



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ABIGAIL PANKAU		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: abby.pankau@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/21/2023 10:19 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

I am a mother of two students in the Parkway School District in St Louis. Parkway has a policy of no suspensions for their grade school kids, and I have noticed that it has helped the school so much. Finding alternate behavior strategies has really reduced repeat offenses, and made for a better feeling of community at our school as the kids feel like they are supported. I would love to see this expanded to all schools in Missouri.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ADAM BLOCH		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: 3/22/2023 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: ADAM BLOCH		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: adamdbloch@gmail.com	ATTENDANCE: In-Person	SUBMIT DATE: 3/21/2023 10:43 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I plan to attend in person and make the following statement, but I want to submit my testimony in a written format as well: Hello, my name is Adam Bloch and I am the proud parent of three children who are all in the Rolla 31 school district in Rolla, Missouri. I am here to speak of my thoughts and family's experience in regard to House Bill 159, which—as I read it—primarily asks schools to consolidate and publicize more data about their disciplinary actions and more narrowly defines how and whether schools can suspend, especially concerning third graders and younger. It is that part in lines 23 and 24 of the bill—that preschool through third grade students are limited in their potential suspensions—that I want to speak most in favor of today. Thankfully, my oldest and youngest children have never been suspended, but my middle child has been. He has Autism Spectrum Disorder and has several behaviors typically associated with this developmental disability—behaviors which, unfortunately, often result in suspensions. A discipline report from when he was 6 years old states that he, “was throwing a huge fit in the nurse’s office.” Another discipline report from when he was 7 years old starts off by saying he, “got mad” and another report begins by saying he, “got angry.” In these instances he was experiencing a mental health issue as a result of his disability. In almost all of the behaviors that resulted in suspensions, I’ll admit that my son became violent, but he was also 6 and 7 years old experiencing a mental health crisis. One of his later disciplinary reports—this time when he was 8 years old—notes that he was crying when it happened. Because of his disability, my son was suspended for a total of 6 days through just his final month of third grade—including the final awards day of his elementary school career. Not only were his suspensions later officially determined to be a manifestation of his disability by a district superintendent, but they were also counterintuitive: My son enjoyed getting to spend extra time at home. Further, his education team found a pattern in his behavior: He had a hard time adjusting to school after breaks from school; his inappropriate behavior because of breaks would result in more breaks from school, which simply provided more opportunities for suspensions. Because of this bill’s reference to statute 167.261, young children can still be suspended for egregious actions, which is understandable, but discipline-worthy actions in the current handbook from the school my son attended at that age range are very loosely defined: students can be suspended for any “assault” (not just first and second degree assaults as defined by statute 260), so—according to the current handbook—a fourth degree assault (which includes getting someone sick by coughing in their direction) could theoretically suspend a four year old for 10 days. This sounds outrageous, but it’s vague descriptions like this that require good laws to be fixed. We all hope and trust that school administrators will use good judgement, and I believe that most do, but we also know that all people are human, too, and one need not look hard to find cases of bad examples—my son’s disability was not a major factor in his discipline until years after the behavior started (and my family has ongoing repercussions of the disciplinary methods used on him). The beginning of this law simply asks for more data, and the end of this law helps to narrowly define appropriate punishments. My son

is already older than the limitations found in my favorite part of this bill, but I want to help other families going through similar circumstances. I hope that you will support this bill. Thank you for your time.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: AMANDA MADORE		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: amandalynn1113@outlook.com		ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 7:51 AM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

I 100% agree. It does not help the child (outside of safe school act) to be suspended so young. They are kind of like puppy's. If your puppy made a mess in the floor, you would correct the behavior immediately and then spend a considerable amount of time showing them what to do right next time. You would not simply lock them outside for 1-5 days and expect that they would come back fully trained. In the 5 1/2 yrs Gabe(my son) was in public school, (1st-half of 5th) he was suspended multiple times each year. Starting in first grade. Gabe had a 504 plan almost immediately upon starting school. It was clear Gabe needed extra assistance they just didn't know "why". He was not officially diagnosed with Autism, ADHD, and a mood disorder until he was in 3rd grade. As these kinds of diagnoses can take many yrs to fully discover. Teachers in every grade ignored his 504 plan. It was "too much for them All to know" as it was 5 pages long. We fought for all those yrs to get an IEP but we're told every year he didn't qualify for under any circumstances except one that would not be beneficial to him. The special Ed team was very helpful as were the councilors, and even a therapist who came to school for him. It was the upper management of the school, Vice, and principal who overreached their position to constantly suspend Gabriel. Never did a suspension help him. On 3 of the occasions teachers ignored his 504, laid hands on Gabe which caused him to withdraw and retract from them physically and they deemed that as "threatening" they notated every scratch, hit, or kick they received from this response as "malicious and violent" and he was immediately suspended for the maximum amount of times. We spent a lot of time pleading with the schools, yes multiple, trying to reach an understanding to no avail. The special Ed team was always appalled at the teachers and staff behavior. They blatantly ignored the team and his 504. He was a student they simply did not want to help or "deal with". His last discipline was so out of line and so severe that my husband and I withdrew Gabe from public school. Our choice was to hire a lawyer and fight them for this constant neglectful and out of line behavior or withdraw Gabe. We felt hiring lawyer at the time would put a "target" on Gabe's back for more bullying from the staff. Gabe has excelled since being homeschooled. But that option is not available to everyone and our hearts break for the children in our Missouri schools that are being punished, neglected and left behind as a result to very poor behavior and education from the staff. The very staff that is supposed to be emulating and promoting such credentials. As adults they are "falling behind" and they expect more from the children they are entrusted with.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: AMY GOTT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: 3/22/2023 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: BECKLY JANSKI		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: rjanski@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 3:33 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I support eliminating suspensions for our littlest kids. In the past we have eliminated forms of punishment such as corporal punishment. Kids, under suspension, do not learn when out of school. Their peers in the classroom do not learn skills toward harmony in the classroom. School Building Principals can work with teachers to learn skills that help all children feel that they belong.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: CAROLYN RANDAZZO		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: cmrandazzo@sbcglobal.net	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 7:53 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

Out of school suspension does not change student behavior. We need our students in class, learning and achieving. Since our schools have re-opened now that covid is mostly underly control, we now know how much learning loss occurs when students are not in class. We need to implement restorative practices in all of our schools, and end out of school suspension.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: DAVA-LEIGH BRUSH		PHONE NUMBER: 314-600-6018	
BUSINESS/ORGANIZATION NAME: MOEEP		TITLE: PAL TEAM LEADER	
ADDRESS: P.O. BOX 1352			
CITY: ST. CHARLES		STATE: MO	ZIP: 63303
EMAIL:	ATTENDANCE:	SUBMIT DATE: 3/22/2023 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DAVA-LEIGH BRUSH		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 3/22/2023 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ELIZABETH HEUERMANN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: beth.heuermann@yahoo.com		ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 7:10 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

As a retired teacher of 40 years, I am in support of this bill HB 159.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: GERALDINE PROCTOR		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: 2quiltingrev@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 5:58 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I support this important bill. Suspensions don't alter behavior and they prevent the student from learning in school. This puts them at risk of falling behind and not achieving as well as they could. Add to that the reality that suspensions and other disciplinary actions are disproportionately taken against students of color, especially boys, and those with disabilities and you have a recipe for harm to the most vulnerable. Suspensions also feed the school to prison pipeline wasting the potential of countless young people and ultimately harming our whole society. Restorative Justice practices and trauma informed care benefit students, schools, and society as a whole by changing behavior and keeping students in school and learning.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: HEATHER LYTH		PHONE NUMBER: 314-640-1110	
BUSINESS/ORGANIZATION NAME: F.A.C.T.		TITLE: EXECUTIVE DIRECTOR	
ADDRESS: 2240 BLUESTONE DRIVE			
CITY: ST. CHARLES		STATE: MO	ZIP: 63303
EMAIL:	ATTENDANCE:	SUBMIT DATE: 3/22/2023 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: JENNIFER KOCHER		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:	STATE:	ZIP:
EMAIL: jenkocher@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 10:00 AM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

Esteemed Representatives, as a parent, I am in favor of Bill 159. Suspensions are a personal issue for me. My son's neurological communication disorder can manifest as difficult behavior when he is unable to get his point across. During a parental visit day in Kindergarten, my son was afraid of the crowd of parents that had entered his classroom. The teacher would not allow him to watch the proceedings from a quiet corner of the classroom. Instead of being overtly defiant, he threw his pencil into the restricted area so that he could enter that area, ostensibly to retrieve the pencil--but really to retreat. Nobody was in danger; nobody was nearby. The teacher said that throwing the pencil regardless of the context was a suspendable offense, and the only reason she did not refer him to the principal was because I was there. No suggestions were made to him about how to deal with the situation better. To suspend a Kindergarten child for throwing a pencil instead of either allowing him to watch classroom proceedings from a quiet corner of the room or helping him deal with the situation better just does not make any sense. Kudos to my district for subsequently prohibiting suspensions through fifth grade. I am also a data analyst. I co-wrote a 2019 report called Falling Through the Cracks (1) which showed that Black boys with IEPs in the St. Louis area had an extremely high risk of being suspended, despite there being federal requirements to support the behavior of students with IEPs to minimize suspensions. I also wrote a memo, posted by DESE on its website, about using those requirements (2). Children misbehave in school, but suspensions just are not effective. There are better approaches, particularly when children are young. According to research cited in Falling Through the Cracks, "Suspension is not effective at preventing future misbehavior. Most students suspended once go on to be suspended again" (1, p. 4). Suspensions exact a cost on society. Falling Through the Cracks cited research which suggests, "Lost education time and increased risk of incarceration lead to diminished productivity long into adulthood" (1, p. 4). Regarding students with IEPs, there are federal requirements to support their behavior to minimize suspensions. Given that the rate of suspension incidents is highest for Missouri's students with IEPs for the behaviorally based Emotional Disturbance category (3), I question whether the requirements are being fulfilled. Instead, a nationally known attorney has given guidance to educators across the country advising that it is acceptable to judiciously spread suspensions throughout the year as a behavior management tool (4, p. 18). Doing so is neither acceptable nor useful in the long run. Also, there are also federal rules regarding shadow suspensions that I question are being followed. The federal Department of Education states, "Schools should take care when implementing exclusionary disciplinary measures that significantly interfere with a child's instruction and participation in other school activities...[Informal removals,] if implemented repeatedly, would constitute a disciplinary removal from the current placement...To the extent that schools implement exclusionary disciplinary measures in a manner tantamount to a suspension – or other removal from the child's current placement – they are required to fulfill their statutory obligation to report such removals..." (5). Passing this bill can help address the issues. I

suggest adding to the list on lines 12-14 under §167.161, RSMo the categories of the preventative behavior management approaches that the federal Department of Education requires IEP Teams to consider for students with IEPs: special education and related services; supplementary aids and services; program modifications; and/or support for school personnel (5, page 6). These requirements are more extensive than doing Functional Behavioral Assessments and providing Behavior Intervention Plans and were developed based on research. The latter three categories require input from the regular education teacher (34 C.F.R. §300.324(a)(3)); robust regular education involvement maximizes achievement (6) and helps prevent federal funding restrictions caused by significant disproportionality citations (7). In my region, though, regular education teachers tend to deflect responsibility for developing, revising, and implementing the IEP to the special education teacher (8). It may be helpful to know that IDEA Part D provides competitive grants to state education departments for professional development to help regular education teachers better guide students with IEPs whose behavior is challenging. Federal funding has been minimal, but it has existed at times. Nothing I have read indicates that DESE has applied. Also, I suggest adding to sections 5.(1) and (2) under Regulation §160.522, RSMo a count of students suspended at least once plus accompanying demographics. The current language requires incident counts. Incident counts are difficult to interpret because a student of a particular demographic can experience exclusionary discipline multiple times. It is through examining the suspension rates of students (and not incidents) of various demographics that comparisons of the risks of various groups can be made. Counts of students suspended, disaggregated by various demographic categories, are already reported to the federal Office for Civil Rights, but there is a significant lag in making this information public. Currently, 2017-18 data are available (9). I appreciate your consideration of this bill. It reflects up-to-date research about how to maximize academic achievement and graduates' productivity and minimize long-term costs. Considering these suggestions and moving this bill forward is the prudent thing to do and is in the best interests of Missouri. Thank you.

Sources: 1. Furtado, K., Duncan, A., Kocher, J., Nandan, P. (2019). *Falling Through the Cracks: Disparities in Out of School Suspension in St. Louis at the Intersection of Race, Disability, and Gender*. Retrieved from <https://www.forwardthroughferguson.org>. 2. Kocher, J. (2019). *Discipline Issues Related to SLP Handout*. Retrieved from <https://dese.mo.gov/media/pdf/discipline-issues-related-slp-handout>. 3. Missouri DESE (2018). *Significant Disproportionality*. Retrieved from <https://dese.mo.gov/media/pdf/special-education-advisory-panel-significant-disproportionality-march-2-2018>. 4. National Council on Disability (2015). *Breaking the School-to-Prison Pipeline for Students with Disabilities*. Retrieved from <https://ncd.gov/publications/2015/06182015/>. 5. U.S. Department of Education (2016). *Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Plans*. Retrieved from <https://sites.ed.gov/idea/files/dcl-on-pbis-in-ieps-08-01-2016.pdf>. 6. Hahir, T., Grindal, T., Freeman, B., et al. (2016). *A Summary of the Evidence on Inclusive Education*. Retrieved from <https://www.abtassociates.com/insights/publications/report/summary-of-the-evidence-on-inclusive-education>. 7. Losen, D., Wisconsin Department of Public Instruction (2008). *Annotated Checklist for Addressing Racial Disproportionality in Special Education*. Retrieved from <https://spptap.org/wp-content/uploads/2016/09/disp-checklist.doc>. 8. St. Louis Post-Dispatch (1996). *Special Focus on Special Kids*. Retrieved from https://docs.google.com/document/d/1QV1zSR0AJE64dYcd4zvMS45LKA_H39jqM_zumkN77rE/edit. 9. United States Office for Civil Rights (2023). *Civil Rights Data Collection Discipline Report*. Retrieved from <https://ocrdata.ed.gov/specialreports/disciplinereport>.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JERE HOCHMAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: Jhstlny@gmail.com		ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 11:42 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

The stigma and long term effects of out-of-school suspensions on children 3rd grade and younger are staggering and long term. PLEASE SUPPORT THIS LEGISLATION. Developmentally, children 3rd grade and younger are beginning to process cause and effect and action and consequence. A consequence may seem modest to an adult but it can be devastating and out of proportion for a 7-year old. In the eyes of the adult, a suspension is time out of school. For a child it can be REJECTION, isolation and guilt-ridden or it can be meaningless with no effect. Either way, the intended consequence far diminishes or increases the "lesson learned" one would hope to occur. Suspensions have little to no effect if a person cannot conceptualize and fully understand the time not in school in relation to an action. Granted, if a child does something hurtful to another child, the "victim" needs to see there was a consequence. The parent of the victim may demand a strong consequence. Schools have or can establish alternatives to teach a lesson, make it visible to the victim there is a consequence, and move forward. It is the PRINCIPAL's job s/he knows how to do to work with the parents - both the offender and the victim. Those are difficult conversations. That's what educators do - handle the difficult situations. From National Institute of Justice <https://nij.ojp.gov/topics/articles/student-suspensions-have-negative-consequences-according-nyc-study#:~:text=School%20Suspensions%20Led%20to%20Undesirable,next%20grade%2C%20or%20to%20graduate>. School Suspensions Led to Undesirable Outcomes, and Student Demographic Characteristics Predicted Suspensions An initial school suspension increased the likelihood of subsequent arrest as well as failure to advance academically to the next grade, or to graduate.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JESSICA LEMASTER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 3/22/2023 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: JOY WEESE MOLL		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: joyweesemoll@yahoo.com	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 2:53 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I've been working for several years to ask school districts to eliminate suspensions for their youngest students. These students are still learning the basics of reading, writing, and mathematics. They need to be in their classrooms so that they don't fall behind before at the earliest stage of education. Several school districts in Missouri have successfully done this. All Missouri school districts can find ways to help their students function in their classrooms instead of kicking them out. Also, we need better data from schools to understand how and why suspensions happen at all grade levels. This will help schools find ways to prevent the kind of problems that eventually lead to suspensions. Missouri taxpayers pay for students to be in classrooms. This bill will contribute to making that the reality.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: JULIA CHANEY FAUGHN		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: jchaneyfaughn@cruselaw.com	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 7:30 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I work with children in the legal system. In my small rural I can name at least FIVE children who were suspended from school in kindergarten and first grade-within the last twelve months. One poor child was released from the hospital, then suspended for an extended period, went back for two days and was suspended again for another extended period. These children have medical diagnoses that SHOULD protect them from this happening and they SHOULD be receiving special education services. Clearly now we have to have court intervention for the children we learn about due to the school district failing to provide special education services... because that is what schools do... they don't provide special education services, the parents don't know any better and they just send the children home. I wish I could be there but I already have obligations with disabled adults Wednesday morning.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KAREN COOPER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: 3/22/2023 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KATHLEEN LEWIS		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: kathymurphylewis@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/21/2023 8:05 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

As a retired teacher, I wholeheartedly support Congressman Mackey's bill (HB 159) to eliminate suspensions for the youngest students.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KATHRYN SESTI		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: katiesesti@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/22/2023 10:01 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

I am in support of this bill.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: KATHRYN SESTI		PHONE NUMBER: 314-401-7749	
BUSINESS/ORGANIZATION NAME: SESTIVA, LLC		TITLE: OWNER	
ADDRESS: 5850 MACKLIND AVENUE			
CITY: ST LOUIS		STATE: MO	ZIP: 63109
EMAIL: katie@sestiva.com	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 10:04 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KAYCEE MACHINO		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 3/22/2023 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: LARA WAKEFIELD		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: wakefieldconsultationservices@gmail.com	ATTENDANCE: In-Person	SUBMIT DATE: 3/22/2023 8:13 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

My name is Dr. Lara Wakefield and I'm from Boone County where I own a National private practice advocacy business that is headquartered in Columbia. My advocacy work is focused on helping families navigate the confusing pathway of disabilities and accessing their children's rights in education. I work with families across Missouri and I have a high concentration of them in the mid-Missouri school districts. I'm here today representing 26 of my families from Columbia, who have children with individualized education programs or IEPs or Section 504 accommodation plans. These families would have loved to be here in person today but unfortunately could not miss any more work due to already having to take off a lot of days from work due to their children's suspensions. These families' children have behavior dysregulation issues that are directly related to their disabilities and that's why they have IEPs and 504s. All of these students suspensions were the result of the school team not following the behavior prevention and intervention protocols in the children's IEPs and 504 plans. The students are being punished due to teachers not being trained appropriately on the plan or the admin not supporting the teachers with the plan. This Results in a loss of education for these children and discriminates against them from accessing their education due to disability. Further it results in more adverse economic impact on these families who miss work due to suspensions and many are already struggling financially due to the high cost of caring for a child with a disability. I Please ask you to support this bill so that school districts can address this serious issue and prevent discriminates against our children with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: LINDSAY WOODS		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: lwoods@stchas.edu	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 9:54 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I support HB 159 which changes the provisions governing the suspension of students from public schools. Suspensions are often overused by school administrators, are ineffective at changing unwanted behavior, and should be used only as a last resort. My 14-year-old son has Autism, ADHD, and 4 Specific Learning Disabilities and has received countless in-school (ISS) and out-of-school (OSS) suspensions since Kindergarten. At one point, my son's unwanted behaviors were being reinforced by OSS, and he knew just what he needed to do to get a few days home from school. During his 7th grade year, he received so many days of OSS that we had to have two Manifestation Determination meetings. Students without IEPs do not have that right. Instead, they are the victims of school administrators who put too much energy into following the district behavior guide and not enough energy into creating a school culture where students feel safe, supported, and valued. My son's middle school does not have a student council, a peer mentoring program, a bullying prevention program, disability awareness activities, or effective character education, yet the administration has unchecked power when handing out suspensions. The administration is reactive rather than proactive, which needs to change. Before schools give suspensions, they should be required to site the research-based positive behavior supports and SCHOOL-WIDE interventions that were tried first. If this bill is passed, it will hold schools accountable for reporting their own discipline data and will prevent public schools from suspending vulnerable students.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: LUKE BARBER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: luke.t.barber@umsl.edu		ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 2:19 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

Currently Missouri's educational policies regarding school discipline are out of compliance with applicable federal laws, particularly the Manifestation Determination clause of the Section 504 Rehabilitation Act & Individuals with Disabilities Education Act. Sec. 300.530 (e) Manifestation determination:(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.(3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies. Such Clause is designed to address behavioral concerns such as "challenging behavior" and the mental health of students with a documented disability. It also is designed so students aren't unfairly removed from the classroom as a result of discriminatory punishment. The purpose of the existing law is to allow students with a disability to continue to learn and to ensure that all removals or referrals to outside help and counseling are done in ways that allow for a 'Pause / Incomplete'. As a Student who had documented disability, I have had my fair share of Mental health and disability Crisis situations while in school. Some where I needed referrals to medical treatment, however when this happened the Educational facilities simply allowed me to resume following treatment. The schools then would send me my missed assignments and any notes from class. When discipline was necessary, the district analyzed and evaluated appropriate punishment regardless of disability but still took the disability into account. This allowed me to learn the "hard way" while still being held accountable for my actions. The district also knew the laws and while there were times a harsher punishment might have been necessary , such punishments would have been in conflict with the existing laws. Existing laws are supposed to prevent the Suspension of greater than 10 days ,or Expulsion for students with a disability . Especially in cases when the disability was a factor in the behavior. Such cases could include Meltdowns, feeling backed into a corner and or being the victim of bully and other forms of discrimination, Et cetera. This bill will address the necessary changes to slow the 'School to Prison' pipeline, ensure compliance with federal education law and allow for reporting and monitoring of suspensions, expulsions and other forms of discipline.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: MICHELLE RIBAUDO		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: mribaudo@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 7:29 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

Chairman Pollitt and Education Committee Members,I am writing in support of HB 159. Behavior is communication! Unfortunately, behavior is looked at via a punitive lens as opposed to trying to determine the underlying issue. Parents are called to pick up their child, which is an Out of School Suspension and should be recorded as such. Police are called on young elementary students. The tactics are turning more toward getting the children out of the school environment instead of looking at the trigger and problem solving.It is imperative that the focus be on keeping the child in school and learning, which can not be done if the child is suspended, or repeatedly sent home. This also makes it difficult for parents to work and maintain a job, as they are repeatedly getting called to come to school or risk the police being called on their child.HB 159 would stop these detrimental practices for our youngest students, as well as provide data on older students that is needed to assess the overuse of suspension.I ask that you support HB 159 to keep children in school and work on behaviors at a young age that will ultimately provide better behavior outcomes as the student progresses through school, instead of simply sending them home via suspension.Thank you for your time.Michelle Ribaudó



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: NAMITA ATAL PARANJOTHI		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: nparanjothi@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 3:29 PM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: NICKI KOHRS		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: nicholekohrs@yahoo.com	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 6:54 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

As a teacher, I support this bill. Much has been written about how suspensions are imposed on children in an inequitable manner. Having disaggregated data from schools will give schools, teachers, and advocates another tool to protect those students disproportionately impacted by suspensions.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: REBECCA UCCELLO		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 3/22/2023 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: ROBYN SCHELP		PHONE NUMBER: 660-441-3260	
REPRESENTING: KIDS WIN MISSOURI		TITLE:	
ADDRESS: 3909 SHERMAN CT.			
CITY: COLUMBIA		STATE: MO	ZIP: 65203
EMAIL:	ATTENDANCE:	SUBMIT DATE: 3/22/2023 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: SLOAN SHEFFIELD COWELL		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: sloansheffield13@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 4:14 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: SUSAN GIBSON		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: Onesuegibson@protonmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/20/2023 1:55 PM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

Students shouldn't be suspended under zero tolerance policies that treat behavior the same as actual violence.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: SUZANNE N. WHITMAN		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: suzannewhitman@hotmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/21/2023 4:13 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

This bill has the proper exceptions (for situations under the Safe Schools Act) and other than that there is no reason that kids in K-3 should be suspended. It causes those kids more harm than good to be separated from school. I remember talking with a woman whose son was suspended in Kindergarten; she just was astounded that it was even possible and ended up pulling her kid from that school. Suspensions are applied inequitably as well, affecting more Black kids than White. This is a great bill and I fully support it.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: TORI SCHAFFER		PHONE NUMBER:	
REPRESENTING: AMERICAN CIVIL LIBERTIES UNION OF MISSOURI		TITLE:	
ADDRESS: 906 OLIVE ST.			
CITY: ST. LOUIS		STATE: MO	ZIP: 63101
EMAIL:	ATTENDANCE:	SUBMIT DATE: 3/22/2023 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: TRACEY BLOCH		PHONE NUMBER: 865-230-0177	
REPRESENTING: MISSOURI DISABILITY EMPOWERMENT FOUNDATION		TITLE: DIRECTOR OF LEGISLATIVE ADVOCACY	
ADDRESS: 1408 KEEGAN CT			
CITY: COLUMBIA		STATE: MO	ZIP: 65203
EMAIL: tracey@moempower.org	ATTENDANCE: In-Person	SUBMIT DATE: 3/21/2023 10:44 PM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

My name is Tracey Bloch and I want to thank you for taking the time to hear from me today as I speak on behalf of Missouri Disability Empowerment Foundation and the families we serve. Many might assume that preschool through 3rd graders are rarely suspended and that when it does happen, it is only for the most serious of offenses. Unfortunately, this is not always the case, which is why this bill is of vital importance for Missouri students. In the last 48 hours alone, I spoke with 14 mothers of children who were suspended between preschool and 3rd grade who tried desperately to come today and found it to be impossible. They had already taken off work too many times in order to stay home with a child who had been suspended earlier this school year. Another member of our organization spoke with parents who were too ashamed or educators who were too afraid to speak of their experiences but expressed their strong desire for this bill to pass. As an organization that provides advocacy services to students in public schools, we are hearing these stories on repeat. The most common reason that our families claim for multiple suspensions is a zero-tolerance policy. Zero-tolerance policies began in the 1980s and were originally intended to address weapon and drug offenses. It was believed that harsh, automatic punishments would deter students from engaging in these crimes. Over time, these policies have evolved and expanded to include various types of misbehavior outlined by the district that will receive a mandatory predetermined consequence. These consequences are usually severe and involve some form of exclusion like in-school or out-of-school suspension and take an "all-or-nothing" approach to discipline. There's no flexibility in determining discipline in these situations. There is no opportunity to consider the circumstances of the individual or the severity of the offense and what may be an appropriate recourse. For young children especially, sending them home is not solving the problem. It temporarily removes the child from that environment only to have them return and repeat the cycle. This is an age where not all children with disabilities have achieved a diagnosis that might offer them supports to help with harmful behaviors. It is also an age where children need to learn from their actions in the moment without escaping it. Students who are suspended are not being given that opportunity to work through the issues and instead are being taught that if they're having a hard day, they can do certain things that will earn them a few days at home. We also have students who have internalized the punishment of suspension and have come to believe that they are bad kids. For the educators in the room, I feel you. You may be thinking, "If we can't send them home, then what CAN we do?" I want to be clear that with this bill, schools still retain the right to suspend or expel young students who violate specific crimes listed under 160.261. In this list, you will see 1st and 2nd degree assault, drug activity, possessing a weapon, 1st degree property damage, and several other infractions. This bill also describes that for other incidents that might typically have earned a suspension, schools will need to rely on other methods of discipline that would

be more appropriate and effective for a young child. Schools can bolster their behavior supports for children who commonly behave in ways that result in suspensions. They can seek to use Restorative Justice, where everyone involved will examine the harmful impact of the child's behavior and determine what can be done to repair that harm while still holding the student accountable for their actions. Restorative Justice is powerful for kids who are still being taught how to communicate and behave. Examples of this practice include mediation, face-to-face discussions between the offender and the victim, peacemaking circles, fixing what was broken, returning or replacing what was stolen, and more. I truly believe that kids are capable of learning from their actions when they are given a chance to confront the behavior and make amends instead of being sent home. I also truly believe that children need to be IN school as much as possible. For this reason, I implore you to support HB 159.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ADAM HOGAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: hogie300@me.com	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 9:33 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

Not allowing schools to keep students safe is ridiculous. Kids under 4th grade tear apart classrooms and have harmed teachers and students. You think there is a teacher shortage now wait until schools can't keep kids safe inside their own room since their hands are tied. Between this bill and having to report to DESE isolation and restraints people are being HURT. I have a co-worker who has been out since October since she was told not to move a third grader. She has a dramatic rain injury and short-term memory loss. She can effectively help her students possibly for the rest of her life. But what is more important here?? I'm a teacher and this makes me looking elsewhere. I have 15 years experience in the classroom and feeling less support from the state.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: ARNIE C. "HONEST-ABE" DIENOFF-STATE PUBLIC ADVOCATE		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: arniedienoff@yahoo.com	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 11:31 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I am Opposed to this Bill! Students MUST be held Accountable for their unsafe and wrong action, to include Suspension from Kindergarten and on up. No Deal Mr. Mackey, No Deal, ONLY 100%-Safe Schools!



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: LINDA USELMANN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: lbju@att.net		ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

I wish I could be in Jefferson City to testify but I am in Oklahoma taking care of my grandchildren. I submit this testimony with the knowledge and experience in education for almost 20 years. HB 159 will expand the problem we have with reporting discipline to DESE and having a School Accountability Report Card regarding discipline issues. I see so many problems with this bill. 1. Reporting discipline issues to DESE and DESE maintaining a report card. The purpose of the Report Card will be: "The purpose of the report card shall be to provide educational statistics and accountability information for parents, taxpayers, school personnel, legislators, and the print and broadcast news media in a standardized, easily accessible form." We know that many districts will be tempted to avoid suspending students to avoid the negative press and district comparisons in the press. Thus leading to more trauma in the classroom due to increased discipline issues. This will prevent education from occurring due to educators having to deal with behavioral issues. 2. What is the purpose of including the socio-economic status of the students being suspended as well as if the student is a SPED student or has an IEP. This requirements to identify these indicators appears that the premise of this bill is that districts are targeting certain students in their discipline plans. As an educator I do not believe this is the case. We, educators in Missouri, do all we do to keep our students in class/school because it is in the best interest of our students to be in school. Suspensions are used as a last resort. Do not dictate to schools when/how they should discipline their students. 3. The District will be prohibited from suspending students who are in pre K to Third grade. "Except as otherwise provided in section 160.261 and this section, no pupil enrolled in preschool through grade three shall be suspended from school or expelled. " The code referred to in this section (<https://revisor.mo.gov/main/OneSection.aspx?section=160.261>) basically refers to violent behavior, drugs and sexual offenses. Therefore, we can surmise that PreK to third grade students will not be able to be suspended except for extreme situations. This is the same issue we had with the previous bill that led to negative consequences in the elementary schools. In one district it a discipline issue arose when two third graders decided to be a behavior issue. As the district staff was following the new protocols regarding students One of the students decided to start hitting the staff member in the back of the head multiple times. This resulted in traumatic brain damage for the staff member. A simple discipline issue can turn from minor to traumatic/dangerous in a split second. Educators/students across the state have been traumatized by students who are misbehaving and acting out in class. Districts should be able to decide on all discipline measures depending on the various situations no matter the age of the student. The main issue is this bill takes control from the local districts and gives the power to the Department of Education which will maintain an accountability report card on the local districts. All discipline issues should be local. The district should have a written policy and the parents should be informed. This should be private between the school district and the parents. DESE definitely should not be keeping a score card on schools. These score cards do not state if it is one child being suspended multiple times

or several students one time. Not an accurate assessment of the district. These are only a few of my concerns regarding HB 159. As a professional educator I believe this bill will have multiple negative unintended consequences. Thank you for considering my ideas regarding HB 159.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MICHAEL WESTEN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: MichaelWesten.3up@protonmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/21/2023 10:12 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

I oppose this bill. The following section needs to be removed, "(a) The races, ethnicities, grade levels, genders, limited English proficiency43 statuses, disability categories, and free or reduced price lunch statuses of removed44 pupils;"



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 159		DATE: 3/22/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input checked="" type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: EMILY KATHLEEN GEISERT		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: emilykgeisert@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/22/2023 7:04 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I am a Special Education Teacher, K-5, Mild/Moderate Cross Categorical. My district utilizes the pull out/resource method and self contained in the same classrooms. Before third grade, many students have not obtained the skills necessary to regulate and follow social norms. Many of their behaviors are a result of a need/want in their environment, and they simply do not possess the necessary skills to communicate need, particularly if they have a disability. Behavior presents for two reasons: to obtain something or to escape something. Many times, a challenging behavior presents at the early childhood ages in a classroom setting to escape work or push against boundaries set by an authority figure. Suspension teaches them that if they push hard enough, they get what they want by getting to go home. Naturally, problems of staffing, training of staff, violent outbursts, and space arise in cases making suspension the path of least resistance when a student causes room clear situations. While it is absolutely the most convenient way to ensure learning progresses for the twenty students in the room, it is not what is best for the one student sent home. A law regulating suspensions of students under grade three would be beneficial for schools still navigating effective best practices for maintaining a safe and effective learning environment. However, it will have negative ramifications if effective behavioral training for the staff in the schools is not more readily available.