions	All Actions/ Interventions	Level 1	Level 2	Level 3	Level 4
2020-2021	**44,682**	**44,682**	**26,112**	**12,695**	**5,307**	**568**
Alternative Education Placement	157	0.35%	0.16%	0.22%	0.85%	7.22%
Detention	11,217	25.10%	32.23%	19.02%	7.24%	0.70%
In-School Suspension	8,651	19.36%	17.75%	20.95%	25.10%	4.23%
Out-of-School Suspension	7,986	17.87%	6.86%	26.56%	46.13%	66.20%
Expulsion	42	0.09%	0.01%	0.02%	0.24%	4.23%
Other Interventions	16,629	37.22%	42.99%	33.24%	20.44%	17.43%
2021-2022	**170,188**	**170,188**	**106,351**	**43,754**	**18,026**	**2,057**
Alternative Education Placement	386	0.23%	0.08%	0.19%	0.74%	4.33%
Detention	52,355	30.76%	39.55%	20.31%	7.76%	0.44%
In-School Suspension	32,613	19.16%	17.93%	21.58%	22.31%	3.99%
Out-of-School Suspension	30,011	17.63%	6.70%	27.70%	51.03%	76.08%
Expulsion	157	0.09%	0.00%	0.02%	0.23%	5.06%
Other Interventions	54,666	32.12%	35.74%	30.19%	17.95%	10.11%

Table 4: Population Distribution of Disciplinary Intervention Categories

Table 4 provides information by school year on discipline intervention/action categories for each student subgroup. The percentages describe the proportion of the interventions/actions in each category that involved students in the specified subgroup. For example, in school year 2018-2019, female students were involved in approximately 27% of all expulsions for the year.

Table 4: Population Distribution of Discipline Intervention Categories

2017-2018		All Actions/ Interventions	Alternative Education Placement	Detention	In-School Suspension	Out-of-School Suspension	Expulsion	Other Interventions
All Interventions		201,772	498	72,045	35,131	33,479	285	60,334
Gender	Female	25.3%	24.1%	25.6%	24.8%	24.1%	21.8%	25.9%
	Male	74.7%	75.9%	74.4%	75.2%	75.9%	78.2%	74.1%
Race/Ethnicity	White	84.5%	91.0%	86.8%	83.5%	83.1%	84.9%	83.2%
	Black	9.7%	5.4%	8.1%	10.2%	11.3%	8.4%	10.6%
	Multi-racial	3.8%	2.2%	3.3%	4.0%	3.9%	4.6%	4.3%
	Hispanic/Latino	1.6%	1.4%	1.5%	2.1%	1.5%	1.8%	1.6%
	Other Minority	0.3%		0.4%	0.2%	0.2%	0.4%	0.3%
Special Education	Students without Disabilities	77.0%	72.7%	83.2%	73.3%	68.1%	74.0%	76.8%
	Students with Disabilities	23.0%	27.3%	16.8%	26.7%	31.9%	26.0%	23.2%
Socioeconomic Status	Not Low SES	30.9%	26.5%	35.4%	30.3%	25.0%	26.7%	29.3%
	Low SES	69.1%	73.5%	64.6%	69.7%	75.0%	73.3%	70.7%
Foster Care Status	Not in Care	94.6%	87.3%	95.4%	94.5%	92.3%	85.3%	95.1%
	Foster Care	5.4%	12.7%	4.6%	5.5%	7.7%	14.7%	4.9%

Table 4: Population Distribution of Discipline Intervention Categories

Intervention Categories within Population 2018-2019		All Actions/Interventions	Alternative Education Placement	Detention	In-School Suspension	Out-of-School Suspension	Expulsion	Other Interventions
All Actions/Interventions		207,338	574	75,020	38,064	32,807	264	60,609
Gender	Female	26.4%	23.3%	26.9%	25.2%	24.7%	26.5%	27.4%
	Male	73.6%	76.7%	73.1%	74.8%	75.3%	73.5%	72.6%
Race/Ethnicity	White	84.0%	91.6%	85.4%	83.7%	83.8%	90.2%	82.6%
	Black	9.7%	5.4%	8.6%	9.4%	10.1%	4.2%	10.9%
	Multi-racial	4.2%	1.7%	3.8%	4.6%	4.3%	4.9%	4.5%
	Hispanic/Latino	1.8%	1.2%	1.8%	2.1%	1.5%	0.4%	1.7%
	Other Minority	0.3%		0.4%	0.3%	0.3%	0.4%	0.3%
Special Education	Students without Disabilities	76.9%	72.5%	83.0%	73.3%	68.2%	75.4%	76.5%
	Students with Disabilities	23.1%	27.5%	17.0%	26.7%	31.8%	24.6%	23.5%
Socioeconomic Status	Not Low SES	42.9%	39.5%	47.0%	42.5%	36.9%	39.4%	41.4%
	Low SES	57.1%	60.5%	53.0%	57.5%	63.1%	60.6%	58.6%
Foster Care Status	Not in Care	95.0%	90.2%	96.2%	94.7%	92.8%	87.9%	94.9%
	Foster Care	5.0%	9.8%	3.8%	5.3%	7.2%	12.1%	5.1%

Table 4: Population Distribution of Discipline Intervention Categories

Intervention Categories within Population		All Actions/ Interventions	Alternative Education Placement	Detention	In-School Suspension	Out-of-School Suspension	Expulsion	Other Interventions
2019–2020	All Actions/ Interventions	167,076	370	59,687	30,314	24,147	185	52,373
Gender	Female	26.5%	23.0%	26.8%	25.6%	25.2%	26.5%	27.1%
	Male	73.5%	77.0%	73.2%	74.4%	74.8%	73.5%	72.9%
Race/Ethnicity	White	82.6%	92.7%	84.5%	81.4%	83.6%	88.6%	80.6%
	Black	10.6%	4.1%	9.2%	10.9%	9.8%	5.4%	12.4%
	Multi-racial	4.8%	3.0%	4.4%	5.3%	4.9%	3.8%	5.1%
	Hispanic/Latino	1.7%	0.3%	1.6%	2.2%	1.4%	1.6%	1.6%
	Other Minority	0.3%		0.3%	0.3%	0.2%	0.5%	0.3%
Special Education	Students without Disabilities	75.6%	75.9%	81.9%	71.9%	65.8%	78.9%	75.2%
	Students with Disabilities	24.4%	24.1%	18.1%	28.1%	34.2%	21.1%	24.8%
Socioeconomic Status	Not Low SES	30.8%	24.1%	35.1%	29.5%	24.9%	27.6%	29.5%
	Low SES	69.2%	75.9%	64.9%	70.5%	75.1%	72.4%	70.5%
Foster Care Status	Not in Care	94.8%	88.9%	95.7%	94.8%	92.2%	89.7%	95.0%
	Foster Care	5.2%	11.1%	4.3%	5.2%	7.8%	10.3%	5.0%

Table 4: Population Distribution of Discipline Intervention Categories

Intervention Categories within Population		All Actions/Interventions	Alternative Education Placement	Detention	In-School Suspension	Out-of-School Suspension	Expulsion	Other Interventions
2020-2021		44,682	157	11,217	8,651	7,986	42	16,629
Gender	Female	27.4%	21.0%	26.6%	26.4%	26.2%	16.7%	29.0%
	Male	72.6%	79.0%	73.4%	73.6%	73.8%	83.3%	71.0%
Race/Ethnicity	White	84.2%	95.5%	87.8%	85.3%	84.6%	85.7%	80.9%
	Black	9.3%	1.3%	6.4%	8.3%	8.6%	7.1%	12.1%
	Multi-racial	4.9%	3.2%	4.1%	4.5%	5.3%	4.8%	5.5%
	Hispanic/Latino	1.3%		1.3%	1.5%	1.3%	2.4%	1.2%
	Other Minority	0.3%		0.3%	0.3%	0.3%		0.3%
Special Education	Students without Disabilities	72.9%	74.5%	77.2%	71.2%	66.6%	76.2%	73.8%
	Students with Disabilities	27.1%	25.5%	22.8%	28.8%	33.4%	23.8%	26.2%
Socioeconomic Status	Not Low SES	31.5%	26.8%	35.8%	30.0%	26.5%	16.7%	32.0%
	Low SES	68.5%	73.2%	64.2%	70.0%	73.5%	83.3%	68.0%
Foster Care Status	Not in Care	96.5%	91.1%	97.0%	96.6%	95.4%	95.2%	96.6%
	Foster Care	3.5%	8.9%	3.0%	3.4%	4.6%	4.8%	3.4%

Table 4: Population Distribution of Discipline Intervention Categories

Intervention Categories within Population		All Actions/Interventions	Alternative Education Placement	Detention	In-School Suspension	Out-of-School Suspension	Expulsion	Other Interventions
2021-2022	**All Actions/Interventions**	**170,188**	**386**	**52,355**	**32,613**	**30,011**	**157**	**54,666**
Gender	Female	29.9%	31.6%	29.0%	29.5%	28.6%	26.1%	31.6%
	Male	70.1%	68.4%	71.0%	70.5%	71.4%	73.9%	68.4%
Race/Ethnicity	White	81.9%	93.0%	84.2%	82.2%	82.6%	86.6%	79.1%
	Black	10.2%	4.1%	8.6%	9.4%	9.8%	8.3%	12.6%
	MultiRacial	5.6%	2.1%	5.2%	5.7%	5.5%	2.5%	6.0%
	Hispanic/Latino	1.9%	0.8%	1.6%	2.3%	1.7%	1.9%	2.0%
	Other Minority	0.4%		0.4%	0.3%	0.3%	0.6%	0.4%
Special Education	Students without Disabilities	75.2%	67.9%	81.0%	72.1%	67.7%	75.2%	75.7%
	Students with Disabilities	24.8%	32.1%	19.0%	27.9%	32.3%	24.8%	24.3%
Socioeconomic Status	Not Low SES	34.5%	30.1%	39.0%	32.9%	30.0%	31.8%	33.6%
	Low SES	65.5%	69.9%	61.0%	67.1%	70.0%	68.2%	66.4%
Foster Care Status	Not in Care							
	Foster Care							

W. Clayton Burch
West Virginia Superintendent of Schools