

**Committee Members in attendance:**

Dr. James Smith, *Educational Opportunity Gap Oversight and Accountability Committee*  
Edri Geiger, *Washington State School Directors' Association*  
Greg Williamson, *Office of Superintendent of Public Instruction*  
Jennifer Harris, *Office of the Education Ombuds*  
Myra Johnson, *Washington Education Association*  
Paul Alig, *TeamChild*  
Rosemarie Search, *Washington Association of School Administrators*  
Tim Stensager, *K-12 Data Governance Committee*  
Tracy Sherman, *League of Education Voters*

**Committee Members not in attendance:**

Alan Burke, Ed.D, *Office of Superintendent of Public Instruction*  
Edward Prince, *Commission on African American Affairs*  
Governor's Office of Indian Affairs (*TBD*)  
Lillian Ortiz-Self, *Commission on Hispanic American Affairs*  
Mia Williams, *Association of Washington School Principals*  
Matt Vaeena, *Commission on Asian Pacific American Affairs*  
Trevor Greene, *Association of Washington School Principals*  
Zharina Angeles, *Commission on Asian Pacific American Affairs*

**Staff and Public in attendance:**

Dan Steel, *Washington Association of School Administrators*  
Heidi Maynard, *Washington State School Directors' Association*  
Jenny Owre, *Office of Superintendent of Public Instruction*  
Maria Flores, *Office of Superintendent of Public Instruction*  
Megan Eliasson, *Office of Superintendent of Public Instruction*  
Nicholas Bradford, *Restorative Justice Center*  
Sheri Dunster, *Office of Superintendent of Public Instruction*

**Introductions, agenda overview, and approval of meeting minutes**

The meeting was called to order at 9:05 a.m. by OSPI facilitator, Maria Flores. The agenda items were reviewed and the December meeting minutes were approved.

**Review/Discuss Homework & Crosswalk of School Information Systems**

- Concern with bundling definitions and losing opportunities to disaggregate data. The more bundled, the further the task force moves from the intent or the usefulness of the reported data.
- On the other hand, at some point definitions get too specific, condoning reasons for suspension and expulsion.
- Dress code has vague standards opposed to a definition representing a standard of disruption.
- Attempts should be made to track data the way schools are already doing it.
- We created two big umbrellas (failure to cooperate and disruption), but need more detail in areas where definitions were bundled into these categories.
- There are still a lot of school districts that don't see a problem. Even students in the majority can be affected by discipline standards and definitions.

- Group should consider letting some categories go undefined if we can't reach consensus.
- Any definitions used in schools code of conduct we will want data on.
- Prioritize categories by most crucial and then go back to define less important (dress code, etc.).
- Members shared cases of suspension/expulsion of school for dress code.
- At OEO, the issues with dress code vary from vague explanations to civil rights issues.
- Having the ability to organize discipline issues in order of occurrence (leading up to suspension/expulsion) will allow us to determine the trigger behavior.
- If we come up with a definition different from the way districts currently define and collect, it creates the need for someone to interpret.
- Interpretation is not only through the CEDARS manual, training and Q&A happens through outreach.
- CEDARS influences the adoption of definitions at the district level, but cannot require it.
- At this point, we need to clarify categories and define later based on current coding schools have.
- We should have the category and a terse definition.
- Many districts keep the HIB policy and hazing policy in a separate place.
- Is there a way to include multiple offenses that lead up to "multiple offenses accumulated"?
- Next year these will be available with primary offense flagged for federal tracking.
- We want to get to the bottom of disproportionality and there is a concern with large groups affected by discipline.
- If a student experiences positive interventions applied, would we be able to track when they failed?
- With multiple accumulated offenses, you need to list prior offenses leading up to them.
- Can this be organized by every category listing 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> offense?
- District will push back if asked for how many offenses. They will expect that this would be tracked in what they are already reporting to CEDARS.
- Are students being suspended after the first time- one incident? Or multiple occurrences?
- Member sharing of perspective of prosecutor's office in King County that unintended consequences (pipeline) result from different categories.

#### **Adopt definitions from "Other" categories**

- **Destruction of Property/Vandalism:** intentional damage of school property or the property of others.
- **Vulgar or Lewd conduct:** obscene acts or expressions, whether verbal or non-verbal
- **Theft, possession of stolen property:** taking or knowingly being in possession of district property or property of others without permission.
- **Academic dishonesty/plagiarism:** knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.

#### **Recent Federal Guidance**

- Refers to different treatment and disparate impact
- Is there a comparable way to address discipline offenses without adverse impact?
- Enforcement authority: investigations required for potential civil rights complaints. In cases of non-compliance there is required follow up.

- Ensure accountability at a district level; potential for entire state to lose federal dollars with lack of follow-through.
- How important is it to have fresh data? Important to show shift and address the long term impact are discipline issues getting better or worse?
- Federal departments will look at schools definitions for clarity.
- Schools should have a system for training staff to administer discipline in a nondiscriminatory way.

**Announcements**

- Tim Stensager and Sheri Dunster invited task force members to participate in the next CEDARS Stakeholders meeting.
- Lily and Greg proposed a plan for putting together a student, educator, a number of members voiced interest in assisting with the Student, Parent, Educator panel planning.

**Public Comment**

Nicholas Bradford, Restorative Justice Center of the NW:

- Representing a local Dispute Resolution Centers (DRC). Every county has one charged by RCW to provide low cost mitigation services to families. Pierce and King County are doing a lot of work around Restorative Justice. Looking for juvenile justice and education approach language similarities. DRCs offer 12 hours of training to youth for free. Need to build free training module for student discipline across the state.

**Future Meeting Planning**

- Group determined top agenda items for March meeting. Preference towards OSPI meeting location during session.

**Group Decision Items**

- Group will not hold subcommittee meetings on off months. Each member will be expected to complete homework, reading, and individual research to be thoroughly prepared to discuss at each bimonthly meeting.
- Lily and Greg will lead coordination of student panel and potential site visits. Information will be sent to members to assist with these efforts.

**Conclusion**

With no further action, the meeting adjourned at 2:30 p.m.